DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Biological Sciences

2. BSC (Alpha Prefix) | 6 (1st Digit) | (Last 3 Digits) | ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☐ Graded ☐ Pass/Fail

4a. **Course Title** WRITING, PUBLISHING, AND COMMUNICATING PEER-REVIEWED PAPERS IN BIOLOGICAL SCIENCES

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Writing for Biology

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   This course trains early career scientists in the skills of mastering Biological Science writing, peer review, and publishing.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** _____
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

    Using their own research data, students will learn to create a sectioned manuscript through draft and revisions while participating in journal-style peer reviews of fellow students' work.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    English

13. **Is this course used for the assessment of a program or a certificate (If yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Dr. John Kominoski (Type name) — John Kominoski (Signature) — 11 / 21 / 20 18

(Email address) — (Phone number)

Chairperson (Dept./Div.) Dr. Steve Oberbauer (Type name) — (Signature) — 11 / 20 / 2018

Chairperson (Curr. Comm.) _____ (Type name) — (Signature) — ____ / ____ / 20____

College/School Dean _____ (Type name) — (Signature) — ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Course Justification - PCB 6XXX: Writing, Publishing, and Communicating Peer-Reviewed Papers in Biological Sciences

This writing course is needed to train early career scientists in the skills of mastering science writing, peer review, and publishing in the biological sciences. This course is absent from the current graduate curriculum in biology.

WRITING, PUBLISHING, AND COMMUNICATING PEER-REVIEWED PAPERS IN BIOLOGICAL SCIENCES (BSC 6XXX; 3 credits)
SYLLABUS FOR LECTURES/WRITING LABS

Term: Fall 2018; Charles Perry (PC) 441; Tuesdays/Thursdays 9:30-10:45AM
Instructor: Dr. John Kominoski; OE 207; 305.348.7117; jkominos@fiu.edu
https://kominoskilab.com/communicating-science/

Class Schedule

Aug. 21: LECTURE: Writing Overview: Essential Components of Scientific Manuscripts

23: LECTURE: Science Writing as Storytelling/Structure/OCAR

28: LECTURE: The Opening: Is Anybody Listening?

30: LAB: Title/Abstract/Introduction

Sept. 04: LECTURE: The Challenge: Develop Important, Testable Questions

06: LAB: Questions that Advance Science

11: LECTURE: The Action: When, Where, Why, What, How

13: LAB: Methods and Results

18: No Class – Incorporate peer and writing group feedback

20: No Class – Incorporate peer and writing group feedback

25: LECTURE: The Resolution: Take us home

27: LAB: Revised Results

Oct. 02: LECTURE: Writing from the Inside Out: Where and How to Begin

04: LAB: Discussion and Conclusion

09 LECTURE: Acknowledgements, Literature Cited, Tables and Figures

11: LAB: Manuscript – writing group feedback

16: LECTURE: Authorship and Ethics

18: LAB: Manuscript – writing group feedback

23: LECTURE: Journal Instruction for Authors, Cover Letters, Choosing Reviewers

25: LAB: Manuscript – writing group feedback

30: LECTURE: The Review Process

Nov. 01: LAB: Manuscript –writing group feedback

06: LECTURE: Service: Providing Excellent Peer Reviewer

08: LAB: Manuscript – First Draft Due

13: LECTURE: Responding to Reviews

15: LAB: Peer reviews returned, discussed

20: LECTURE: Science Communication: Beyond the Publication

22: Thanksgiving (No Class)

27: Work on final manuscript revisions (No Class)

29: Last day of class / Revised Manuscripts Due/ Course Evaluations

Required Textbook
Schimel, Joshua. 2012. Writing Science – How to write papers that get cited and proposals that get funded. Oxford University Press, New York. ISBN: 978-0-19-976024-4

Grading
- Manuscript First submission: 30%
- Manuscript Final submission: 15%
- Manuscript Peer Review: 30%
- Class Participation/Attendance: 25%

Publication Status & Grade
- Accept as is: 100
- Accept with minor revisions: 95
- Accept with moderate revisions: 85
- Reconsider after major revision: 75
- Reject: ≤65

Expectations & Participation
Students will (1) participate in weekly lectures, labs, and discussions, (2) participate in giving and receiving weekly feedback with peer writing partner, (3) present manuscript sections and draft manuscripts during two labs based, (4) write a manuscript draft and revised manuscript of original, completed thesis or dissertation research, and (5) provide a journal-style peer review of another student's draft manuscript. Weekly activities will include (i) preparing and circulating manuscript sections and draft manuscripts by the class period prior to the class period where materials will be presented, (ii) integrating feedback from class into revised manuscripts, (iii) and communicating their updated results and interpretations throughout the writing and revisioning process. Students will be graded on their attendance (all absences must be excused), participation, facilitation of discussion and the clarity, content and conciseness of all written work.

Student Outcomes
After completing this course, students will be able to (i) understand how to structure a scientific paper as a story containing essential elements of effective writing, (ii) identify the fundamental components of scientific papers and how to structure their own scientific paper based on the target journal of their choice, (iii) provide effective peer review as a professional service to their scientific community, (iv) write a cover letter to the editor(s) of peer-reviewed journals to solicit their consideration of review of their manuscripts as well as write a response cover letter to address peer-review feedback on resubmitted manuscripts to a journal.

FIU | FLORIDA INTERNATIONAL UNIVERSITY

November 26, 2018

Dear Curriculum Committee,

We in the English department are in support of the development of the course BSC 6XXX, "Writing, Publishing, and Communicating Peer-Reviewed Papers in Biological Sciences." We are always in support of courses which will enhance and increase students writing opportunities.

All best,

Heather Russell
Professor and Chairperson
Department of English
russellh@fiu.edu

Florida International University is an Equal Opportunity Access Employer and Institution. TDD via FRS 1-800-955-8771

DO NOT TYPE IN THIS BOX
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Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Chemistry

2. CHM (Alpha Prefix) | 6 (1st Digit) | _____ (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Applications of Synchrotron and Electron Based Techniques

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* SYNCHROTRON TECHNIQUES

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** Chemistry

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   X-ray and synchrotron techniques, including general theory, X-ray diffraction, small and wide angle scattering, imaging and microscopy, transmission electron microscopy, and EELS spectroscopy

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** Graduate standing in chemistry or related area or permission of instructor

9. **Corequisite(s):** none

10. **Objective(s) of Course:**

    The course will familiarize students with X-ray and electron based experimental techniques for the elucidation of structural information.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    none

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Jeffrey Joens (Type name) — (Signature) — 11 / 29 / 20 2018

joensj@fiu.edu (Email address) — 7-3121 (Phone number)

Chairperson (Dept./Div.) Yong Cai (Type name) — (Signature) — 11 / 29 / 20 2018

Chairperson (Curr. Comm.) _____ (Type name) — (Signature) — ____ / ____ / 20____

College/School Dean _____ (Type name) — (Signature) — ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

CHM 6xxx - Applications of Synchrotron and Electron Based Techniques

Course description: This course will familiarize students with the X-ray and electron based experimental techniques available at the Brookhaven National Laboratory. Theory and applications of current techniques will be discussed. At the end of the class, students should be in a position to use these techniques in their own research.

Course justification: The use of X-ray and electron based experimental techniques for the elucidation of structural information for chemical substances plays a key role in chemistry. These techniques are generally not discussed at the undergraduate level. The proposed course will be a presentation of the theory and practice associated with synchrotron and electron based techniques, so that students can incorporate these methods in their own graduate research

Learning objectives: By the end of the semester, students will:

1) Understand the basic theory for the interaction of X-rays with matter, including the key equations involved
2) Become familiar with various X-ray methods, including x-ray diffraction with applications to crystallography, X-ray powder diffraction, and small angle and wide angle X-ray scattering
3) Be able to explain and discuss applications of techniques such as X-ray imaging and X-ray microscopy
4) Develop their knowledge of electron based methods such as transmission elctron microscopy and electron energy loss spectroscopy
5) Know the theory and important applications of other X-ray techniques, including X-ray emission spectroscopy, resonant inelastic X-ray scattering, and X-ray photoelectron spectroscopy

Textbook:

"Inorganic Electronic Structure and Spectroscopy" E. I. Solomon, A. B. P. Lever, eds. Wiley: New York, 2006.

CHM 6XXX
APPLICATIONS OF SYNCHROTRON AND ELECTRON BASED TECHNIQUES

Time: Wednesday, 9:00am to 11:30am
Room: TBA
Instructor: Dr. Raphael G. Raptis (rraptis@fiu.edu)
Office: VH 203
Phone: 305-348-7529
Office hours: Thursday 10:30am to noon, or by appointment

Prerequisites: Graduate standing in chemistry, physics, biology, or materials engineering, or permission of instructor

Textbook: "Inorganic Electronic Structure and Spectroscopy" E. I. Solomon, A. B. P. Lever, eds. Wiley: New York, 2006.

Evaluation:	Homework sets	20%
	Midterm exam	40%
	Final exam	40%

Lectures will be delivered by Brookhaven National Laboratory scientists via video-conference. Homework sets will be handed in periodically and will be graded by the instructor. A midterm and final exam will also be administered.

Objectives: The purpose of this 15-week course is to familiarize students with the X-ray and electron based experimental techniques available at the Brookhaven National Laboratory and similar facilities. Students will be made aware of the various experimental methods available at these cutting edge facilities, with emphasis on how these techniques can be applied to their own research.

Course content:

1. Introduction, X-ray interaction with matter
2. X-ray diffraction and X-ray crystallography
3. Synchrotron radiation
4. X-ray powder diffraction
5. X-ray spectroscopy
6. Small angle and wide angle X-ray scattering
7. X-ray emission spectroscopy and resonant inelastic X-ray scattering
8. X-ray photoelectron spectroscopy
9. Transmission electron microscopy and electron energy loss spectroscopy
10. X-ray imaging
11. X-ray microscopy
12. Field trip (if feasible). Visit to NSLS-II and CFN at Brookhaven Laboratory

ACADEMIC INTEGRITY AT FIU

FIU CORE Values: ***Responsibility, Truth, Freedom, Respect & Excellence***

- *All students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the core values.*

- *All students should understand that if they are found responsible for academic misconduct, they will be subject to the FIU Academic Misconduct Policies & Procedures. The FIU Academic Integrity home page (http://integrity.fiu.edu) provides a flow chart that illustrates the informal and formal resolution process. The Informal Resolution Form is available for completion online.*

The instructor abides and endorses the university's policy on academic integrity. Any form of academic misconduct is considered a ***serious*** *offense. Should you have academic or personal problems that are getting in the way of your academic success, please contact your instructor.*

FIU's Policy for academic misconduct includes these definitions for these intentional acts or omissions:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct

Plagiarism: The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

Self-Plagiarism-This is using your own work for another assignment without providing a citation indicating that this work was previously used. When **citing yourself**, use **cite** in-text citations to identify **yourself** as the author.

Misrepresentation: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

Misuse of Computer Services: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program(s).

Bribery: The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

Conspiracy and Collusion: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

Falsification of Records: The tampering with, or altering in any way any academic record used or maintained by the University.

Academic Dishonesty: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Educational Policy Studies

2. EDF (Alpha Prefix) | 4 (1st Digit) | _____ (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Education Law, Policy, and Social Justice Issues

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Ed Law Pol Soc Jus

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   This course reviews significant educational laws, court cases and policies that effect teaching and learning in today's schools.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** _____
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

    To understand and identify court cases related to student and teacher rights in a real school setting

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    Law

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Martha Meyer (Type name) _____ (Signature) 11 / 28 / 2018

barantom@fiu.edu (Email address) (305) 348-3512 (Phone number)

Chairperson (Dept./Div.) Benjamin Baez (Type name) _____ (Signature) 11 / 28 / 2018

Chairperson (Curr. Comm.) Kenton Harris (Type name) _____ (Signature) 12 / 7 / 2018

College/School Dean Maricel Cigales (Type name) _____ (Signature) 12 / 7 / 2018

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Justification for Education Law, Policy, and Social Justice Issues

This course is being revamped and revived from Teaching and the Law, which has not been offered for undergraduates since the 1990s. The course is designed to be collaboratively taught with Law professionals and can be cross-listed in both Educational Policy Studies and the College of Law. This course is a choice for those students in the alternate tracks in Special Education, Elementary Education and Interdisciplinary Studies. It provides a view of education that centers on the legal issues and social justice issues that arise in communities and schools.

EDUCATION LAW, POLICY, AND SOCIAL JUSTICE ISSUES

INSTRUCTOR:

COURSE DESCRIPTION & OBJECTIVES

This course reviews significant educational laws, court cases and policies that effect teaching and learning in today's schools. Additionally, this course provides an overview of the ethical, political and social justice considerations underpinnings the American education system. Students will review local, state, and national policy, legislation, and regulations pertaining to PreK-12 education. Students will reflect upon how these concepts drive instructional practices in today's challenging classroom environment. Using the cases as a launching point, students will be given opportunities to engage in classroom and online discussions, focusing on beliefs, best practices, challenges, current research, and classroom applications. Topics to be covered include: the structure of education law and governance; the distinctions between public, private, and home schooling; the interplay of federal, state, and local laws; religion and public schooling; charter schools and school choice vouchers; school boards; segregation; students' rights; and teachers' rights and teacher unions.

STUDENT LEARNING OUTCOMES

Upon successfully completing this course, students will be able to do the following:

- To understand and identify court cases related to student and teacher rights in a real school setting.
- To describe the important political issues that influence public education at the Federal, State and Local levels.
- To recognize and articulate how national, state and local education policies affect the school, teachers and students.
- To explain the function of law, particularly education law in society and with reference to schools.
- To delineate the relationships between the political, social, and legal structures of schools.

TEACHING METHODS

The teaching method for this course will be seminar format. That is, students are expected to have thoroughly prepared for class by having read the assigned material so that rigorous and insightful discussion can occur during class. In addition, consideration and discussion of assigned readings will be augmented by in-class assignments and audio-visuals, where appropriate.

DISABILITY RESOURCE CENTER

The Disability Resource Center (DRC) collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to

successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the center at 305-348-3532, or visit them in GC 190.

CIVILITY IN THE CLASSROOM

Since we will be engaging some of the most controversial and passion fueled debates in our society, it is imperative to maintain a spirit of cordiality, respect, and dialogue. I am committed to finding a way for everyone's ideas to be heard and discussed in a welcoming and non-judgmental environment. If I find someone regularly acts or speaks in disrespectful, scornful, or disparaging ways towards other students, this will reflect poorly on his or her participation grade. I reserve the right to request that the department administratively withdraw you if your behavior is consistently disruptive.

REQUIRED BOOKS AND MATERIALS

Nathan Essex, The 200 Most Frequently Asked Legal Questions for Educators (paperback).

Additional reading materials will be provide on Canvas.

REQUIREMENTS

1. 10 of 12 Discussion Board Assignments – 30% of final grade
2. Class Participation – 15% of final grade
3. Final Paper (5 – 7 pages) – 35% of final grade
4. Oral/PowerPoint Presentation – 20% of final grade

DISCUSSION FORUMS

Keep in mind that forum discussions are public, and care should be taken when determining what to post.

- Students must do all TEN of the twelve Discussion Board Assignments.
- You must write 500 plus or Less 25 Words. ALWAYS make specific references to the topics, concepts and evidence presented in **assigned** weekly readings.
- Carefully review your colleagues' postings. Pick two that are most interesting to you and provide meaningful, detailed, and constructive feedback.
- Discussion Boards are open for a week **(12:01 AM Monday to 11:59 pm Sunday)** to discuss assigned readings. Once the week is over the forum for that particular week will close. You must post your comment no later than Sunday @ 11:59 pm. Due dates/times are: TBA.

FINAL PAPER

Students will submit a research paper for a portion of their final grade. The paper topic should address one of the subjective areas covered this semester. The instructor must approve the topic of the paper. A thesis statement must be submitted to the instructor by TBA.

CLASS PARTICIPATION

This course is highly experiential, consisting of a mixture of lecture, group work, and many opportunities for classroom discussions. In order for you to participate effectively, it will be necessary for you to read the assigned materials and come to class prepared for meaningful discussions. I expect you to ask questions, answer questions, offer comments, viewpoints, relevant experiences and observations, fully engaging in classroom assignments. Regular and consistent discussion of relevant issues helps to clarify your own thinking, and to sharpen your reasoning skills.

ORAL/POWERPOINT PRESENTATION

Students will be required to give an oral presentation demonstrating your knowledge of the research topic selected. The goal is to inform the audience about your topic, present the problem, offer optimal solutions and persuade listeners to adopt the point of view that you have gained because of your research. All students are expected to create a PowerPoint presentation based on your research findings, minimum seven slides.

Week/Module Topic Chapter/Reading Response

Week 1. Review of Syllabus and Course Expectations.

Week 2. Understanding Education Law. Forms of Law. Functions of Court. The Judicial System. Elements of a Judicial Decision. State Legislative Jurisdiction. State Department of Education Authority.

Week 3. Educators and the Legal System.

Week 4. Student Rights and Restrictions.

Week 5. Student Discipline.

Week 6. Liability and Student Records: Family Education Rights and Privacy Act (FERPA).

Week 7. Equal Education Opportunity: Race and Gender.

Week 8. Rights of Students with Special Needs.

Week 9. Teacher Constitutional Rights and Freedoms. Terms and Conditions of Employment. Teacher Dismissal and Due Process. Discrimination in Employment. Collective Negotiations.

Week 10. School and District Liability. School Attendance and Instructional Programs.

Week 11. Education Policy in the United States: A History. Policy Actors. Issues Shaping School Policy: Politics, Public Ideologies and Values.

Week 12. No Child Left Behind. Assessments and Standardized Testing.

Week 13. Social Justice Issues and Public School Education. Quality Education as a Constitutional Right.

Week 14. Final Oral Presentations

Week 15. Final Oral Presentations

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Education

   Div./Dept. in Which Taught Teaching and Learning

2. EDG (Alpha Prefix) | 7 (1st Digit) | XXX (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ■ Graded ☐ Pass/Fail

4a. **Course Title** Theory, Organization, and Policy in Teaching and Learning

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Ed Policy

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Contextualizes education policy in broader political, historical, ideological, and power discourses. Examines relevant policy case studies and strategies for policy advocacy.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** _____
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

    1. Critically evaluate education policy proposals; 2. Understand policy actors and the assumptions that drive their policy proposals; 3. Develop strategies for policy advocacy

11. **Does this course duplicate/overlap other courses at FIU?** ■ No ☐ Yes
    If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
    _____
13. **Is this course used for the assessment of a program or a certificate? Yes** ☐ **No** [X] **If yes, then send a notification to assessment@fiu.edu prior to submitting this form.**

PROPOSAL REQUESTED BY:

Faculty Contact James Burns (Type name) — (Signature) — 11 / 27 / 2018

jburns@fiu.edu (Email address) — 305-348-2611 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) — (Signature) — 11 / 29 / 2018

Chairperson (Curr. Comm.) _____ (Type name) — (Signature) — ___ / ___ / 20___

College/School Dean Michael Heithaus (Type name) — (Signature) — ___ / ___ / 20___

Submit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes, major topics and textbooks.

FIU | Education

FLORIDA INTERNATIONAL UNIVERSITY

Department of Teaching and Learning
EDG 7xxx
Theory, Organization, and Policy in Teaching and Learning (3 credits)
Semester
Time/Location

Professor: James P. Burns

Office Phone: 305-348-2611

Office: ZEB 257A

Email: jburns@fiu.edu

Office Hours:

*** This syllabus is subject to change. I will respond to email communication within 24 hours. All assignments will be evaluated and returned within 7-10 days.**

Required Texts:

Lafer, G. (2017). *The one percent solution: How corporations are remaking America one state at a time*. Ithaca, NY: ILR/Cornell University Press.

Russakoff, D. (2015). *The prize: Who's in charge of America's schools?* New York, NY: Houghton Mifflin Harcourt.

Tompkins-Strange, M. (2016). *Policy patrons: Philanthropy, education reform, and the politics of influence*. Cambridge, MA: Harvard University Press.

Bardach, E. (2012). *A practical guide for policy analysis* (4th ed.). Thousand Oaks, CA: Sage.

I will provide supplementary readings via Canvas.

Catalogue Description

This course is designed for doctoral students to develop a deep understanding of the political processes associated with education legislation and policy. Students will examine policy case studies and connect educational research with education policy activism.

Curricular Aims

This course provides opportunities for doctoral students to study and connect broader public policy orientations, particularly neoliberalism, with the development of education policy at the

federal, state, and local levels. Students will also understand how globalizing discourses of neoliberalism are impacting education policy internationally. The course will emphasize the relationship between legislation and policy formation, and students will analyze significant education legislation including the Civil Rights Act, Individuals with Disabilities Education Act, Elementary and Secondary Education Act, and ESSA. Finally, students will understand the pedagogical role of educational research to impact education legislation and policy based on empirical scholarship.

The course is reading and writing intensive, and students are expected to engage in and lead complex, critical dialogues and apply their understanding of the course readings to their own research projects.

Through their academic study, students will:

- Understand the broad US public legislative and policyscape;
- Evaluate the research, and the organizations that produce it, on which education policy is made;
- Understand the education legislative/policy process and generate research-based policy proposals

Community

Everyone is welcome in this course. I value all aspects of diversity grounded in the understanding that diversity comprises the complexity of intersecting identities including race, ethnicity, class/socioeconomic status, gender, gender performance, educational needs, language, perspective, religion, sexual orientation, age, physical ability, ways of learning and understanding, and geographic location. I strive to create abundant spaces of academic study through which my students and I construct and reconstruct our understanding of ourselves as educators, citizens, and human beings and clarify and develop our values as we continue to become teachers.

My Expectations

I take my work as a scholar-educator-advocate very seriously and consider social research to be some of the most important social and political work done in any society, thus my expectations are extremely high. As public intellectuals, the most powerful messages we send come through our actions. I expect that we will all strive to model certain professional attitudes, dispositions, and behaviors. Primary among these are respect for all aspects of diversity, a positive and supportive attitude toward the groups of which we are a part, a strong sense of ethics, civility, respect for public space, offering helpful, constructive feedback, sharing knowledge and experiences, and meeting our commitments. I am committed to your success in the course and in your chosen fields, but the ultimate responsibility for your success lies with you.

Attendance, preparedness, and participation class are required. Persistent and/or excessive failure to participate in the course discussions, late submissions of assignments, etc., will necessitate a conference to determine the feasibility of remaining in the course. If a withdrawal is indicated,

the student is responsible for completing the formal withdrawal process according to mandated deadlines.

University Policies

Please review the FIU Policies Webpage, which includes important information regarding university policies, rules, academic misconduct, and acceptable netiquette for online courses.

I am especially concerned about plagiarism which is defined as: *The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.* There are no legitimate excuses for plagiarism. If you are unclear about what plagiarism is or how to legitimately reference the work of others in your own scholarship, ASK ME!

Incompletes

The grade of "I" (incomplete) is given at the sole discretion of the professor and is reserved for situations in which exceptional circumstances prevent a student who has satisfactorily participated in the course from completing the remaining work by semester's end. An incomplete must be made up as quickly as possible, but no later than two consecutive semesters after the initial taking of the course.

Accessibility

The Disability Resource Center collaborates with students, faculty, staff, and community members to create learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students special needs the necessary supports to successfully complete their education and participate in activities available to all students. If you have diagnosed special needs and plan to use academic accommodations, please contact the DRC at 305-348-3532 or visit them at the Graham Center (GC) 190.

Please visit the ADA Compliance Webpage for information about accessibility involving the tools used in this course.

Assignments

All written assignments must be submitted in APA style as prescribed in the *Publication Manual of the American Psychological Association* (6th ed.). See also the Purdue Online Writing Lab for further guidance on APA format. Written assignments must be submitted in Microsoft Word by the appropriate due dates. Graded work is evaluated for content quality, organizational effectiveness, and APA style. Rubrics will be provided for written assignments.

All assignments will be completed and submitted by the dates listed on the syllabus unless I notify the class otherwise. Assignments submitted late will not be accepted for credit. I will make exceptions in appropriate circumstances at my discretion if the learner has made prior

arrangements with me. If you cannot complete an assignment on time because of work requirements, travel, or illness, you must notify me as soon as possible.

1. **Weekly Reading Responses (5 Points/each)**: Learning and understanding occur in both solitary study and in social context through which we formulate understanding by reflecting on our own thoughts and experiences in combination with the ideas and experiences of others. I expect you to thoroughly read and analyze all assigned readings. As a group, you will discuss and critique essential themes in the readings and their relationships to the course and most importantly to your research. Discussions will be in the form of a Q-R-Q:
   - One **quotation** from the reading that particularly resonates with you (provide a page reference);
   - A **critical, analytical response** to the quotation. Your response can critique, question, and support the concepts represented by the quotation, should make substantive connections to other readings, and should reflect on implications for your work;
   - One **question** that emerged from the reading that you would like to pose to the group, which can generate discussion and help us develop understanding of the reading.

Each response is due at the beginning of class and should not exceed 1 page. **DO NOT simply summarize the reading. I do not accept late responses.**

2. **Mid-term Reflection– 25 Points**

Education researchers, as public intellectuals, must critically examine and reflect on their evolving subjectivities, assumptions, values, and how their subjective positions situate them in their work. The mid-term reflective memo will substantively and analytically reflect on how what we have been reading and discussing impacted you. How might your study be shifting your thinking about yourself and your research? How are you thinking about applying what you are learning to your own work/life? As we move toward the second half of the semester, what would you like to investigate more closely in the context of your research, and how might we do that together?

This reflection should be approximately five double-spaced pages (excluding title and reference pages) and substantively address the questions above.

3. **Policy Proposal – 100 points**

Your paper will integrate the concepts you studied throughout the semester into a research-based policy proposal related to your scholarly interests. This project could be very helpful to you in terms of comps and your dissertation.

Assignment Point Values

Assignment	Points
13 Reading Responses (5 points/ea.)	65
Mid-term Reflection	25
Policy Proposal Paper	100
Total Points Available	**190**

Course Grading Scale

Percentage	Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade
Above 94	A	83-80	B-	Below 65	F
93-90	A-	79-77	C+		
89-87	B+	76-70	C		
86-84	B	69-65	D		

Tentative Outline

Week	Topics	Reading/Assignments
Week 1	Introduction to the course, syllabus, and expectations	
Week 2	Education Legislation and Policy: The Present Problem	Lafer: Intro and Ch. 1-3
Week 3	Legislating the "Public" out of Public Education	Lafer: Ch. 4-5 and Conclusion
Week 4	Case Study: The Takeover of Newark's Public Schools	Russakoff: Ch. 1-7
Week 5	Case Study: The Takeover of Newark's Public Schools	Russakoff: Ch. 8-12, Conclusion, Appendices
Week 6	Venture Philanthropy: Billionaires and Democracy Don't Mix (Part I)	Tompkins-Stange: Ch. 1-3
Week 7	Venture Philanthropy: Billionaires and Democracy Don't Mix (Part II)	Tompkins-Stange: Ch. 4-7 Ravitch (PDF on Canvas)
Week 8	The "Wal-Marting" of America: Conservative Modernization	Apple (PDF on Canvas)
Week 9	School "Deform": Authoritarian Demands for "Action" and the Seduction of Common Sense	Pinar (PDF on Canvas) Kumashiro (PDF on Canvas)
Week 10	Let's Analyze Policy	Bardach & Patashnik: Parts 1-3
Week 11	Let's Analyze Policy	Bardach & Patashnik: Part 4 & Appendices
Week 12	What Does Education Legislation and Policy Look Like?	Materials Provided on Canvas
Week 13	Your Turn: Your Research and Connections to Education Legislation and Policy	Workshop In-Class and Library
Week 14	Your Turn: Your Research and Connections to Education Legislation and Policy	Workshop In-Class and Library

DO NOT TYPE IN THIS BOX
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Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education
   Div./Dept. in Which Taught Teaching & Learning

2. EDG (Alpha Prefix) 7 (1st Digit) ____ (Last 3 Digits) ____ ("C"-lec-lab "L"-Lab) 15 (Cr. Hrs.) **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Advanced Research in Teaching & Learning

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Advanced Research T&L
LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** Education General

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

This course supports advanced research for doctoral students before their admission to candidacy. It is designed for students in a Teaching & Learning doctoral program. It is not appropriate for students who have been admitted to candidacy.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** _____
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

Students will pursue an independent research project under the guidance of a faculty member that culminates in research results suitable for presentation at a professional academic conference and eventual publication.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes
If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
_____
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Zahra Hazari _____ ____/____/20____
(Type name) (Signature)
zhazari@fiu.edu 305-348-2096
(Email address) (Phone number)

Chairperson (Dept./Div.) Maria Fernandez _____ ____/____/20____
(Type name) (Signature)

Chairperson (Curr. Comm.) _____ ____/____/20____
(Type name) (Signature)

College/School Dean Michael Heithaus _____ ____/____/20____
(Type name) (Signature)

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

FIU | FLORIDA INTERNATIONAL UNIVERSITY

Advanced Research in Teaching & Learning (EDG7979)

Course Justification

This course will allow doctoral students in the Department of Teaching & Learning to actively pursue research under the guidance of a faculty advisor prior to their doctoral candidacy. The goal is to facilitate a stronger research preparation and publication record for students in the Teaching & Learning PhD program so they are competitive on the job market. In the Teaching & Learning doctoral program, there is currently no designated course for graduate research prior to doctoral candidacy. A similar course, EDG7979 Advanced Research, is currently offered at University of Florida. In addition, other departments in the College of Arts, Science, & Education have similar courses for the early research preparation and productivity of graduate students in their disciplines prior to candidacy (e.g. PHY6939, CHM 7910). The course will be repeatable for a maximum of 15 credit hours. However, this course is not appropriate for students who have successfully reached candidacy. This course will allow doctoral students to complete research for professional conference presentations and towards publications earlier than their fourth year of study when it often occurs, if at all.

FIU | FLORIDA INTERNATIONAL UNIVERSITY

Advanced Research in Teaching & Learning (EDG7979)
Syllabus

Catalog Description
This course supports advanced research for doctoral students before their admission to candidacy. It is designed for students in a Teaching & Learning doctoral program. It is not appropriate for students who have been admitted to candidacy.

Course Objectives
Students will pursue an independent research project under the guidance of a faculty member that culminates in research results suitable for presentation at a professional academic conference and eventual publication.

Meeting Information

Meeting Times:	[To be scheduled with Faculty Advisor]
Meeting Location:	[Faculty Advisor office]
Professor:	[Faculty Advisor name]
Email:	[Faculty Advisor email]
Office phone:	[Faculty Advisor office phone]
Office hours:	[Faculty Advisor office hours]

Grading Scale
A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: <60%

Recommended Text and Software

Textbook:	Gay, L.R., Mills, G.E., & Airasian, P.W. (2012). Educational Research: Competencies for Analysis and Applications. Pearson Higher Ed.
Software:	QDA Miner Lite - https://provalisresearch.com/products/qualitative-data-analysis-software/freeware/ R Package for Statistical Computing - https://www.r-project.org/ R Studio - https://www.rstudio.com/

Grading Scheme

Activities	Points
Research Plan	10
Data Collection/Analysis	30
Findings/Results	30
Research Presentation/Paper	30
TOTAL	100

Research Plan
Within the first two weeks of the course, a research plan will be laid out by the student with the guidance of their faculty advisor. This plan will include the research question, research design, planned data collection, and planned data analysis, as appropriate. The plan will be evaluated by the faculty advisor as appropriate for their field in Teaching & Learning.

Data Collection/Analysis
The student will engage actively in the process of data collection and/or data analysis, as appropriate. This process will be guided and evaluated by the faculty advisor.

Findings/Results
The student will make progress towards attaining rigorous and publishable findings/results. This process will be guided and evaluated by the faculty advisor.

Research Presentation/Paper
The student will present their research at an appropriate professional venue and/or make progress towards producing a journal article suitable for a peer-reviewed journal. The presentation/paper will be guided and evaluated by the faculty advisor.

Academic Integrity
"Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook." FIU's Code of Conduct will be applied for all assignments, projects, reports and exams (http://academic.fiu.edu/academic_misconduct.html). In particular, cheating and plagiarism will result in a grade of zero with no options to resubmit.

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

Plagiarism: The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions, or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

Disability Policy
For information on resources for students with disabilities, see http://drc.fiu.edu/

References

Bogdan, R., & Biklen, S. K. (2006). Qualitative research for education: An introduction to theories and methods (5th ed.). Boston, MA.: Pearson A & B.

Carspecken, P. F. (1996). Critical ethnography in educational research: A theoretical and practical guide. New York: Routledge.

Charmaz, K. (2006). Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis. Thousand Oaks, CA.: Sage.

Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th ed.). New York, NY: Routledge.

Creswell, J. W. (2003). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd ed.). Thousand Oaks, CA.: Sage.

Devellis, Robert F. (2003). Scale Development: Theory and applications (2nd ed.). Thousand Oaks, CA : Sage.

Gay, L. R., Mills, G. E., & Airasian, P. W. (2006). Educational Research: Competencies for Analysis & Applications (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Gee, J. P. (1999). An Introduction to Discourse Analysis: Theory and Method. New York, NY: Routledge.

Hutchinson, S. A. (1988). Education and Grounded Theory. In Sherman, R. R. and Webb, R. B. (Eds), Qualitative Research in Education. London: Routledge.

Leedy, P. D., and Ormrod, J. E. (2010). Practical Research: Planning and Design (9th ed.). Upper Saddle River, NJ: Pearson.

Lyne, L. S. (2006). A cross section of educational research: Journal articles for discussion and evaluation (3rd ed.). Glendale, CA: Pyrczak.

Marton, F. (1988). Phenomenography. In Sherman, R. R. and Webb, R. B. (Eds), Qualitative Research in Education. London: Routledge.

Merriam, S. B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass Publishers.

Sax, G. (1997). Principles of Educational and Psychological Measurement and Evaluation (4th ed.). Belmont, CA: Wadsworth.

Seidman, I. (1998). Interviewing as qualitative research: A guide for researchers in education and the social sciences (2nd ed.). New York, NY: Teachers College Press.

Sherman, R. R., & Webb, R. B. (1988). Qualitative Research in Education. London: Routledge.

Spector, P. E. (1992). Summated Rating Scale Construction: An Introduction. Newbury Park, CA: Sage.

Strauss, A., & Corbin, J. (1990). Basics of qualitative research. Newbury Park: Sage.

Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: Combining qualitative and quantitative approaches. Thousand Oaks, CA.: Sage.

Vogt, W. P. (2006). Quantitative Research Methods for Professionals in Education and Other Fields. Colombus, OH: Allyn & Bacon.

NOTE: This syllabus is subject to change.

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Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education
   Div./Dept. in Which Taught English

2. ENC (Alpha Prefix) 6 (1st Digit) ____ (Last 3 Digits) ____ ("C"-lec-lab "L"-Lab) 3 (Cr. Hrs.) **CIP Code** ***(Leave this blank):*** _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Composition Theory and Practice

b. **Abbreviated course Title** ***(for computer class schedules, transcripts)*** Composition Theory
LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

Studies historical and contemporary trends in the scholarship of rhetoric and composition.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** _____
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

To engage, analyze, and synthesize major currents of discourse in the field of rhetoric and composition.
To compose a term paper about a significant topic in the field of rhetoric and composition.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes
If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
_____
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Michael Creeden (Type name) (Signature) 11 / 26 / 20 18
michael.creeden@fiu.edu (Email address) 305-348-2508 (Phone number)

Chairperson (Dept./Div.) Heather Russell (Type name) (Signature) 11 / 26 / 20 18

Chairperson (Curr. Comm.) _____ (Type name) (Signature) ____ / ____ / 20____

College/School Dean _____ (Type name) (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposal for a New Course

Course Title:
Composition Theory and Practice

Justification:
Part of our proposed Writing and Rhetoric Track in the English MA, this course will expose students to historical and contemporary research and trends in the scholarship of rhetoric and composition, preparing them to be scholars and teachers of writing at the college level.

ENC 6xxx
Spring 2017
Class meets: 5:00-7:40 Tues
Location: GC 273B
Office Hours: Tues 3:00-4:00; Thursday 2-3 and by appointment

Dr. Paul Feigenbaum
Dept. of English
Office: DM462D
Office Phone: 348-2991
Email: pfeigenb@fiu.edu

Composition Theory and Practice: Cultivating Critical Writing, Reading, and Thinking Habits in Students

Course Description:
Have you ever wondered why a student doesn't seem to want to do his or her best work? Scholarship in the psychology of learning and motivation now provides some compelling answers to this question – and this class is about those answers. The experts we will read and discuss call into question conventional wisdom about teaching, offering direction on how educators might (re)train themselves to make the kinds of choices that foster, rather than undermine, student motivation to learn. In this course, we will both engage this new thinking about education and work to develop transformative learning experiences for students.

Key Learning Objectives:
- Students will examine various ways that educational environments can promote or impede motivation to learn.
- Students will examine various perspectives about what it means to be a good teacher (and learner) as well as factors that promote or impede good teaching (and learning).
- Students will pursue projects on pedagogical themes reflecting their personal and professional interests.

Texts:
The required book for this course is Barry Schwartz's *Why We Work* (TED Books 2015: ISBN 9781476784861). Most texts for the course, however, will be made available through an online course pack on Canvas. We will also collaboratively choose some texts to engage during the second half of the term.

Ground Rules:
- Attend each class prepared for an interesting and intellectually stimulating experience.
- Keep an open mind toward the ideas and opinions of others, *especially* when those ideas and opinions differ from your own.
- Challenge these ideas when you disagree, and allow your own ideas to be challenged, in a respectful (always respectful) but intellectually rigorous manner.
- Offer regular, constructive feedback on each other's work in the course.

Grades:
Like other aspects of this course, grading will operate unconventionally. To help nourish an educational culture that maximizes student motivation and learning, I will place considerably greater emphasis on circulating constructive feedback than putting grades on individual assignments. Students who attend and actively participate in class, submit all assignments on time, and clearly show conscientious effort on these assignments, should *expect* to receive an A in this course. However, if you are missing class and/or not submitting assignments in a timely manner and/or clearly putting little thought and time into assignments, your grade will drop accordingly. Students who are not meeting the standards of an A will be informed that there is a problem so hopefully they can fix it.

This is a ***cooperative classroom***, and you will be expected to support your classmates in developing their ideas and writing.

THE BREAKDOWN

Class Participation:	10%
Journals and Online Forums:	25%
PechaKucha Presentation:	10%
Final Project Proposal:	10%
Final Project Showcase:	5%
Final Project Portfolio:	40%

Note #1: All assignments are due at the time stated on the assignment sheet. Assignments received after the due date (unless I have granted prior permission for an extension) are considered late, and will be marked down 1/3 grade for each late day. After 5 days, you will receive no credit for that assignment.
Note #2: I want everyone in this course to succeed, but this cannot happen if you do not turn in assignments. Therefore, if an issue arises in your life that is affecting your performance, *please* come to me to figure out an action plan—either for getting you through the course or withdrawing. Do not wait until it is too late! I am *extremely* reluctant to give incompletes.

Participation and Attendance:
There are numerous ways for you to participate in this course, from class and online discussions to small-group activities to engaging peers through workshops. So you need not be the most vocal person in the room to be a robust course participant. However, just coming to class does not constitute active participation, and students will be expected to engage the course (including curriculum, teacher, and peers) through the various means listed above.

Obviously, your presence in class is necessary in order for you to participate, *especially in a relatively small course as this!* Being late and/or absent will limit what you can contribute to the class. Because we only meet once per week, absences are particularly problematic. *One* absence will not result in penalty, but penalties for further absences will be assessed as follows:

--Two absences: full grade deduction from participation grade
--Three absences: full grade deduction from final grade
--Four absences: two-full grade deduction from final grade
--Five absences: Student will no longer be able to receive a passing grade in the course

Note #1: When I was in graduate school, absences among graduate students were almost unheard of (except for conferences), and I will hold you to the same standards. Excused absences apply only to documented emergencies and medical or related issues, as well as official professional events. I do understand that problems sometimes arise, and that is why students can miss one class with no questions asked. But if you face problems—medical, job-related, familial, or otherwise—that force you to miss more than two or three classes, you will likely be unable to do the work necessary to pass the course. With so many absences, it no longer matters whether the excuses are "valid" or not.
Note #2: If you are absent from class, it is *your* responsibility to find out what you have missed, especially information about assignments. If you miss an assignment because you were absent, I will not accept the excuse that you did not know about it.
Note #3: I also expect students to come to class on time; walking into class after we have begun is an annoying distraction. Therefore, three late arrivals will be treated as one absence. Six late arrivals will be treated as two absences, and so on. Students who arrive more than 15 minutes late will have an additional late arrival assessed. Also, leaving class early without a valid reason will be treated the same as coming to class late.

Plagiarism and Academic Honesty:
Each of you will develop a unique project over the course of the term, one tied to your personal, intellectual, and professional interests in pedagogy. In this case, aside from potentially landing you in academic trouble, plagiarism would be a foolhardy exercise, for the work of someone else's project will not harmonize with your context. Nevertheless, I still must emphasize that you may neither try to pass off the work of others as your own, *nor may you recycle material you yourself have written in other contexts without significantly revising it.* You should also review the Student Handbook on academic honesty.

Other Matters of Note:

Email:
Students are expected to check their FIU email account regularly, as this is a primary way that I will communicate with you. Note that I rarely check my FIU email on weekends.

Blackboard:
This is our class website, which we will use actively as a repository for texts we consume and produce this semester.

Extensions:
As grad students, I'm sure you know this by now, but people who regularly make excuses for late assignments are rarely successful academically or professionally. Therefore, extensions are given *rarely*, and *only* if a valid reason (in the form of a genuine emergency) supported by written documentation is presented to justify the need. Any extension must be asked for at least 24 hours before the due date.

Disability Resource Center (DRC):
The following information is taken from the DRC website found at [illegible]:

In the postsecondary educational environment, students with a disability are required to self-identify, and complete a thorough intake process. The university is then legally obligated to provide services and academic accommodation to qualified students. The DRC strongly encourages students to make the determination of accommodation request at the beginning of the semester. To register, contact the DRC to schedule an intake appointment. Appointments are offered at both the MMC or BBC locations. MMC: 305-348-3532, GC 190||BBC: 305-919-5345

Course Schedule: (subject to change as necessary)

Week 1

1/10 Introductions; Individual and Collective Learning Goals; Key Themes and Concepts; Discuss Journal and Online Forum Guidelines

Week 2

Journal #1 and Online Forum (Pedagogical Oaths) posts due Monday, January 16 at 11PM

1/17 *Theme: Incentives vs. Integrity as Drivers of Human Behavior*
Schwartz, *Why We Work* (pp 1-60);
Introduce PechaKuchas;
Pedagogical Oaths

Week 3

Journal #2 due Monday, January 23 at 11PM

1/24 *Theme: The Consequences of "Fast Teaching"*
Green, Prologue to *Building a Better Teacher* and "Why Do Americans Stink at Math?";
Davidson, *Now You See It* (pp 111-25)
Introduce Final Project Proposal and Brainstorm initial ideas

Week 4

Journal #3 due Monday, January 30 at 11PM

1/31 *Theme: The Consequences of "Fast Learning"*
Edmundson, "On the Uses of a Liberal Education"; Rosin, "The Silicon Valley Suicides"; Grant, "How to Raise a Creative Child";
Sample PechaKucha;
Final Project Brainstorming

Week 5

Journal #4 due Monday, February 6 at 11PM

2/7 *Theme: Toward Slow Teaching: The Roles of Context and Environment*
Schwartz, *Why We Work* (pp 61-90); Tough, "How Kids Learn Resilience";
PechaKuchas

Week 6

Journal #5 due Monday, February 13 at 11PM

2/14 *Theme: Stories of Slow Teaching*
Seeber and Berg, *Slow Professor* (Ch 2); Mathieu, "Excavating Indoor Voices"; Davidson, *Now You See It* (pp 82-90);
PechaKuchas

Week 7

Journal #6 and Online Forum (21st-Century Literacies) due Monday, February 20 at 11PM

2/21 *Theme: Is there Room for Slow in the Digital Age?*
Love, "Reading Fast and Slow"; Akers, "The Tactility of Writing"; Tyre, "The Math Revolution";
PechaKuchas

Week 8

Journal #7 due Monday, February 27 at 11PM

2/28 *Theme: The Affect of Slow Teaching*

Wachtel, *Dreaming of a New Reality* (pp 11-28); Lewis, "What if Everything you Knew about Disciplining Kids was Wrong?"; Oaklander, "The Mindful Classroom"
Introduce Final Project Portfolios;
Make decisions about post-Spring Break texts

Final Project Proposals due Friday, March 3 at 11PM

Week 9

3/7 Final Project Conferencing

Week 10

3/14 SPRING BREAK

Week 11

Online Forum posts due Monday, March 20 at 11PM

3/21 *Theme and Texts to be Chosen Collaboratively*
Introduce Final Project Showcases;
Final Project Workshops

Week 12

Online Forum posts due Monday, March 27 at 11PM

3/28 *Theme and Texts to be Chosen Collaboratively*
Final Project Workshops

Week 13

Online Forum posts due Monday, April 3 at 11PM

4/4 *Theme and Texts to be Chosen Collaboratively*
Final Project Workshops

Week 14

4/11 Final Project Conferencing

Week 15

4/18 Final Project Showcases
Revisit Pedagogical Oaths
Reflections and Conclusions

Week 16

Extra office hours held this week

Final Project Portfolios due by 5:00PM, Thursday April 27

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught English

2. ENC (Alpha Prefix) 5 (1st Digit) XXX (Last 3 Digits) _____ ("C"-lec-lab "L"-Lab) _____ (Cr. Hrs.) **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Document and Visual Design for Professional Writers

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Document Design

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

This course examines the fundamental principles of visual design while also attending to the practical skills of implementing those principles in written documents.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** None
9. **Corequisite(s):** None
10. **Objective(s) of Course:**

Students will develop awareness of rhetorical strategies of audience and purpose and will develop strategies for rhetorically designing images and documents for professional writing situations.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes
    If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
    None
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Michael Creeden (Type name) (Signature) 11 / 25 / 20 18

creedenm@fiu.edu (Email address) 305-348-2508 (Phone number)

Chairperson (Dept./Div.) Heather Russell (Type name) (Signature) 11 / 25 / 20 18

Chairperson (Curr. Comm.) _____ (Type name) (Signature) ____ / ____ / 20____

College/School Dean _____ (Type name) (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposal for a New Course

Course Title:.
Document and Visual Design for Professional Writers

Justification:
Part of our proposed Writing and Rhetoric Track in the English MA, this course will examine the fundamental principles of visual design within writing projects. During the course, students will produce a portfolio of professional-quality projects that will prepare them for jobs in technical communication.

DOCUMENT AND VISUAL DESIGN FOR PROFESSIONAL WRITERS

GENERAL INFORMATION

Course Overview

Effective visual design and communication is an essential practice for most professional communicators. Throughout your work, you'll likely be called upon to design and develop a range of visual materials for varied audiences. In this course, we'll examine the fundamental principles of visual design while also attending to the specific practical skills of implementing those in specific projects. By the end of the course, you will have developed a small portfolio of professional-quality projects.

Learning Outcomes

Through the topics covered in this course, you will gain an understanding of how to:

- Become more aware of the multitude of images you encounter on a daily basis.
- Develop strategies to better read, analyze, and respond to those images.
- Develop awareness of rhetorical strategies including audience and purpose.
- Broaden your understanding and use of graphic design and color.
- Analyze visuals from a wide variety of sources, including photographs, artwork, graphic design, informational graphics, film, television, and the web.
- Produce a variety of visuals using appropriate software.

COURSE DETAIL

Textbooks

We have three required texts for this course.

- Berger, Arthur Asa. Seeing is Believing: An Introduction to Visual Communication . 4th ed. New York: McGraw-Hill, 2011.
- Eiseman, Leatrice. Color: Messages and Meanings. Glouchester, MA: Hand Books Press, 2006.Grades
- Williams, Robin. The NonDesigner's Design Book. 4th ed. Berekely, CA: Peachpit Press, 2014.

In addition to the textbooks, we will have readings that are available as pdfs on our Canvas website.

Course Communication

Communication in this course will primarily take place via Canvas and email.

The Canvas site will house all of our major course documents, including the syllabus, assignment sheets, and assignment examples. Whenever you need to submit a major project for a final grade, you will need to do so through a Turnitin link on Canvas. You'll also be able to view the grade

book on Canvas. Finally, Canvas will also host our discussion boards where you will be submitting your weekly reading responses.

Technology

A major portion of the class is to complete the Adobe tutorials available on Lynda.com. The projects and assignments in this class will require you to use technology in many ways, including:

- Designing and revising a logo, poster and brochure;
- Cropping and editing images;
- Searching for, saving, and uploading images from the Internet;
- Saving documents and images as .pdf and .jpg / .gif files.

The Libraries offer access to the Adobe Suite of software on the computers located in The Hub @ Green Library (2nd floor of GL) and at the ASK! Center at HL. The software is installed on both the Apple and Dell computers located in the spaces. However, you can also access the Adobe Suite of software in the UTS Open Computer Labs on campus and it is available purchase at Panther TECH.

If you are not already familiar with graphics editing or document design programs, take these assignments as opportunities to learn and/or get more practice with such programs. I grade upon the assumption that each student is (1) a novice and (2) able to learn Illustrator fairly well through the tutorials during the semester. Therefore, my grading expectations will become higher as the course progresses.

Copyright Considerations

The major projects you will complete for this course have the potential to be displayed publicly, so they must abide by the rules of copyright, which prohibits a person from taking any image they find (on the Internet or otherwise) and using it for their own design. Getting permission to use images you find is one solution to this issue, though not always easily done. The best solutions to avoiding copyright infringement then are:

- Use original images you have created or taken;
- Use public domain clip art images; n Find images through free and commercial stock sites ([illegible]);
- Use images from free stock sites like stockxchng ([illegible]);
- Use images marked under a Creative Commons permission (CreativeCommons.org), using the permissions given for that specific image.

While you can use water-marked images from fee-driven sites, I recommend against it to maintain the integrity of your own work.

This is an area that I take seriously, and expect you to as well. Please do not use any images illegally. It will result in a failing grade for the assignment.

Assignments

We have three types of assignments in this course: Reading Responses, Discussion Facilitation, and Major Projects.

Reading Responses

Before class each week, you'll need to complete a brief reading response. In general, this response is intended to help you think about the readings and prepare for discussion during class.

For each response, you should:

1) Briefly summarize the conclusions of each source in 1-2 sentences each.
2) Discuss connections between the sources. How does each work connect to the others for this week? How do they connect to other sources that we've discussed in previous weeks?
3) Create 1 potential discussion question. This should be an open-ended question that will help us think through the various sources and their connection to broader trends in professional communication.

Please post your reading responses on appropriate discussion board on Canvas. **Please complete this by 9 p.m. on the day before class** so I have time to read through the responses. You are expected to complete 12 of the 14 possible reading responses for the semester.

Major Projects

During the semester, you'll be expected to produce at least two projects. You may choose any two of the following three options for your projects:

- Lynda Tutorials: Part of this course requires learning the specific software used by most professional visual designers, including Adobe InDesign, Illustrator, and Photoshop. To that end, you'll be using Lynda.com tutorials (provided for free by FIU at [illegible]). You will need to complete at least one of the following tutorials: Illustrator One-on-One: Fundamentals (McClelland), Illustrator One-on-One: Advanced (McClelland), Illustrator One-on-One: Mastery (McClelland), Photoshop One-on-One: Fundamentals (McClelland), Photoshop One-on-One: Advanced (McClelland), Photoshop One-on-One: Mastery (McClelland), InDesign CS4: Essential Training (Blatner), InDesign CS4: Beyond the Basics (Blatner). After completing the tutorial, you will need to submit a clear 3-page summary of the tutorial and the official Lynda affidavit of completion.
- Logo: For this project, you will need to design an effective logo for a new organization. In addition to the logo, you will need to submit a 2-page memo describing your specific design choices and how they align with the organization's values/goals.
- Poster: For this project, you will need to design a poster to promote an upcoming event. In addition to the poster, you will need to submit a 2-page memo describing your specific design choices and how they align with the event's intended audience and experience.

- Brochure: For this project, you will need to design a brochure promoting a service to potential customers. In addition to the poster, you will need to submit a 2-page memo describing your specific design choices and how they align with the customers' needs and interests.

Complete assignment descriptions are available on Canvas.

Attendance
Since this is a largely workshop-based class, attendance is absolutely necessary. I'll be keeping track of attendance during the semester.

You'll be allowed 1 absences during the semester. You do not need to ask permission for this absence. If you do miss class, be sure to check with your peers about getting notes and/or any missed work. Any additional absences will result in a reduction of 5% on your final grade.

Late Work
Since this is a professional communication classroom, you'll be expected to turn in all your assignments on time. However, if you find that you need an extension, please contact me at least 48 hours before the deadline. I'm much less inclined to offer extensions based on last-minute requests.

Grading

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Reading Responses	12	25	300	30%
Lynda Tutorial and Summary	1	200	200	20%
Logo	1	150	150	15%
Poster	1	150	150	15%
Brochure	1	200	200	20%
Total	**17**	**N/A**	**1000**	**100%**

Letter	Range	Letter	Range (%)	Letter	Range (%)
A	930 or above	**B**	830 - 870	**C**	700 - 760
A-	900 - 920	**B-**	800 - 820	**D**	600 - 690
B+	870 - 890	**C+**	770 - 790	**F**	590 or less

COURSE CALENDAR

* Calendar is subject to change throughout the semester. I'll update you about any major changes.

Week 1 *Introduction*	Introduction to the course; Understanding the role of visual design in professional writing

Week 2	Readings: • Berger, Seeing is Believing: Introduction and Chapter 1 Due: Reading Response 1
Week 3	Readings: • Berger, Seeing is Believing: Chapters 2-3 Due: Reading Response 2
Week 4	Readings: • Berger, Seeing is Believing: Chapters 7-8 Due: Reading Response 3
Week 5	Readings: • Lynda Tutorial of your choice Due: Reading Response 4 (this can
Week 6	Readings: • Lynda Tutorial of your choice Due: • Lynda Tutorial Summary and Completion Affidavit
Week 7	Readings: • Williams, Non-Designer's Design Book, Chapters 1-2 Due: Reading Response 5
Week 8	Readings: • Williams, Non-Designer's Design Book, Chapters 3-4 Due: • Reading Response 6 •
Week 9:	Readings: • Williams, Non-Designer's Design Book, Chapters 5 • "100 Best Fonts" http://www.100besteschriften.de/ • typoGRAPHIC: http://www.rsub.com/typographic/ Due: • Reading Response 7 • Logo and Design Explanation
Week 10	Readings: • Eisemen, Color, Browse entire book Due: Reading Response 8

Week 11	Readings: • Williams, Non-Designer's Design Book, Chapters 6-7 Due: Reading Response 9
Week 12	Readings: • Williams, Non-Designer's Design Book, Chapters 8-9 Due: • Reading Response 10 • Poster and Design Explanation
Week 13	Readings: • Williams, Non-Designer's Design Book, Chapters 10-11 Due: Reading Response 11
Week 14	Readings: TBD Due: Reading Response 12 (Reflect back on all readings from semester and tie them together.)
Week 15	Due: Brochure and Design Explanation

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught English

2. ENC (Alpha Prefix) | 6 (1st Digit) | XXX (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | _____ (Cr. Hrs.) **CIP Code** ***(Leave this blank):*** _____

3. **Grading Method (select one):** ☐ Graded ☐ Pass/Fail

4a. **Course Title** WRITING ACROSS CONVENTIONS

b. **Abbreviated course Title** ***(for computer class schedules, transcripts)*** Writing AcrossConvention

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

In this course, we will study composers who work within/across multiple languages, modes, genres, and media in ways that are either not accepted or unexpected in "standard" academic writing.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** None
9. **Corequisite(s):** None
10. **Objective(s) of Course:**

Cultivate a broader understanding of what "counts" as academic writing and who counts as an academic writer and increase awareness of the multiple, contingent, constantly changing nature of language.

11. **Does this course duplicate/overlap other courses at FIU?** ■ No ☐ Yes
    If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
    None
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Michael Creeden (Type name) (Signature) 11 / 25 / 2018

creedenm@fiu.edu (Email address) 305-368-2508 (Phone number)

Chairperson (Dept./Div.) Heather Russell (Type name) (Signature) 11 / 25 / 2018

Chairperson (Curr. Comm.) _____ (Type name) (Signature) ____ / ____ / 20____

College/School Dean _____ (Type name) (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposal for a New Course

Course Title:
Writing Across Conventions: Composing With Multiple Languages, Modes, Genres, And Media

Justification:
Part of our proposed Writing and Rhetoric Track in the English MA, this course examines writing within and across multiple languages, modes, genres, and media. The course will help students cultivate a broader understanding of what "counts" as academic writing and who counts as an academic writer, increase awareness of the changing nature of language standards and conventions; and help them identify, understand, and employ the rhetorical moves effective academic writers make in their writing. Since much of college composition works in multiple modes, genres, and media, the course will prepare students for careers in college teaching.

WRITING ACROSS CONVENTIONS: COMPOSING WITH MULTIPLE LANGUAGES, MODES, GENRES, AND MEDIA

ENC 6XXX

GENERAL INFORMATION

Course Overview

In this course, we will study composers who work within and across multiple languages, modes, genres, and media in ways that are either not generally accepted or are unexpected in "standard" academic writing. By developing and applying translingual, transmodal, and transgeneric composition practices, the scholars we study are helping the field of Writing and Rhetoric to reclaim and redefine the boundaries of conventional academic discourse by telling their stories, often in order to disrupt the larger status quo and seek change. We will not only study and draw inspiration from their writing, we will also use their work as models for pushing the boundaries of our own academic and everyday writing practice.

Key Questions

The following questions will be applied to our reading and writing throughout this semester, though I expect each student to develop and revise them during our reading, discussions, and writing:

- What rhetorical strategies have composers developed for communicating purpose, intent, and appropriateness when composing across languages, modes, genres, and media?
- What are the limits and possibilities of broadening what "counts" as academic writing and who counts as an academic writer in practice?
- If we understand the conventions and standards of language, media, mode, and genre as multiple, contingent, and in flux, what does that mean for our own academic writing practice?
- How can readers and writers cultivate a listening disposition when communicating across (linguistic, social, cultural, modal, generic, etc.) boundaries?
- How can we engage in and encourage translingual, transmodal, and transgeneric approaches in our everyday writing practice? To what ends?
- How does our particular temporal and spatial position on "the borders" (of Miami and/or the other borders in which we live, work, and communicate) impact our understanding of our writing identities and our approaches to writing practice?

Learning Outcomes

By the end of this course you will:

- Cultivate a broader understanding of what "counts" as academic writing and who counts as an academic writer;
- Increase your awareness of the multiple, contingent, constantly changing nature of language standards and conventions;
- Identify, understand, and employ the rhetorical moves effective academic writers make in their writing;

- Analyze your own writing rhetorical moves and processes, including how and why you make particular choices when writing for different contexts, purposes, and audiences, and how those choices relate to your particular commitments, interests, expertise, and values.
- Develop rhetorical strategies for composing texts in multiple media and modes (oral, written, visual), genres, and languages;
- Develop rhetorical strategies for communicating purpose, intent, and appropriateness when employing unexpected/unfamiliar/ unconventional genres, modes, or languages in writing;
- Become a more experienced reader of your own and others' writing; develop commenting, revision, and editing strategies;
- Push the limits of your writing conventions and stylistic choices;
- Learn to find and work closely with sources so as to build on others' arguments and research; learn how to critique those sources and insert yourself into a larger conversation;
- Cultivate a listening disposition when communicating across (linguistic, social, cultural, modal, generic, etc.) boundaries.

COURSE DETAIL

Textbook

All of the readings for this course will be made available through the Florida International University Libraries and/or on Canvas. Please plan on approximately 100 pages per week. You may print the articles and chapters or read electronically; either is fine, provided that you bring the readings to class and are prepared to discuss them.

Course Communication

Communication in this course will primarily take place via Canvas and email.

The Canvas site will house all of our major course documents, including the syllabus, assignment sheets, and assignment examples. Whenever you need to submit a major project for a final grade, you will need to do so through a Turnitin link on Canvas. You'll also be able to view the grade book on Canvas. Finally, Canvas will also host our discussion boards where you will be submitting your weekly reading responses.

Assignments

We have three types of assignments in this course: Reading Responses, Discussion Facilitation, and Major Projects.

Reading Responses

Before class each week, you'll need to complete a brief reading response. In general, this response is intended to help you think about the readings and prepare for discussion during class.

For each response, you should:

1) Briefly summarize the conclusions of each source in 1-2 sentences each.
2) Discuss connections between the sources. How does each work connect to the others for this week? How do they connect to other sources that we've discussed in previous weeks?
3) Create 1 potential discussion question. This should be an open-ended question that will help us think through the various sources and their connection to broader trends in professional communication.

Please post your reading responses on appropriate discussion board on Canvas. **Please complete this by 9 p.m. on the day before class** so I have time to read through the responses. You are expected to complete 12 of the 14 possible reading responses for the semester.

Discussion Facilitation

Each of you will be responsible for directing one class discussion for about 30 minutes. You will choose one reading from that week to focus on. Please prepare a 1-page handout that contains:

- a brief summary of the reading you wish to discuss (one paragraph)
- two or three quotations from the reading you wish to discuss
- three questions to ground our discussion about the reading
- secondary reading suggestions and synopses. Give us insight into two or three publications not included in the reading list for this class that build on or are closely related to your presentation

I'd highly recommend meeting with me prior to your presentation to discuss your plans. We'll also briefly debrief after your presentation.

Major Project

During the semester, you'll be expected to produce at one major project. Complete assignment descriptions are available on Canvas.

You'll be expected to produce an initial draft of the project and to revise that draft. The initial drafts will primarily be graded as complete/incomplete.

Attendance

Since this is a largely discussion-based class, attendance is absolutely necessary. I'll be keeping track of attendance during the semester.

You'll be allowed 1 absences during the semester. You do not need to ask permission for this absence. If you do miss class, be sure to check with your peers about getting notes and/or any missed work. Any additional absences will result in a reduction of 5% on your final grade.

Late Work

Since this is a graduate course, you'll be expected to turn in all your assignments on time. However, if you find that you need an extension, please contact me at least 48 hours before the deadline. I'm much less inclined to offer extensions based on last-minute requests.

Grading

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Reading Responses	12	25	300	30%
Discussion Facilitation	1	150	150	15%
Major Project First Draft	1	150	150	15%
Major Project Final Draft	1	400	400	40%
Total	**17**	**N/A**	**1000**	**100%**

Letter	Range	Letter	Range (%)	Letter	Range (%)
A	930 or above	**B**	830 - 870	**C**	700 - 760
A-	900 - 920	**B-**	800 - 820	**D**	600 - 690
B+	870 - 890	**C+**	770 - 790	**F**	590 or less

COURSE CALENDAR

* Calendar is subject to change throughout the semester. I'll update you about any major changes.

Week 1: "Alternative" Discourse and the Academy

Bizzell, Patricia. "The Intellectual Work of 'Mixed' Forms of Academic Discourses." In *ALT DiS: Alternative Discourses and the Academy*, edited by Christopher Schroeder, Helen Fox, and Patricia Bizzell, 1-10. Portsmouth: Boynton/Cook-Heinemann, 2002.

Powell, Malea. "Listening to ghosts: an alternative (non)argument." In *ALT DiS*, 11-22.

Royster, Jacqueline Jones. "Academic Discourses or Small Boats on a Big Sea." In *ALT DiS: Alternative Discourse and the Academy,* 23-30.

Week 2: "Alternative" Discourse and the Academy (part II)

Kynard, Carmen. "'New Life in This Dormant Creature': Notes on Social Consciousness, Language, and Learning in a College Classroom" in *ALT DiS: Alternative Discourses and the Academy*, 31-44.

Christopher Thaiss and Terry Myers Zawacki's "Questioning Alternative Discourses: *Reports from Across the Disciplines*" in *ALT DiS: Alternative Discourses and the Academy*, 80-96.

Excerpts from Christopher Thaiss and Terry Myers Zawacki's *Engaged Writers, Dynamic Disciplines.*

Week 3: Defining Alternate Style

Root, Robert. "The Nonfiction Motive." *Writing on the Edge* 18.1 (2007): 29-31. <Root_Nonfiction Motive.pdf>

Fulwiler, Toby. "Writing Alternate Style." In *College Writing: A Personal Approach to Academic Writing*. 3rd ed. Portsmouth, NH: Boynton Cook, 2002. 185-97. Print. <Fulwiler_College Writing_Writing Alternate Style.pdf>

Root, Robert. "Collage, Montage, Mosaic, Vignette, Episode, Segment." In *The Fourth Genre: Contemporary Writers of/on Creative Nonfiction*. Ed. Robert L. Root, Jr. and Michael Steinberg. New York: Pearson/Longman, 2005. 371-82. Print. <Root_Fourth Genre_Collage et al.pdf>

Week 4: Gloria Anzaldúa's Borderlands

Anzaldúa, Gloria. *Borderlands/*La Frontera*: The New Mestiza*. 3rd ed. San Francisco: Aunt Lute Books, 2007.

Week 5: Responding to Anzaldúa

Wallace, David L. "Alternative Rhetoric and Morality: Writing from the Margins." *CCC* 61.2 (2009): W18-W39.

Hidalgo, Alexandra. "[illegible]." *Enculturation: a Journal of Rhetoric, Writing, and Culture* 21 (2016). Web.

Chaves, Maria P., "[illegible]." *Sounding Out!* The Sound Studies Blog. 2015

Week 6: Responding to Anzaldúa (part II)

Baca, Damián. [illegible] (New Concepts in Latino American Cultures Series). New York: Palgrave Macmillan, 2008.

Leon, Kendall and Stacey Pigg. "Conocimiento as a Path to Ethos: Gloria Anzaldúa as Networked Theorist." Accepted for inclusion in the edited collection *Women's Ethos: Intersections of Rhetorics and Feminisms*. Eds. Rebecca Jones, Nancy Myers, and Kathleen Ryan.

Week 7: Alternative Rhetoric Across History

Excerpts from David Wallace. *Compelled to Write: Alternative Rhetoric in Theory and Practice*. Logan: Utah State UP, 2011.

Excerpts from Carmen Kynard. *Vernacular Insurrections Race, Black Protest, and the New Century in New Composition-Literacies Studies.*

Week 8: Identity and Tellability in Narratives

Young, Morris. "Identity." In *Keywords in Writing Studies*, 88-93.

Lu, Min-Zhan. "From Silence to Words: Writing as Struggle." *College English 49.4* (1987): 437-448.

Webb-Sunderhaus, Sara. "Keep the Appalachian, Drop the Redneck: Tellable Student Narratives of Appalachian Identity." *College English* 79, no. 1 (2016): 11-33.

Wallace, David. "Unwelcome Stories, Identity Matters, and Strategies for Engaging in Cross-Boundary Discourses." *College English* 76.6 (2014): 545-61. Print.

Week 9: Telling Identities

Villanueva, Victor. *Bootstraps: From an American Academic of Color*. Urbana, IL: NCTE, 1993.

Week 10: Telling Identities (part II)

Gilyard, Keith. *Voices of the Self: A Study of Language Competence*. Detroit: Wayne State, 1991.

Week 11: Translinguality, Transmodality, Translation, and Digital Writing and Rhetoric

Horner, Bruce, Cynthia Selfe, and Tim Lockridge. "Translinguality, Transmodality, and Difference: Exploring Dispositions, Change in Language, & Learning." *Enculturation Intermezzo*. http://intermezzo.enculturation.net/01/ttd-horner-selfe-lockridge/index.htm.

Gonzales, Laura. *Sites of Translation: What Multilinguals Can Teach Us About Digital Writing and Rhetoric*. U of Michigan P, 2018.

Alvarez, Sara P., and Steven Alvarez. "Transnational and Transmodal Community Alliances: Southern Latinx Students Digital and Culturally Sustaining Practices." In *Community Action for Social Change: A Digital Archive*. Eds. Victor del Hierro, Isabel Baca, and Laura Gonzales, Parlor Press, (forthcoming).

Week 12: Rewriting Conventions in Pedagogy and Practice

Excerpts from Min-Zhan Lu and Bruce Horner's *Writing Conventions* textbook.

Week 13: Writing Ourselves

Symposium Collective. "The Politics of the Personal: Composing Our Lives Against the Grain." *College English* 64.1 (2001): 41-62.

Excerpts from authors quoted in Symposium Collective.

Week 14: Conferences

Week 15: Draft Workshops

Week 16: Finals Week

Final Projects Due!

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught English

2. ENC (Alpha Prefix) | 5 (1st Digit) | xxx (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) | **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Writing Center Theory and Practice

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Writing Center Theory

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   In this course, we will read about writing center theory and the composing process.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** _____
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

    To summarize and analyze texts about writing center theory.
    To compose a research paper about a question/topic related to writing center theory.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    None

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Glenn Hutchinson (Type name) _____ (Signature) 11 / 27 / 20 18

_____ (Email address) _____ (Phone number)

Chairperson (Dept./Div.) Heather Russell (Type name) _____ (Signature) 11 / 25 / 20 18

Chairperson (Curr. Comm.) _____ (Type name) _____ (Signature) ____ / ____ / 20____

College/School Dean _____ (Type name) _____ (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposal for a New Course

Course Title:
Writing Center Theory and Practice

Justification:
Part of our proposed Writing and Rhetoric Track in the English MA, this course we will expose students to the scholarship of writing center theory, preparing them to contribute to the field as scholars, and for work in writing centers.

ENC 5XXX– U01: Writing Center Theory and Practice
Classroom: GL125

Dr. Glenn Hutchinson,
Director, Center for Excellence in Writing
gehutchi@fiu.edu
Offices: GL 124D (MMC) &
HL212 (BBC)

Office Phone: 305.348.6671
Cell: 305.857.8372
Office Hours: Tuesday/Thursday 10-10:45am,
2-3pm, or by appointment.

Required Texts

Canagarajah, Suresh. *Literacy as Translingual Practice: Between Communities and Classrooms*. Routledge, 2013.

Gillespie, Paula, et al., editors. *Writing Center Research: Extending the Conversation*, Routledge, 2001.

Greenfield, Laura & Karen Rowan, editors. *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change*. Utah State University Press, 2011.

McKinney, Jackie Grutsch. *Strategies for Writing Center Research (Lenses on Composition Studies)*. Parlor P, 2015.

Pritchard, Eric Darnell. *Fashioning Lives: Black Queers and the Politics of Literacy*. Southern Illinois UP, 2016.

Rafoth, Ben. *Multilingual Writers and Writing Centers.* Utah UP, 2015.

Rose, Mike. *Lives on the Boundary.* Penguin, 2005.

Young, Vershawn Ashanti and Aja Y. Martinez, editors. *Code-Meshing as World English: Pedagogy, Policy, Performance*, NCTE, 2011.

* A desk copy of each textbook will be available for use in the writing center.

* Online Readings on Canvas

Course Goals

* To summarize and analyze texts about writing center theory.
* To critique and respond to research about writing centers: the writing process, race/ethnicity, gender, technology, codemeshing, and translingualism.
* To compose a research paper about a question/topic related to writing center theory.

Course Requirements (explained below)

You will complete a writing portfolio (see handout) that will include the following assignments:

20% Discussion Journal
20% Mid-Term/Final Reflection
20% Presentation
40% Research paper

I. **Discussion Journal**

Each week you will write about the readings and questions that emerge in class.

Grading = 20%. Full, regular, and thoughtful participation means that 20% of your grade is an A.

II. **Two reflection essays (Mid-Term & Final)**

Two short essays (three pages double-spaced) reflect on your development as writers and/or as tutors. One is due about midway through the course, one at the end of the semester. These should be carefully written, sharply focused, well-organized, thoughtful personal essays that reflect upon your experience of learning to help people with their writing.
Grading = 20%

III. **Presentation**

You will make a brief presentation and design an activity related to one of the readings in the course. Presentations should be ten minutes and include questions for the class to discuss.
Grading = 20%

IV. **Research Paper**: This is the major written work for the course. This paper should grow out of all your work for the course: your practical experience, your reflections, and your readings in the scholarly literature. It should be between 15-20 pages long. It should be written for a wide audience of writing center practitioners, such as, for example, the readers of the *Peer Review*.

Choose your topic based on the issues you find most interesting or most challenging. Drafts of the theory-practice paper are required. *Handing in a completed draft is not optional; it is a requirement.*
Grading = 40%

Expectations

1. ATTENDANCE: Your presence is essential to this class. **If you miss more than 3 classes, then we need to discuss your options of dropping the course.**

2. **ACTIVE PARTICIPATION:** For our discussions and activities to be successful, we all need to be active participants in class.

3. **RESPECT**: We need to be respectful of our classmates, instructors, speakers and their ideas; let us create an atmosphere in which we all feel comfortable expressing our viewpoints. When we have different opinions or outlooks, we need to express them to one another in a respectful language and tone. **Hateful language will not be tolerated in this classroom.**

4. **DIVERSITY:** We want to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. Use inclusive language. There are many techniques to avoid sexist language. We will discuss them.

5. **WORK REQUIREMENTS**: Please complete assignments by their due date. Late work will receive a penalty. Completion of all work is necessary to pass the course. Also, it is your responsibility to keep a copy of all writings submitted.

6. **PLAGIARISM:** Plagiarism is cheating and stealing. Plagiarism is the use of the words and ideas of others without giving them credit, such as submitting an assignment that is not the result of the student's own thinking and effort. Students who plagiarize assignments, including using work of their own that they have written for high school or previous courses, will receive a zero for that assignment and may face further consequences such as receiving a failing grade for the course to dismissal from the University. The university's code of academic integrity is found in the Student Handbook (http://undergrad.fiu.edu/academic-misconduct/pdfs/code-of-academic-integrity.pdf). The FIU library has also created a resource for understanding and avoiding plagiarism at http://libguides.fiu.edu/plagiarism.

7. **DISABILITY SERVICES:** Students requiring special accommodations and/or assistance are encouraged to register with The Disability Resource Center
MMC: 11200 SW 8th Street - GC 190 **MMC Phone:** (305) 348-3532
BBC: 3000 NE 151st Street - WUC 131 **BBC Phone:** (305) 919-5345

8. **Fun**: And finally . . . think, learn, and have fun.

Assignment Calendar

Week One
Introductions
Online Readings: Bruffee, "Peer Tutoring and the 'Conversation of Mankind'"; Hughes, Gillespie, and Kail, "What they Take With Them"; Brooks, "Minimalist Tutoring," Shamoon and Burns, "A Critique of Pure Tutoring."; North, "The Idea of a Writing Center

DISCUSSION JOURNAL due: Introductory Letter to Glenn

Week Two
Canagarajah, Suresh. *Literacy as Translingual Practice: Between Communities and Classrooms.*
Chapter 3 from *Longman Guide to Peer Tutoring*
DISCUSSION JOURNAL due

Week Three
Delpit, "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children"
bell hooks, "Teaching New Worlds/New Words"
DISCUSSION JOURNAL due

Week Four
Pritchard, Eric Darnell. *Fashioning Lives: Black Queers and the Politics of Literacy.*
ONLINE: Black, "Gender and Conferencing" & Mattingly & Gillespie, "Centered Women"
DISCUSSION JOURNAL due

Week Five
Excerpts from Greenfield, Laura & Karen Rowan, editors. *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change.*
Excerpts from Young, Vershawn Ashanti and Aja Y. Martinez, editors. *Code-Meshing as World English: Pedagogy, Policy, Performance.*
ONLINE: Carter and Callesano, "The social meaning of Spanish in Miami: Dialect perceptions and implications for socioeconomic class, income, and employment"; Delpit, "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children" & bell hooks, "Teaching New Worlds/New Words"
DISCUSSION JOURNAL due

Week Six
Excerpts from Gillespie, Paula, et al., editors. *Writing Center Research: Extending the Conversation* & McKinney, Jackie Grutsch. *Strategies for Writing Center Research (Lenses on Composition Studies).*
DISCUSSION JOURNAL due: Research Proposal

Week Seven
DISCUSSION JOURNAL due: Draft of Mid-Term Reflection
ONLINE: Andrea Torres Perdigón, "What's the role of humanities in academic reading and writing processes?"/¿Cuál es el papel de las humanidades en los procesos académicos de lectura y escritura?"; TSLW Chapter 6: Hutchinson & Gillespie, "The Digital Video Project: Self-Assessment in a Multilingual Writing Center" pp. 123-139

Week Eight
SMS Harry Denny, "Queering the Writing Center" pp. 263-84; ONLINE: Jay Sloan: "Centering Difference"
Mid-Term Reflective Essay Due

Week Nine
DISCUSSION JOURNAL *due*
TSLW Chapter 5: Kevin Dvorak, "Multilingual Writers, Multilingual Tutors: Code-Switching/Mixing/Meshing in the Writing Center" pp. 101-22;
LONGMAN GPT Chapter 9 (Working with ESL Writers)

Week Ten
Rafoth, Ben. *Multilingual Writers and Writing Centers.*
Online: Kevin Dvorak, "Multilingual Writers, Multilingual Tutors: Code-Switching/Mixing/Meshing in the Writing Center"
Shanti Bruce, "El Centro de Competencias de la Comunicación and the Fraught Status of English"

Week Eleven
Draft #1 of Research Paper due
TSLW Ch. 3: Michelle Cox, "Identity Construction, Second Language Writers, and the Writing Center"
RECOMMENDED: ONLINE: Sommers and Saltz: "The Novice as Expert: Reading the Freshman Year."& Williams and Colomb, "The University of Chicago"

Week Twelve
DISCUSSION JOURNAL
Online: Xuan Jiang, "Challenges for College-Level Learners of Academic English Writing in China"

Week Thirteen
Revision of Research Paper Due

Week Fourteen
Rose, Mike. *Lives on the Boundary.*
Online: Mina P. Shaughnessy, "Diving In"

Week Fifteen
LAST DAY OF CLASS: ***Final Reflective Essay Due***

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught English

2. ENC (Alpha Prefix) 6 (1st Digit) XXX (Last 3 Digits) _____ ("C"-lec-lab "L"-Lab) _____ (Cr. Hrs.) **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ■ Graded ☐ Pass/Fail

4a. **Course Title** Multilingual Matters: Theories of Multilingual Writing

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Multilingual Matters

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   In this course, we will read theories for engaging multilingual writers and multilingual writing in research, teaching, and service in the academy.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** None
9. **Corequisite(s):** None
10. **Objective(s) of Course:**

    Understand foundational scholarship and current trends and approaches to multilingual, translingual, and second language writing in the field of rhetoric and composition.

11. **Does this course duplicate/overlap other courses at FIU?** ■ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    None

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Michael Creeden (Type name) [signature] (Signature) 11 / 25 / 2018

creedenm@fiu.edu (Email address) 305-348-2508 (Phone number)

Chairperson (Dept./Div.) Heather Russell (Type name) [signature] (Signature) 11 / 25 / 2018

Chairperson (Curr. Comm.) _____ (Type name) _____ (Signature) ____ / ____ / 20____

College/School Dean _____ (Type name) _____ (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposal for a New Course

Course Title:
Multilingual Matters: Theories of Multilingual Writing.

Justification:
Part of our proposed Writing and Rhetoric Track in the English MA, this course will focus on foundational scholarship and current trends and approaches to multilingual, translingual, and second language writing in the field of rhetoric and composition. The course will prepare students to work as teachers of multilingual writers, and to contribute scholarship to the field.

MULTILINGUAL MATTERS: THEORIES OF MULTILINGUAL WRITING

GENERAL INFORMATION

Course Overview

In this course, we will read theories for engaging multilingual writers and multilingual writing in research, teaching, and service in the academy. While I have chosen to title the course with the more familiar phrase "multilingual writing," throughout the course I draw on theories related to what has been termed a "translingual" approach to writers and writing. This approach views language difference as a resource to be used, rather than a challenge to be overcome in academic and non-academic writing contexts. To this end, we will draw on readings and discussions of translingual pedagogical approaches as well as translingual literacy practices. We will also consider how second language writing scholars have engaged with the debate over the best practices for promoting multilingual writing in academic contexts, in K-12 and college classrooms.

Key Questions

The following questions will be applied to our reading and writing throughout this semester, though I expect each student to develop and revise them during our reading, discussions, and writing:

- How can we broaden what "counts" as academic writing and who counts as an academic writer to include multilingual writing and perspectives (and thus work against monolingual ideologies that pervade the teaching and understanding of academic discourse practices)?
- How can we work against monolingual ideologies in theory and practice, including in our teaching, research, and outreach to our communities?
- How can we understand language standards and conventions as multiple, contingent, and constantly changing, and how can we change our writing, research, and teaching practices to reflect that reality?
- What rhetorical strategies have multilingual writers developed for communicating purpose, intent, and appropriateness when composing across language, media, genre, and modes?
- How can readers and writers cultivate a listening disposition when communicating across (linguistic, social, cultural, modal, generic, etc.) boundaries?

Learning Outcomes

By the end of this course you will:

- Recognize the ways composers work within/across language, genre, media, and modes in both academic and non-academic text and contexts.
- Be familiar with some of the foundational scholarship on multilingual/translingual writing in rhetoric and composition, including the historical context of contemporary discussions, the turn to translingual approaches to writing, the discussion of translingual

literacy practices, and the application of translingual methods and methodologies in research and teaching.

- Be able to reference and critique significant theoretical trends and turning points in the development of multilingual/translingual theory and practice.
- Understand and apply multilingual/translingual theories in your academic and non-academic writing practices and in your pedagogical practices.
- Be able to articulate your own approach to multilingual/translingual writing.
- Be able to investigate topics of multilingual writing that are relevant and meaningful within the field, as well as relevant and meaningful to you.
- Be able to make connections across texts, synthesizing arguments using critical analysis, and also when engaging in your own multilingual writing practices.

COURSE DETAIL

Textbook

All of the readings for this course will be made available through the Florida International University Libraries and/or on Canvas. Please plan on approximately 100 pages per week. You may print the articles and chapters or read electronically; either is fine, provided that you bring the readings to class and are prepared to discuss them.

Course Communication

Communication in this course will primarily take place via Canvas and email.

The Canvas site will house all of our major course documents, including the syllabus, assignment sheets, and assignment examples. Whenever you need to submit a major project for a final grade, you will need to do so through a Turnitin link on Canvas. You'll also be able to view the grade book on Canvas. Finally, Canvas will also host our discussion boards where you will be submitting your weekly reading responses.

Assignments

We have three types of assignments in this course: Reading Responses, Discussion Facilitation, and Major Projects.

Reading Responses

Before class each week, you'll need to complete a brief reading response. In general, this response is intended to help you think about the readings and prepare for discussion during class.

For each response, you should:

1) Briefly summarize the conclusions of each source in 1-2 sentences each.
2) Discuss connections between the sources. How does each work connect to the others for this week? How do they connect to other sources that we've discussed in previous weeks?

3) Create 1 potential discussion question. This should be an open-ended question that will help us think through the various sources and their connection to broader trends in professional communication.

Please post your reading responses on appropriate discussion board on Canvas. **Please complete this by 9 p.m. on the day before class** so I have time to read through the responses. You are expected to complete 12 of the 14 possible reading responses for the semester.

Discussion Facilitation

Each of you will be responsible for directing one class discussion for about 30 minutes. You will choose one reading from that week to focus on. Please prepare a 1-page handout that contains:

- a brief summary of the reading you wish to discuss (one paragraph)
- two or three quotations from the reading you wish to discuss
- three questions to ground our discussion about the reading
- secondary reading suggestions and synopses. Give us insight into two or three publications not included in the reading list for this class that build on or are closely related to your presentation

I'd highly recommend meeting with me prior to your presentation to discuss your plans. We'll also briefly debrief after your presentation.

Major Project

During the semester, you'll be expected to produce at one major project. Complete assignment descriptions are available on Canvas.

You'll be expected to produce an initial draft of the project and to revise that draft. The initial drafts will primarily be graded as complete/incomplete.

Attendance

Since this is a largely discussion-based class, attendance is absolutely necessary. I'll be keeping track of attendance during the semester.

You'll be allowed 1 absences during the semester. You do not need to ask permission for this absence. If you do miss class, be sure to check with your peers about getting notes and/or any missed work. Any additional absences will result in a reduction of 5% on your final grade.

Late Work

Since this is a graduate course, you'll be expected to turn in all your assignments on time. However, if you find that you need an extension, please contact me at least 48 hours before the deadline. I'm much less inclined to offer extensions based on last-minute requests.

Grading

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight

Reading Responses	12	25	300	30%
Discussion Facilitation	1	150	150	15%
Major Project First Draft	1	150	150	15%
Major Project Final Draft	1	400	400	40%
Total	**17**	**N/A**	**1000**	**100%**

Letter	Range	Letter	Range (%)	Letter	Range (%)
A	930 or above	**B**	830 - 870	**C**	700 - 760
A-	900 - 920	**B-**	800 - 820	**D**	600 - 690
B+	870 - 890	**C+**	770 - 790	**F**	590 or less

COURSE CALENDAR

* Calendar is subject to change throughout the semester. I'll update you about any major changes.

Week 1: Defining Terms

A. Suresh Canagarajah, "English," from *Keywords in Writing Studies*, ed. Paul Heilker and Peter Vanderberg, Logan, UT: Utah State UP, 2015. 72-75.

Christine M. Tardy, "Multilingual/ism," from *Keywords in Writing Studies*, 114-119.

Chart from Bruce Horner, Samantha NeCamp, and Christiane Donahue, "Toward a Multilingual Composition Scholarship: From English Only to a Translingual Norm," *CCC* 63.2 (2011): 287.

Week 2: The Case Against Monolingualism

Bruce Horner and John Trimbur, "English Only and U.S. College Composition," *CCC* 53.4 (2002): 594-630.

Paul Kei Matsuda, "The Myth of Linguistic Homogeneity in U.S. College Composition," *College English* 68.6 (2006): 637-651.

Week 3: SRTOL

Committee on CCCC Language Statement. "Students' Right to Their Own Language." *College Composition and Communication* 25, no. 3 (1974): 1-18.

Responses to SRTOL from Rhetoric and Composition and Second Language Studies.

Week 4: Second Language Writing

CCCC Statement on Second Language Writing and Writers. http://cccc.ncte.org/cccc/resources/positions/secondlanguagewriting.pdf.

Matsuda, Paul Kei, and Matthew J. Hammill, "Second Language Writing," from *A Guide to Composition Pedagogies*, 2nd ed., New York: Oxford UP, 2014. 266-282.

Matsuda, Paul Kei, Michelle Cox, Jay Jordan, and Christina Ortmeier-Hooper, eds. *Second Language Writing in the Composition Classroom: A Critical Sourcebook*. Boston: Bedford/St. Martin's; Urbana: NCTE, 2006. Print.

Week 5: The Case for Code-Meshing

Canagarajah, A. Suresh. "The Place of World Englishes in Composition: Pluralization Continued," *CCC* 57.4 (2006): 586-619.

Lyons, Scott. "The Fine Art of Fencing: Nationalism, Hybridity, and the Search for a Native American Writing Pedagogy," *JAC* 29.1-2 (2009): 77-105.

Smitherman, Geneva. *Word from the Mother: Language and African Americans*. New York: Routledge, 2006.

Young, Vershawn Ashanti. "Your Average Nigga," CCC 55.4 (2004): 693-715.

Week 6: Defining Translingualism

Horner, Bruce, Min-Zhan Lu, Jacqueline Jones Royster, and John Trimbur, "Opinion: Language Difference in Writing: Toward a Translingual Approach." *College English* 73.3 (2011): 303-321.

Bruce Horner, Samantha NeCamp, and Christiane Donahue, "Toward a Multilingual Composition Scholarship: From English Only to a Translingual Norm," *CCC* 63.2 (2011): 269-300.

Week 7: Theorizing Translingualism

Min-Zhan Lu and Bruce Horner, "Translingual Literacy, Language Difference, and Matters of Agency," *College English* 75.6 (2013): 582-607.

Kramsch, Claire J. "The Traffic in Meaning: A Response to Mary Louise Pratt." *Asia-Pacific Journal of Teacher Education* 26.1 (2006): 81-86. Print.

Pennycook, Alastair. Excerpts from *Language as a Local Practice*, New York: Routledge, 2010.

Week 8: Applying Translingualism in Research & Teaching

Atkinson, Dwight et al., "Clarifying the Relationship between L2 Writing and Translingual Writing: An Open Letter to Writing Studies Editors and Organization Leaders." *College English* 77, no. 4 (2015): 383-386.

Bawarshi, Anis. "Beyond the Genre Fixation: A Translingual Perspective on Genre," Special Issue on "Translingual Work in Composition" in *College English* 78.3 (2016), 243-49.

Dryer, Dylan B. "Appraising Translingualism." *College English* 78, no. 3 (2016): 274-283.

Gilyard, Keith. "The Rhetoric of Translingualism." *College English* 78, no. 3 (2016): 284-289.

Guerra, Juan. "Cultivating a Rhetorical Sensibility in the Translingual Writing Classroom," 228-233.

Leonard, Rebecca Lorimer and Rebecca Nowacek. "Transfer and Translingualism." *College English* 78, no. 3 (2016): 258-264.

Week 9: Translingual Literacy Practices

Canagarajah, A. Suresh. "Introduction," from *Literacy as Translingual Practice*, 1-10.

Canagarajah, A. Suresh. *Translingual Practice: Global Englishes and Cosmopolitan Relations*. New York: Routledge, 2013.

Week 10: Transmodality

Horner, Bruce, Cynthia Selfe, and Tim Lockridge. "Translinguality, Transmodality, and Difference: Exploring Dispositions, Change in Language, & Learning." *Enculturation Intermezzo*. http://intermezzo.enculturation.net/01/ttd-horner-selfe-lockridge/index.htm.

Berry, Patrick W., Gail E. Hawisher, and Cynthia L. Selfe, eds. *Transnational Literate Lives in Digital Times.* Logan, UT: Computers and Composition Digital Press/Utah State University Press, 2012. eBook, http://ccdigitalpress.org/transnational/.

Gonzales, Laura. "Multimodality, Translingualism, and Rhetorical Genre Studies," *Composition Forum* 31 (2015). http://compositionforum.com/issue/31/multimodality.php.

Week 11: Applications of Translingual Approaches in Research

Arnold, Lisa R. "'The Worst Part of the Dead Past': Language Attitudes, Policies, and Pedagogies at Syrian Protestant College, 1866-1902." *CCC* 66, no. 2 (2014): 276-300.

Leonard, Rebecca Lorimer. "Multilingual Writing as Rhetorical Attunement," *College English* 76, no. 3 (2014): 227-247.

Nordquist, Brice. *Literacy and Mobility: Complexity, Uncertainty, and Agency at the Nexus of High School and College*, New York: Routledge, 2017.

Week 12: Translingual Pedagogical Practices

Frost, Alanna, Julia Kiernan, and Suzanne Blum Malley, eds. *Translingual Pedagogical Perspectives: Engaging Domestic and International Students in the Composition Classroom,* Logan: Utah State UP, forthcoming.

Horner, Bruce, and Laura Tetrault. *Crossing Divides: Exploring Translingual Writing Pedagogies and Programs*, Logan: Utah State UP, 2017.

Week 13: Methods & Methodologies

Gonzales, Laura. *Sites of Translation: What Multilinguals Can Teach Us About Digital Writing and Rhetoric*. Ann Arbor: University of Michigan Press, 2018.

Bloom-Pojar, Rachel. *Translanguaging Outside the Academy: Negotiating Rhetoric and Healthcare in the Spanish Caribbean.* Urbana, IL: NCTE, 2018.

Week 14: Conferences

Week 15: Draft Workshops

Week 16: Finals Week

Final Projects Due!

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught English

2. ENC (Alpha Prefix) 5 (1st Digit) XXX (Last 3 Digits) _____ ("C"-lec-lab "L"-Lab) _____ (Cr. Hrs.) **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☐ Graded ☐ Pass/Fail

4a. **Course Title** Rhetorical Traditions

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Rhetorical Traditions

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   In this course, we will read foundational texts and theories of the Western rhetorical tradition and beyond, from antiquity to the present day.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** None
9. **Corequisite(s):** None
10. **Objective(s) of Course:**

    Be familiar with the foundational texts and theories that have comprised the Western rhetorical tradition, current scholarly debates, and theoretical trends.

11. **Does this course duplicate/overlap other courses at FIU?** ■ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    None

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Michael Creeden (Type name) [signature] (Signature) 11 / 25 / 2018

creedenm@fiu.edu (Email address) 305-368-2508 (Phone number)

Chairperson (Dept./Div.) Heather Russell (Type name) [signature] (Signature) 11 / 25 / 2018

Chairperson (Curr. Comm.) _____ (Type name) _____ (Signature) ____ / ____ / 20____

College/School Dean _____ (Type name) _____ (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposal for a New Course

Course Title:
Rhetorical Traditions

Justification:
Part of the proposed Writing and Rhetoric Track in the English MA, this course will expose students to the foundational texts and theories of the Western rhetorical tradition, from antiquity to the present day. A knowledge of rhetorical is one of the foundations of graduate study in writing and composition, so the course will prepare students for further graduate study and for careers as writing teachers.

RHETORICAL TRADITIONS

ENC 5XXX

GENERAL INFORMATION

Course Overview

In this course, we will read foundational texts and theories of the Western rhetorical tradition, from antiquity to the present day. In addition to primary texts, we will read secondary and tertiary sources that complicate and politicize traditional understandings of "the" (Western) rhetorical tradition and rhetorical theory.

Key Questions

The goal of this course is not to achieve "mastery" of rhetorical traditions *per se*, but rather to consider the possibilities and limitations inherent to the definition and study of a specific trajectory of history. To achieve this goal, we will begin and end the semester with a set of questions that will be applied to our readings throughout. While I expect each student to develop and revise the following, some of the major questions that will drive our reading, discussions, and writing will include:

- Who "belongs" in the rhetorical tradition – how/why are these figures or texts important to writing instruction in the past or present?
- How have "traditional" figures and texts been constructed rhetorically, and what are the effects of these constructions, particularly in relation to teachers and students of writing?
- How can (should) marginalized figures and texts be represented within the tradition, and how might their inclusion change our understanding of the history (or future) of writing instruction?
- What possibilities for historical research and argument are opened up and/or closed off through revisionist and/or feminist practices? What are the advantages and disadvantages of revisionist history? How do these revisionist practices produce and/or perpetuate problematic gaps in our reading, writing, and teaching about rhetoric?
- And finally, how are definitions of "the" rhetorical tradition related to the discipline of writing studies? Who "owns" rhetoric, and what consequences are implied by a discipline's claims to ownership?

Learning Outcomes

By the end of this course you will:

- Be familiar with the foundational texts and theories that have comprised the Western rhetorical tradition;
- Be conversant in major scholarly debates surrounding dominant conceptions of rhetorical traditions, rhetorical theory and practice, historical methods of research, and historiographic practices;
- Be able to articulate your own approach to rhetorical history, making connections between it, the teaching of writing, and your research practices.
- Be able to reference and critique significant theoretical trends and turning points in the development of contemporary rhetorical theory.

- Be able to articulate the ways in which the study of rhetorical theory and writing studies intersect and influence one another.
- Be able to investigate topics of rhetorical theory that are relevant and meaningful within the field, as well as relevant and meaningful to the student
- Be able to make connections across texts, synthesizing arguments using critical analysis, and also when creating their own rhetorical arguments.

COURSE DETAIL

Textbooks

The Rhetorical Tradition: Readings from Classical Times to the Present, 2nd ed.
Bizzell, Patricia, and Bruce Herzberg, eds.
Boston: Bedford/St. Martin's, 2001
ISBN-10: 0312148399

Available Means: An Anthology of Women's Rhetoric
Joy Ritchie and Kate Ronald, eds.
University of Pittsburgh Press, 2001.
This textbook is available as an eBook through the HU library.

In addition to these main textbooks, many primary and secondary sources will be made available on Canvas as we proceed through the semester – please plan on approximately 100 pages per week. You may print these or read electronically; either is fine, provided that you bring the readings to class and are prepared to discuss them.

Course Communication

Communication in this course will primarily take place via Canvas and email.

The Canvas site will house all of our major course documents, including the syllabus, assignment sheets, and assignment examples. Whenever you need to submit a major project for a final grade, you will need to do so through a Turnitin link on Canvas. You'll also be able to view the grade book on Canvas. Finally, Canvas will also host our discussion boards where you will be submitting your weekly reading responses.

Assignments

We have three types of assignments in this course: Reading Responses, Discussion Facilitation, and Major Projects.

Reading Responses

Before class each week, you'll need to complete a brief reading response. In general, this response is intended to help you think about the readings and prepare for discussion during class.

For each response, you should:

1) Briefly summarize the conclusions of each source in 1-2 sentences each.

2) Discuss connections between the sources. How does each work connect to the others for this week? How do they connect to other sources that we've discussed in previous weeks?
3) Create 1 potential discussion question. This should be an open-ended question that will help us think through the various sources and their connection to broader trends in professional communication.

Please post your reading responses on appropriate discussion board on Canvas. **Please complete this by 9 p.m. on the day before class** so I have time to read through the responses. You are expected to complete 12 of the 14 possible reading responses for the semester.

Discussion Facilitation

Each of you will be responsible for directing one class discussion for about 30 minutes. You will choose one reading from that week to focus on. Please prepare a 1-page handout that contains:

- a brief summary of the reading you wish to discuss (one paragraph)
- two or three quotations from the reading you wish to discuss
- three questions to ground our discussion about the reading
- secondary reading suggestions and synopses. Give us insight into two or three publications not included in the reading list for this class that build on or are closely related to your presentation

I'd highly recommend meeting with me prior to your presentation to discuss your plans. We'll also briefly debrief after your presentation.

Major Project

During the semester, you'll be expected to produce at one major project. Complete assignment descriptions are available on Canvas.

You'll be expected to produce an initial draft of the project and to revise that draft. The initial drafts will primarily be graded as complete/incomplete.

Attendance

Since this is a largely discussion-based class, attendance is absolutely necessary. I'll be keeping track of attendance during the semester.

You'll be allowed 1 absences during the semester. You do not need to ask permission for this absence. If you do miss class, be sure to check with your peers about getting notes and/or any missed work. Any additional absences will result in a reduction of 5% on your final grade.

Late Work

Since this is a graduate course, you'll be expected to turn in all your assignments on time. However, if you find that you need an extension, please contact me at least 48 hours before the deadline. I'm much less inclined to offer extensions based on last-minute requests.

Grading

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Reading Responses	12	25	300	30%
Discussion Facilitation	1	150	150	15%
Major Project First Draft	1	150	150	15%
Major Project Final Draft	1	400	400	40%
Total	**17**	**N/A**	**1000**	**100%**

Letter	Range	Letter	Range (%)	Letter	Range (%)
A	930 or above	**B**	830 - 870	**C**	700 - 760
A-	900 - 920	**B-**	800 - 820	**D**	600 - 690
B+	870 - 890	**C+**	770 - 790	**F**	590 or less

COURSE CALENDAR

* Calendar is subject to change throughout the semester. I'll update you about any major changes.

Week 1: Introductions

Read/Write: General Introduction & Classical Introduction (1-41)

Week 2: Classical Rhetoric

Read: Introductions continued; Excerpts from Gorgias; Anonymous/Dissoi Logoi; Aspasia; Cheryl Glenn's "Sex, Lies, and Manuscript: Refiguring Aspasia in the History of Rhetoric, *CCC* (1994).

Week 3: Classical Rhetoric

Read/Write: Excerpts from Isocrates; Plato; Aristotle

Week 4: Classical Rhetoric

Read/Write: Excerpts from Cicero; Longinus; Quintilian

Week 5: Recovering Classical Rhetorics: The Sophists

Read: Gorgias's "On Nature" & "Encomium on Helen"; Excerpts from Protagoras

Week 6: Medieval Rhetoric

Read/Write: Introduction, St. Augustine, Christine de Pizan

Week 7: Renaissance Rhetoric

Read/Write: Introduction; Excerpts from Desiderius Erasmus; Peter Ramus; Francis Bacon

Week 8: Redefining Rhetorical Traditions
Read/Write: Margaret Fell, Madeleine de Scudery; Sor Juana Ines de la Cruz;

Week 9: Redefining Rhetorical Traditions
Read/Write: Excerpts from *Mestiz@ Rhetorics;*

Week 9: Enlightenment Rhetoric/Midterm Project Workshops
Read/Write: Introduction; Excerpts from John Locke, David Hume, Mary Astell, George Campbell, Hugh Blair.

Week 10: 19th Century Rhetoric
Read/Write: Introduction; Excerpts from Richard Whately, Maria W. Stewart, Sarah Grimke, Frederick Douglass; Frances Willard;

Week 11: 19th/20th Century Rhetoric & Writing
Read/Write: Carol Mattingly on *Appropriate[ing] Dress;* Excerpts from Quaker Women's Writing (see *Available Means* anthology); Cherokee Women (see *Available Means*); Ida B. Wells (see *Available Means*)

Week 12: 20th/21st Century Rhetorics
Read/Write: Virginia Woolf (*Available Means* anthology); Excerpts from Kenneth Burke; Gloria Anzaldua; Henry Louis Gates Jr.

Week 13: Contemporary Complications and the Politics of Historiography
Read/Write: Excerpts from Patricia Bizzell; Cherly Glenn; Jacqueline Jones Royster

Week 14: Conferences/Workshops

Week 15: Conferences/Workshops

Finals Week
Final Project Due

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught English

2. ENC (Alpha Prefix) 6 (1st Digit) XXX (Last 3 Digits) _____ ("C"-lec-lab "L"-Lab) _____ (Cr. Hrs.) **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☐ Graded ☐ Pass/Fail

4a. **Course Title** Theories of Professional and Technical Writing

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Technical Writing Theory

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

This course explores central theories of technical writing and the implications of those theories for professional practice.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** None
9. **Corequisite(s):** None
10. **Objective(s) of Course:**

Students will identify theories and theoretical trends in technical writing and to apply those theories to understand how information is transmitted in different contexts and to different audiences.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    _____

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Michael Creeden (Type name) (Signature) 11 / 25 / 20 18

creedenm@fiu.edu (Email address) 305-348-2508 (Phone number)

Chairperson (Dept./Div.) Heather Russell (Type name) (Signature) 11 / 25 / 20 2018

Chairperson (Curr. Comm.) _____ (Type name) (Signature) ____ / ____ / 20____

College/School Dean _____ (Type name) (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposal for a New Course

Course Title:
Theories of Professional and Technical Writing

Justification:
Part of our proposed Writing and Rhetoric Track in the English MA, this course we will expose students to the theories in professional and technical communication, preparing them to contribute to the field as scholars and teachers of technical communication.

THEORIES OF PROFESSIONAL AND TECHNICAL WRITING

GENERAL INFORMATION

Course Overview

In this course, we will examine the theories and the theoretical debates that shape our understanding of professional and technical communication as a field. To explore these ideas, we will review a number of theories and theoretical perspectives. We will also discuss the implications such theories have in relation to technical and professional communication practices.

Through the examination of these topics, you should gain an understanding of

- How theory has shaped and continues to shape the field of technical and professional communication
- How to participate in and contribute to discussions of theory in the field

This understanding can serve as a foundation you can use to engage members of the field in discussions of the uses of theory within technical and professional communication.

Learning Outcomes

Through the topics covered in this course, you will gain an understanding of how to:

- Identify theories and theoretical trends affecting past and current practices in technical and professional communication
- Apply theories to examine how information is transmitted within different contexts and to different audiences
- Explain the implications of theories for professional practices in technical and professional communication
- Use various genres to share ideas and perspectives on theory with academics and practitioners in the field

COURSE DETAIL

Textbooks

Solving Problems in Technical Communication
Edited by Johndan Johnson-Eilola and Stuart Selber
University of Chicago Press, 2013
ISBN-10: 0226924076
ISBN-13: 9780226924076

Spurious Coin
Bernadette Longo
SUNY Press, 2000
ISBN-10: 0791445569
ISBN-13: 978-0791445563

In addition to the textbooks, we will have regular readings that are available as pdfs on our Canvas website.

Course Communication

Communication in this course will primarily take place via Canvas and email.

The Canvas site will house all of our major course documents, including the syllabus, assignment sheets, and assignment examples. Whenever you need to submit a major project for a final grade, you will need to do so through a Turnitin link on Canvas. You'll also be able to view the grade book on Canvas. Finally, Canvas will also host our discussion boards where you will be submitting your weekly reading responses.

Assignments

We have three types of assignments in this course: Reading Responses, Discussion Facilitation, and Major Projects.

Reading Responses

Before class each week, you'll need to complete a brief reading response. In general, this response is intended to help you think about the readings and prepare for discussion during class.

For each response, you should:

1) Briefly summarize the conclusions of each source in 1-2 sentences each.
2) Discuss connections between the sources. How does each work connect to the others for this week? How do they connect to other sources that we've discussed in previous weeks?
3) Create 1 potential discussion question. This should be an open-ended question that will help us think through the various sources and their connection to broader trends in professional communication.

Please post your reading responses on appropriate discussion board on Canvas. **Please complete this by 9 p.m. on the day before class** so I have time to read through the responses. You are expected to complete 12 of the 14 possible reading responses for the semester.

Discussion Facilitation

Each of you will be responsible for directing one class discussion for about 30 minutes. You will choose one reading from that week to focus on. Please prepare a 1-page handout that contains:

- a brief summary of the reading you wish to discuss (one paragraph)
- two or three quotations from the reading you wish to discuss
- three questions to ground our discussion about the reading
- secondary reading suggestions and synopses. Give us insight into two or three publications not included in the reading list for this class that build on or are closely related to your presentation

I'd highly recommend meeting with me prior to your presentation to discuss your plans. We'll also briefly debrief after your presentation.

Major Projects

During the semester, you'll be expected to produce at least two projects. You may choose any two of the following three options for your projects:

- Intercom Article: *Intercom* is the official magazine of the Society for Technical Communication (STC), the world's largest professional society for technical communicators. (See http://www.stc.org) As a result, *Intercom* serves as a primary mechanism through which individuals in industry share trends, information, and ideas with one another. For this assignment, you will draft an *Intercom* article in which you explain how a particular theory or theoretical concept covered in class can be applied to industry or to teaching practices in the field.
- Commentary Article: You will draft a short, academic essay in which you comment on and critique the ideas, opinions, or claims of a particular technical and professional communication theory, concept, idea, researcher, or article we have examined this semester. As this assignment is an academic essay, you will need to cite sources for the information you present and to provide a "References" section at the end of your essay.
- Tutorial Article: You will draft a short, scholarly essay in which you present strategies for teaching others in the field how to apply a specific theory or theories to address a particular technical communication situation or problem. As this essay is written for scholars/academics in the field of technical and professional communication, you will need to use a more formal tone and will need to avoid making absolutist claims (e.g., "all do," or "everyone knows") about the material you present. You must, however, remember that these readers might not be familiar with the specifics of the ideas or approaches you discuss. For this reason, you will need to explain such ideas and approaches.

Complete assignment descriptions are available on Canvas.

You'll be expected to produce an initial draft of each project and then revise those drafts. The initial drafts will primarily be graded as complete/incomplete.

Attendance

Since this is a largely discussion-based class, attendance is absolutely necessary. I'll be keeping track of attendance during the semester.

You'll be allowed 1 absences during the semester. You do not need to ask permission for this absence. If you do miss class, be sure to check with your peers about getting notes and/or any missed work. Any additional absences will result in a reduction of 5% on your final grade.

Late Work

Since this is a professional communication classroom, you'll be expected to turn in all your assignments on time. However, if you find that you need an extension, please contact me at least 48 hours before the deadline. I'm much less inclined to offer extensions based on last-minute requests.

Grading

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Reading Responses	12	25	300	30%
Discussion Facilitation	1	100	100	15%
Major Project First Drafts	2	100	200	20%
Major Project Final Drafts	2	200	400	40%
Total	**17**	**N/A**	**1000**	**100%**

Letter	Range	Letter	Range (%)	Letter	Range (%)
A	930 or above	**B**	830 - 870	**C**	700 - 760
A-	900 - 920	**B-**	800 - 820	**D**	600 - 690
B+	870 - 890	**C+**	770 - 790	**F**	590 or less

COURSE CALENDAR

* Calendar is subject to change throughout the semester. I'll update you about any major changes.

Week 1 Introduction	Introduction to the course; Understanding the relationship of theory to practice
Week 2 Definitions and situating the field	Readings: • SPTC Ch. 1 • Miller, C. (1979). A humanistic rationale for technical writing. • Rude, C. (2009). Mapping the research questions in technical communication. Due: Reading Response 1
Week 3 Connecting professional writing and technical communication	Readings: • Longo B. (2000). *Spurious Coin.* Introduction and Chs. 2, 5-8. Due: Reading Response 2

Week 4 Histories of technical communication	Readings: • SPTC Ch. 7 • Connors, R. (1982). The rise of technical writing instruction in America. • Sullivan, P. (2012). After the great war: Utility, humanities, and tracings from a technical writing course in the 1920s. Due: Reading Response 3
Week 5 Rhetorical perspectives	Readings: • SPTC Ch. 5 • Johnson, R. (1997). Audience involved: Toward a participatory model of writing • Dobrin, D. (1983). What's technical about technical writing? Due: Reading Response 4
Week 6 Genre as an analytical and productive tool	Readings: • SPTC Ch. 14 • Rude, C. (1995). The report for decision making: Genre and inquiry. • Miller, C. (1984). Genre as social action. Due: • Reading Response 5 • Major Project #1 First Draft
Week 7 Creating professional fit within organizations	Readings: • SPTC Ch. 3 • Wahl, S. (2003). Learning at work: The role of technical communication in organizational learning. • Doheny-Farina, S. (1986) Writing an emerging organization: An ethnographic study. Due: Reading Response 6
Week 8 Ethics and power issues	Readings: • SPTC Ch. 9 • Katz, S. (1992). The ethic of expediency: Classical rhetoric, technology, and the holocaust. • Ward, M. (2010). The ethic of exigence: Information design, postmodern ethics, and the holocaust Due: • Reading Response 7 • Major Project #1 Final Draft

Week 9: Visual communication and design	Readings: • SPTC Ch. 16 • Bernhardt, S. (1986). Seeing the text. • Moore, P & Fitz, C. (2010). Using gestalt theory to teach document design and graphics. Due: Reading Response 8
Week 10 Technical communication and new media	Readings: • SPTC Ch. 17 • Howard, T. (1996). Who "owns" electronic texts? • Mason, J. (2013). Video games as technical communication ecology. Due: Reading Response 9
Week 11 Usability and User Experience (UX)	Readings: • SPTC Ch. 12 • Redish, G. & Barnum, C. (2011). Overlap, influence, intertwining: The interplay of UX and technical communication. • Lauer, C. & Brumberger, E. (2016). Technical communication as user experience in a broadening industry landscape. Due: Reading Response 10
Week 12 International and intercultural technical communication	Readings: • SPTC Ch. 19 • Cardon, P. (2008). A critique of Hall's contexting model: A meta-analysis of literature on intercultural business and technical communication. • Wang, J.. (2010). Convergence in the rhetorical pattern of directness and indirectness in Chinese and U.S. business letters. Due: • Reading Response 11 • Major Project #2 First Draft

Week 13 Technical communication and project management	Readings: • SPTC Ch. 13 • Hart-Davidson W., Bernhardt, G., McLeon, M., Rife, M., & Grabill, J. (2007). Coming to content management: Inventing infrastructure for organizational knowledge work. • Slatterty, S. (2007). Undistributing work through writing: How technical writers manage texts in complex information environments. Due: Reading Response 12
Week 14 Pedagogical perspectives	Readings: • Cook, K. (2002). Layered literacies: A theoretical frame for technical communication pedagogy. • Hawk, B. (2004). Toward a post-techne-or, inventing pedagogies for professional writing. • Johnson-Eilola, J. (1996). Relocating the value of work: Technical communication in a post-industrial age. • Selber, S. (1994). Beyond skill building: Challenges facing technical communication teachers in the computer age Due: Reading Response 13
Week 15 Professional Development	Readings: • Reading Response: SPTC Ch. 4 • Katz, S. (1998). Part I—Learning to write in organizations: What newcomers learn about writing on the job. • Katz, S. (1998). Part II—Learning to write in organizations: Resources for guiding newcomers. Due: • Reading Response 14 • Major Project #2 Final Draft

- Hawk, B. (2002). Toward a post(human) techne

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught English

2. ENC (Alpha Prefix) 5 (1st Digit) XXX (Last 3 Digits) _____ ("C"-lec-lab "L"-Lab) _____ (Cr. Hrs.) **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☐ Graded ☐ Pass/Fail

4a. **Course Title** Women's Rhetorics

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Women's Rhetorics

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   In this class, we will look at primary and secondary texts by historical and contemporary women rhetors in order to define and apply feminist rhetorical practice.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** None
9. **Corequisite(s):** None
10. **Objective(s) of Course:**

    To learn about and reflect upon historical and contemporary examples of feminist rhetorical practice, and to theorize and apply feminist rhetorical practice in and beyond academic writing.

11. **Does this course duplicate/overlap other courses at FIU?** ■ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    None

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** **No** **Yes**

PROPOSAL REQUESTED BY:

Faculty Contact Michael Creeden (Type name) (Signature) 11 / 25 / 2018

creedenm@fiu.edu (Email address) 305-348-2508 (Phone number)

Chairperson (Dept./Div.) Heather Russell (Type name) (Signature) 11 / 25 / 2018

Chairperson (Curr. Comm.) _____ (Type name) (Signature) ____ / ____ / 20____

College/School Dean _____ (Type name) (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposal for a New Course

Course Title:
Women's Rhetorics

Justification:
Part of our proposed Writing and Rhetoric Track in the English MA, this course will expose students to important scholarship by historical and contemporary women rhetors to define feminist rhetoric and its relationship to other rhetorical traditions, recover and reclaim feminist rhetorical practices, and understand the rhetorical strategies employed by women across history.

WOMEN'S RHETORICS

ENC 5XXX

GENERAL INFORMATION

Course Overview

Aristotle, the classical Greek rhetorician, famously defined rhetoric as the "the ability to see, in any particular case, all the available means of persuasion." This statement, of course, assumes the right to personhood and self-representation, the right to speak and to be heard—rights which have historically been denied to women and only recently won. In this course, we will study how women rhetors have gained a voice and a hearing, and in the process discovered, broadened, and redefined the available means of persuasion. Over the past 20-30 years, feminist rhetoricians have been "resisting readers" of the classical rhetorical tradition, adding to and revising our understanding of that tradition and what "counts" as effective rhetorical practice. Many feminist rhetoricians have studied historically overlooked rhetors—including African American, Latinx, and Caribbean women.

In this class, we will look at primary and secondary texts by historical and contemporary women rhetors in order to define feminist rhetoric and its relationship to other rhetorical traditions, recover and reclaim feminist rhetorical practices, and understand the rhetorical strategies employed by women across history and so, perhaps, improve our own rhetorical practice. We will study both women's rhetorical practices and artifacts (speeches, writings, and other modes) and women's rhetorical theory (writing about the nature and means of communication).

Although many of the practices and artifacts we will consider represent more conventional forms of "writing" or "speech making," even when using seemingly standard forms, women have employed *all* of the means available to them—both conventional and unconventional—to persuade their audiences, resist the status quo, and seek change (think of how women have used the genre of the letter in powerful, unexpected ways or how women's quilts might be considered both art and activism). Feminist rhetoricians have thus broadened what counts as rhetoric in part by considering multiple modes and media, including "women's work" like dress-making, textile- and sampler-making, quiltmaking, scrapbooking, and cookbook writing, to name just a few examples.

Key Issues and Questions:

- DEFINITIONS: How has women's rhetorical work been defined and understood, by whom, to what ends? How can we define feminist rhetorics for ourselves, in relation to our particular commitments, interests and expertise?
- AIMS/PURPOSES: What are the goals of feminist rhetorical practice? How is it radically and/or socially transformative? To what communities? Why? What oppressive ideas/situations do the rhetors we study deliberately work against and counter? How?
- MEANS: How have feminist rhetors across history gained agency over their words and work to find creative and productive ways for making meaning, speaking back to power, and gaining a hearing? How have they recontextualized—reformed, reinvented, reconstructed—the languages, modes, and media available to them in order to persuade others to think and act in certain ways? Why?

- IMPACT: What impact has feminist rhetorical practice had on the audiences, communities, and the rhetors themselves? What new forms, genres, ideas, modes have feminist rhetors given us? How have they pushed us to think, act, write, and create differently?
- APPLICATION: How have 21st-century feminist rhetors built upon, broadened, and complicated the feminist rhetorical tradition? How can we engage in feminist rhetorical practice in our everyday lives?

Learning Objectives

- To learn about and reflect upon historical and contemporary examples of feminist rhetorical practice;
- To learn about and begin to engage in feminist research methodologies, including reflection;
- To broaden your understanding of what counts as writing and rhetoric, and who counts as a writer and rhetor;
- To learn from the diverse strategies of women writers and consider multilingual, multicultural, and historical texts and contexts;
- To analyze, critique, interpret, and evaluate written and visual texts;
- To conduct and document research effectively using a variety of research strategies and resources.

COURSE DETAIL

Textbooks

Available Means: An Anthology of Women's Rhetorics
Edited by Joy Ritchie and Kate Ronald
University of Pittsburgh Press, 2001.
ISBN-13: 9780822979753
ISBN-10: 0822979756
eBook available [illegible] CUC Libraries

Borderlands : The New Mestiza = La Frontera, 4th edition.
Gloria Anzaldúa
San Francisco : Aunt Lute Books, 2012.
ISBN-13: 978-1879960855
ISBN-10: 1879960850

In addition to the textbooks, we will have regular readings that are available as links/PDFs on our Canvas website.

Course Communication

Communication in this course will primarily take place via Canvas and email.

The Canvas site will house all of our major course documents, including the syllabus, assignment sheets, and assignment examples. Whenever you need to submit a major project for a final grade, you will need to do so through a Turnitin link on Canvas. You'll also be able to view the grade

book on Canvas. Finally, Canvas will also host our discussion boards where you will be submitting your weekly reading responses.

Assignments

We have three types of assignments in this course: Reading Responses, Discussion Facilitation, and Major Projects.

Reading Responses

Before class each week, you'll need to complete a brief reading response. In general, this response is intended to help you think about the readings and prepare for discussion during class.

For each response, you should:

1) Briefly summarize the conclusions of each source in 1-2 sentences each.
2) Discuss connections between the sources. How does each work connect to the others for this week? How do they connect to other sources that we've discussed in previous weeks?
3) Create 1 potential discussion question. This should be an open-ended question that will help us think through the various sources and their connection to broader trends in professional communication.

Please post your reading responses on appropriate discussion board on Canvas. **Please complete this by 9 p.m. on the day before class** so I have time to read through the responses. You are expected to complete 12 of the 14 possible reading responses for the semester.

Discussion Facilitation

Each of you will be responsible for directing one class discussion for about 30 minutes. You will choose one reading from that week to focus on. Please prepare a 1-page handout that contains:

- a brief summary of the reading you wish to discuss (one paragraph)
- two or three quotations from the reading you wish to discuss
- three questions to ground our discussion about the reading
- secondary reading suggestions and synopses. Give us insight into two or three publications not included in the reading list for this class that build on or are closely related to your presentation

I'd highly recommend meeting with me prior to your presentation to discuss your plans. We'll also briefly debrief after your presentation.

Major Projects

During the semester, you'll be expected to produce at least two projects, one focused on reflection and narrative and one focused on research. Complete assignment descriptions are available on Canvas.

You'll be expected to produce an initial draft of each project and then revise those drafts. The initial drafts will primarily be graded as complete/incomplete.

Attendance

Since this is a largely discussion-based class, attendance is absolutely necessary. I'll be keeping track of attendance during the semester.

You'll be allowed 1 absences during the semester. You do not need to ask permission for this absence. If you do miss class, be sure to check with your peers about getting notes and/or any missed work. Any additional absences will result in a reduction of 5% on your final grade.

Late Work

Since this is a professional communication classroom, you'll be expected to turn in all your assignments on time. However, if you find that you need an extension, please contact me at least 48 hours before the deadline. I'm much less inclined to offer extensions based on last-minute requests.

Grading

Course Requirements	Number of Items	Worth for Each	Total Points Available	Weight
Reading Responses	12	25	300	30%
Discussion Facilitation	1	100	100	15%
Major Project First Drafts	2	100	200	20%
Major Project Final Drafts	2	200	400	40%
Total	**17**	**N/A**	**1000**	**100%**

Letter	Range	Letter	Range (%)	Letter	Range (%)
A	930 or above	**B**	830 - 870	**C**	700 - 760
A-	900 - 920	**B-**	800 - 820	**D**	600 - 690
B+	870 - 890	**C+**	770 - 790	**F**	590 or less

COURSE CALENDAR

* Calendar is subject to change throughout the semester. I'll update you about any major changes.

Week 1: On Recovery & Reclamation:

Ritchie, Joy S. and Kate Ronald. "Introduction: A Gathering of Rhetorics." In *Available Means: An Anthology of Women's Rhetoric(s)*, edited by Joy S. Ritchie and Kate Ronald, xv-xxx. Pittsburgh: University of Pittsburgh Press, 2001.

Biesecker, Barbara. "Coming to Terms with Recent Attempts to Write Women into the History of Rhetoric." *Philosophy & Rhetoric* 25, no. 2 (1992): 140-161.

Campbell, Karlyn Kohrs. "Biesecker Cannot Speak for Her Either," *Philosophy & Rhetoric* 26, no. 2 (1993): 153-159.

Week 2: Available Means: Recovering Classical Figures

Glenn, Cheryl. *Rhetoric Retold: Regendering the Tradition from Antiquity Through the Renaissance*. Carbondale: Southern Illinois UP, 1997.

Aspasia. "'Pericles' Funeral Oration' from Plato's Menexenus (c. 387–367 B.C.E.)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald, University of Pittsburgh Press, Pittsburgh, Pa, 2001, pp. 2–8. *JSTOR*, www.jstor.org/stable/j.ctt5hjqnj.5.

Diotima. "'On Love' from Plato's Symposium (c. 360 B.C.E.)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald, University of Pittsburgh Press, Pittsburgh, Pa, 2001, pp. 10–15. *JSTOR*, www.jstor.org/stable/j.ctt5hjqnj.6.

Heloise. "From 'Letter I, Heloise to Abelard' (1132)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald, University of Pittsburgh Press, Pittsburgh, Pa, 2001, pp. 21–24. *JSTOR*, www.jstor.org/stable/j.ctt5hjqnj.8.

Week 3: Feminist Methods

Bizzell, Patricia. "Feminist Methods of Research in the History of Rhetoric: What Difference Do They Make?" *Rhetoric Society Quarterly* 30, no. 4 (2000): 5-17.

Glenn, Cheryl. "Comment: Truth, Lies, and Method: Revisiting Feminist Historiography," *College English* 62, no. 3 (2000): 387-389.

Jarratt, Susan. "Comment: Rhetoric and Feminism: Together again." *College English* 62 (2000): 390-393.

Mattingly, Carol. "Telling Evidence: Rethinking What Counts in Rhetoric." *Rhetoric Society Quarterly* 32, no. 1 (2002): 99-108.

Week 4: Mothers of Feminism: The Quakers

Fell, Margaret. "From Women's Speaking Justified, Proved and Allowed by the Scriptures (1666)." *Available Means: An Anthology Of Women's Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald, University of Pittsburgh Press, Pittsburgh, Pa, 2001, pp. 67–70. *JSTOR*, www.jstor.org/stable/j.ctt5hjqnj.16.

Donawerth, Jane. "Women's Reading Practices in Seventeenth-Century England: Margaret Fell's *Women's Speaking Justified*." *Sixteenth Century Journal* 27, no. 4 (2006): 985-1005.

Grimké, Sarah. "'Letter to Theodore Weld' (1837)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald. University of Pittsburgh Press, Pittsburgh, Pa, 2001, pp. 115–118. *JSTOR*, www.jstor.org/stable/j.ctt5hjqnj.24.

Carlacio, Jami. "Ye Knew Your Duty, But Ye Did It Not: The Epistolary Rhetoric of Sarah Grimké." *Rhetoric Review* 21, no. 3 (2002): 247-263, DOI: 10.1207/ S15327981RR2103_3.

Weld, Angelina Grimké. "'Address at Pennsylvania Hall' (1838)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald. University of Pittsburgh Press, Pittsburgh, Pa. 2001, pp. 120–124. *JSTOR*, www.jstor.org/stable/j.ctt5hjqnj.25.

Week 5: Mothers of Feminism: The Quakers (continued)

Mott, Lucretia Coffin. "Discourse on Woman," 1849. In *Man Cannot Speak for Her*. Vol. II. 71-98.

Campbell, Karlyn Kohrs. "Pluralism in Rhetorical Criticism: The Case of Lucretia Mott's 'Discourse on Woman.'" *Rhetoric Society Quarterly* 25, annual issue: 1-10.

Mott, Richard. *Memoir and Correspondence of Eliza P. Gurney*. Philadelphia: J. B. Lippincott & Co., 1884.

Week 6: Women's Rhetorical Style(s) in the 19th Century

Mattingly, Carol. *Appropriate[Ing] Dress: Women's Rhetorical Style in Nineteenth-Century America.* Carbondale: Southern Illinois University Press, 2002.

Seneca Falls Convention. "'Declaration of Sentiments and Resolutions' (1848)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald. University of Pittsburgh Press, Pittsburgh, Pa. 2001, pp. 139–142. *JSTOR*, [illegible].

Truth, Sojourner. "'Speech at the Woman's Rights Convention, Akron, Ohio' (1851)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald, University of Pittsburgh Press, Pittsburgh, Pa. 2001, pp. 144–146. *JSTOR*, [illegible].

Truth, Sojourner. "Two Speeches at the American Equal Rights Association Convention, 1867." In *Man Cannot Speak for Her*. Vol. II. 251-258.

Campbell, Karlyn Kohrs. "Sojourner Truth." In *Man Cannot Speak for Her*. Vol I.

Week 7: Women's Rhetorical Style(s) in the 19th Century (continued)

Harper, Frances Ellen Watkins. "'We Are All Bound Up Together' (1866)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald, University of Pittsburgh Press, Pittsburgh, Pa, 2001, pp. 148–150. *JSTOR*, www.jstor.org/stable/j.ctt5hjq[illegible].[illegible].

Anthony, Susan B. "From The United States of America v. Susan B. Anthony (1873)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald, University of Pittsburgh Press, Pittsburgh, Pa, 2001, pp. 152–156. *JSTOR*, www.jstor.org/stable/j.ctt5hjq[illegible].

Campbell, Karlyn Kohrs. "Susan B. Anthony." In *Man Cannot Speak for Her*, Vol I.

Stanton, Elizabeth Cady. "From 'The Solitude of Self' (1892)." *Available Means: An Anthology Of Women'S Rhetoric(s)*, edited by Joy Ritchie and Kate Ronald, University of Pittsburgh Press, Pittsburgh, Pa, 2001, pp. 172–178. *JSTOR*, www.jstor.org/stable/j.ctt5hjqnj.33.

Week 8: African American Women's Rhetorics

Royster, Jacqueline Jones. *Traces of a Stream: Literacy and Social Change among African American Women.* Pittsburgh: University of Pittsburgh Press, 2000.

Richardson, Elaine. "'To Protect and Serve': African American Female Literacies." *College Composition and Communication* 53, no. 4 (2002): 675-704.

Week 9: Latinx Women's Rhetorics

Anzaldúa, Gloria. ***Borderlands : The New Mestiza = La Frontera***, 4th edition. Aunt Lute Books, 2012.

Andrea Lunsford and Lahoucine Ouzgane, ed. ***Crossing Borderlands: Composition and Postcolonial Studies***. Pittsburgh: University of Pittsburgh Press, 2004.

Iris D. Ruiz, and Raúl Sánchez. *Decolonizing Rhetoric and Composition Studies : New Latinx Keywords for Theory and Pedagogy. Palgrave Macmillan, 2016. eBook.*

Week 10: Feminist Methods (Continued)

Ratcliffe, Krista. *Rhetorical Listening: Identification, Gender, Whiteness.* Carbondale: Southern Illinois University Press, 2005.

Royster, Jacqueline Jones and Gesa E. Kirsch, eds. *Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies*. Carbondale, IL: Southern Illinois UP, 2012.

Week 11: Feminist Methods (Continued): Expanding Ethos

Applegarth, Risa. "Working with and Working For: Ethos and Power in Women's Writing." In *Rethinking Ethos: A Feminist Ecological Approach to Rhetoric.* Ed. Kathleen J. Ryan, Nancy Myers, and Rebecca Jones. Carbondale: Southern Illinois UP, 2016. 216–36.

Bordelon, Suzanne. "Complexities of Ethos in Louise Clappe's The Shirley Letters from the California Mines, 1851-1852." *Rhetoric Review* 37, no. 1: 77-89.

Reynolds, Nedra. "Ethos as Location: New Sites for Understanding Discursive Authority." *Rhetoric Review* 11, no.2 (1993): 325–38.

Ryan, Kathleen J., Nancy Myers, and Rebecca Jones, eds. *Rethinking Ethos: A Feminist Ecological Approach to Rhetoric.* Carbondale: Southern Illinois UP, 2016.

Week 12: Rhetorics of Position, Place, and Power

Buchanan, Lindal. *Rhetorics of Motherhood.* Carbondale: Southern Illinois University Press, 2013.

hooks, bell. *Yearning : Race, Gender, and Cultural Politics.* Boston, MA: South End Press, 1990.

Week 13: Women's Material Rhetorical Work:

Eves, Rosalyn Collings. "A Recipe for Remembrance: Memory and Identity in African-American Women's Cookbooks." *Rhetoric Review* 24, no. 3 (2005): 280-97.

Gere, Anne Ruggles. "Kitchen Tables and Rented Rooms: The Extracurriculum of Composition." *College Composition and Communication* 45, no. 1 (1994): 75-92.

Goggin, Maureen Daly. "Visual Rhetoric in Pens of Steel and Inks of Silk: Challenging the Great Visual/Verbal Divide." In *Defining Visual Rhetorics*, edited by Charles A. Hill and Marguerite Helmers, 87-110. Mahwah, NJ: Lawrence Erlbaum, 2004.

Russell, Heather D. "Quilted Discourse: Writing and Resistance in African Atlantic Narratives." In *Stitching Resistance: Women, Creativity, and Fiber Arts*, edited by Marjorie Agosín, 201-211. Kent, England: Solis Press, 2014.

Sohan, Vanessa Kraemer. "'But a Quilt is More': Recontextualizing the Discourse(s) of the Gee's Bend Quilts. *College English* 77, no. 4 (2015): 294-316.

Week 14: Recovering Women's Everyday Rhetorical Practices

Harrison, Kimberly. *The Rhetoric of Rebel Women: Civil War Diaries and Confederate Persuasion.* Carbondale: Southern Illinois University Press, 2013.

Jennifer Sinor, *The Extraordinary Work of Ordinary Writing: Annie Ray's Diary*. Iowa City, IA: University of Iowa Press, 2002.

Week 15: Conferences, Workshops

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Earth and Environment

2. EVR (Alpha Prefix) | 2 (1st Digit) | _____ (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 1 (Cr. Hrs.) **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** CAChE Discovery 1: Research in Aquatic Ecosystems

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* CAChE: Aquatic Ecosystems

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   This is an undergraduate course to explore topics in ecotoxicology and aquatic chemistry and providing students research experience. Part of the NSFCREST-CAChE Program.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** none
9. **Corequisite(s):** none
10. **Objective(s) of Course:**

    Students will experience the role that science plays in policy and community decisions by exploring and identifying patterns in long-term aquatic ecosystem data.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: This course is associated with a multi-departmental NSF-funded Program and is currently offered in Biology.

12. **What other closely related department(s) have been consulted about this course?**

    Biology

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Leonard J. Scinto (Type name) [signature] (Signature) 11 / 27 / 20 18

scintol@fiu.edu (Email address) 305-348-1965 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) [signature] (Signature) 11 / 27 / 20 18

Chairperson (Curr. Comm.) _____ (Type name) _____ (Signature) ___ / ___ / 20___

College/School Dean _____ (Type name) _____ (Signature) ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Florida International University Department of Earth and Environment
BSC 2917/EVR 2XXX: CAChE Discovery 1: Research in Aquatic Ecosystems

Instructor: Brad Schonhoff, MS (EVR) and Dr. Sarah Eddy (BSC)
Office: Schonhoff (ECS 158, Tel: 305-348-3594), Eddy (OE 215, Tel: 305-348-2201)

Justification:
This course is designed for undergraduate students across all STEM disciplines to explore topics in ecotoxicology and aquatic chemistry. As part of the new NSF-CREST* Center for Aquatic Chemistry and Environment (CAChE) at Florida International University, the Discovery 1 course provides undergraduate students with the opportunity to gain authentic research experience in CAChE topics, in order to evaluate their interest in pursuing degrees or careers in related fields. Undergraduates will conduct research using existing datasets related to environmental issues in South Florida, to experience the challenges and rewards that scientists may encounter throughout their careers. Students will become familiar with a range of datasets and learn how to approach, analyze and derive meaning from locally/regionally-relevant data. As they encounter various research questions for provided datasets, students will develop skills in critical thinking, science communication, data synthesis and analysis.

*The Centers for Research Excellence in Science and Technology (CREST) are a nation-wide program funded by the National Science Foundation (NSF). The Center for Aquatic Chemistry and Environment (CAChE) at Florida International University represents one of the newest CREST programs, working to tackle issues related to environmental contamination in South Florida.

Course Objectives
The CAChE* Discovery 1 course introduces undergraduate students to authentic research in STEM fields, using hands-on experience and a range of locally-relevant data. This interdisciplinary course integrates the scientific method, critical thinking, collaborative learning, data synthesis and analysis, and experience with ecotoxicological data. Datasets will be provided that reflect the conditions and impacts of local ecosystems, such as the Florida Everglades, Miami River, and Florida/Biscayne Bay. This is a seminar course for which students will be responsible for weekly assignments, in-class discussions, and project presentations to local stakeholders based on the type of data involved.

Learning Outcomes: Upon completion of the course, students will have gained the following experiences, skills, and understandings:

- Experience authentic, graduate-level environmental research and toxicology studies.
- Discuss relevant environmental issues impacting local South Florida aquatic ecosystems.
- Address complex environmental issues with targeted research questions.
- Evaluate risk of exposures and ecosystem responses to chemical and non-chemical stressors.
- Apply analytical techniques and technological/computer skills to propose and formulate practical solutions to problems related to water quality.
- Learn skills involved in collecting and analyzing environmental samples.
- Draw conclusions about the interconnectivity of our natural, urban, and agricultural landscapes.
- Consider the influence of urban, agricultural, and managerial actions in local aquatic systems.
- Utilize analytical software to interpret high-volume environmental data.
- Tie CAChE research to local management efforts, applying critical thinking to management decisions.
- Participate in team collaborations.
- Sharpen critical thinking skills.
- Improve communication skills with science content via public presentations.

Leonard Scinto

From:	Steve Oberbauer
Sent:	Tuesday, November 27, 2018 8:48 PM
To:	Leonard Scinto
Cc:	Marcy Kravec; Melissa McCartney; Sarah Eddy; Bradley Schonhoff; Rene Price
Subject:	Re: Discovery Courses agreement between EE and BSC
Attachments:	B2_1b_EVR 2XXX CAChE New course_110218LS.pdf; B2_1c_EVR 3XXX CAChE Disc2 _New course_110218LS.pdf; B2_1c_EVR 3XXX CAChE Disc2 _New course_110218LS.pdf

Leonard J. Scinto, Ph.D.
Associate Professor
Department of Earth and Environment and
Southeast Environmental Research Center
AHC5-368
Florida International University
11200 SW 8th Street, Miami FL 33199
Office: 305-348-1965
Fax: 305-348-4096
scintol@fiu.edu

Dear Len
After reviewing the course proposal and justification, Biology supports the creation of Earth and Environment versions of the two courses: CAChE Discovery 1: Research in Aquatic Ecosystems and CAChE Discovery 2: Professional Pathways in Aquatic and Environmental Science. With EVR versions of these courses, they should be more visible and attractive to EVR students.
Best of luck going forward with the process

Steve

Steve Oberbauer
Professor and Chair
Department of Biological Sciences
Florida International University
11200 SW 8th St
Miami FL 33199
ph305-348-2580
oberbaue@fiu.edu

CAChE Discovery Course:
Research in Aquatic Ecosystems
BSC 2917/ EVR 2XXX
Fall 201X
1 credit

Instructor: Dr. Sarah L. Eddy
Discipline: Behavioral Ecology, Education
E-mail: seddy@fiu.edu**
Office Hours in OE 215:
Mon 9 – 9:50 am
Weds 2 – 2:50 pm,
Thurs 4 – 4:50 pm,
Or by appointment

Class:
Day/Time: Mon
1:00 pm – 2:50 pm
Location: TBD

Co-instructors and Content Experts:
To help you integrate into the scientific community here in CAChE, multiple researchers will visit us during this course, but the three researchers you will have the most contact with are:

	Brad Schonhoff	Julie Charbonnier
Discipline:	Science Communication Environmental Science	Biology
E-mail:	bschonho@fiu.edu**	jcharbon@fiu.edu**
Office:	ECS 158	VH 179

** We will only check class emails weekdays between 9:00 am and 5:30 pm.

Course Objective:
In this class, you will experience the role that science plays in policy and community decisions by exploring and identifying patterns in long-term aquatic ecosystem data. The experiences and skills you foster in this course will be valuable for leveraging undergraduate research opportunities.

Course Outcomes:
Through this course, assuming you fulfill the expectations outlined in the syllabus, you will be able to:

- Explore what it means to do science and be a scientist in today's world and evaluate whether this would be a satisfying job for you.
- Communicate like a scientist including creating credibility and writing for broad understanding.
- Discuss environmental issues impacting local aquatic ecosystems and communities in South Florida.
- Take on a leadership role in conducting research and communicating science in the community.

Text: No textbook is required

Classroom Etiquette:

The ways in which we treat one another matters. In order to learn, every person must both be and feel safe enough to express themselves. As members of a learning community, we should strive to create a constructive learning environment for the entire class. Specifically, this means members of this class:

- Show respect and consideration for those speaking in class. For instance, avoid talking when an instructor or a classmate is speaking to your group or the class as a whole.

- Be as actively engaged in the class activities and discussions as you can. You can facilitate this by turning all electronic devices to silent or vibrate so they don't distract you or the learners around you. Also avoid accessing materials not related to the course during class time.

- Be prepared to contribute to the learning of your group. Share potential answers or questions you have and solicit questions and potential answers from all your group members, especially from those who are most quiet. If someone is struggling with a concept that you understand, help them. Explaining something to a peer both increases your own ability to remember it into the future (McKeachie and Svinicki 2006) and makes sure that no one remains confused at the end of the activity.

Equity in Learning: This class will be conducted in an environment that is open, welcoming, and safe to all students. The instructor is willing and committed to providing an atmosphere of support and affirmation for all people. **Do not** display disrespectful behavior toward any individual based upon age, ability, race/color/ethnicity, religious/spiritual, political affiliation, socioeconomic, immigration, marital, military/veteran status, gender identity/expressions, sexual/affectional orientations, relationship status, and/or anything that is likely to be perceived as disrespectful to someone's background, culture, or identity. **For instance, some derogatory, but commonly used language includes "that's gay" or "that's retarded."** Unprofessional, derogatory, and/or offensive behavior may result in disciplinary action.

Grades:

This course uses a competency-based grading scheme. This means we will evaluate you as if you were on the job or a graduate student: you either meet the standards of the task (pass the assignment) or you do not (fail the assignment). Your assigned mentor and other instructors will work closely with you throughout the term to make sure you are prepared for these assignments. Four major assignments contribute to your grade as well as attendance.

Use the following breakdown to determine and plan for the grade you want to work toward in this class:

- ☐ **To earn an A**: Demonstrate mastery of all four assignments. Attend 80% of class sessions on time (i.e., can be late or absent at most 3 times in the term), one field trip (or complete a make-up assignment), and complete the Responsible Conduct of Research Online Module.
- ☐ **To earn a B**: Demonstrate mastery of three of the four assignments. Attend 80% of class sessions on time, attend one field trip (or complete a make-up assignment), and complete the Responsible Conduct of Research Online Module.
- ☐ **To earn a C**: Demonstrate mastery on two of the four assignments. Attend ~70% of classes on time (can be late or absent at most 5 times in a term) and complete the Responsible Conduct of Research Online Module.
- ☐ **To earn a D**: Demonstrate mastery on one of the assignments or attend < 70% of classes on time.

Field Trips and Sea Level Solutions Day:

There are two field trips this semester and one outreach event. To earn an A or a B you must attend one field trip. The dates and times of the field trips are:

Sunday September 9, 2018: Measuring Urban Flooding in Miami in Shorecrest
Meet: 7:00 am at MMC (or arrange to meet us at site)
Return: MMC by 12 pm at latest

Saturday October 6, 2018: Measuring Urban Flooding in Miami in Shorecrest
Meet 5:30pm at MMC (or arrange to meet us at site)
Return: MMC by 10 pm at latest

The cumulative event of the course is the Sea Level Solutions Day. To earn an A or B you must attend:

Saturday October 27, 2018
Meet by 7 – 7:30 am at a location TBD
Done by 1 pm

Assignments:

The majority of the work for this course will be done outside of class. We will practice, critique, and develop skills in class, but expect to spend, on average, two hours a week outside of class on class assignments.

Late work. Much of the progress you will make in this class hinges on assignments getting done at specific times. So, please try to get your work done on time. If something comes up communicate with me in advance. **Due date extensions require at least two full weekdays advanced approval from your instructors.** Late work that you have not spoken to an instructor about in advance will cause you to fail an assignment.

1) *Assignment 1*: **Experiment Notebook (Group & Individual).** You and your teammates should create a Google Doc as a notebook shared with your team and your mentor. Each week you and your teammates are responsible for updating your notebook **before Sunday at 5 pm**. Each person must write their own entry. Your mentor will review the notebook before the next class and discuss your progress with you in class.

   Overall Notebook Structure. Your notebook should contain a table of contents and the following sections: Timeline, Background Research, Research Questions/Hypotheses, Materials/Data Sources/Data, Experimental Setup and proposed Analyses, Results, Conclusions and Implications, and a Personal Reflection page for each team member.

   Content of weekly notebook entries:

   a. Narrative and Evidence. Each week **each group member** will enter a narrative of what they did that week in the appropriate section. Start your weekly entry with the date and your initials in bold. The narrative should focus on how you advanced the research project in this particular area as well as evidence of that advancement. Evidence could include: a list of research questions brainstormed, sites chosen to use in data analysis, citations that have been annotated for background, statistics chosen and why, a link to the section of the draft manuscript you worked on, etc.

   Special circumstances:

- If you worked on different aspects in the same week, you may have entries in multiple sections of the notebook.
- If there was shared work accomplished that week, record everyone's initials on the entry and indicate who is entering the narrative.
- If you were not able to advance the research in a particular week, write an entry in the Timeline section detailing what you will do in the next weeks to make up for this.

b. Reflection. Each week students will also be asked to write a one paragraph reflection. A reflection prompt will be provided each week to guide this reflection. This reflection should be on your personal page in the notebook.

Specifications to pass Experimental Notebook Assignment: The experimental notebook must be updated weekly and turned in by 5pm on Sunday. Your weekly entries should be sufficiently detailed that a person not working on your project can read it and understand what you did and evidence must be provided to back up your description. Three late entries will be considered failure of the assignment.

2) *Assignment 2*: **Primary Research Paper (Group).** Once scientists have discovered a pattern they have two responsibilities for communication. The first is to communicate to the scientific community and the second is to communicate to the public. This assignment is the communication to the scientific community. Research papers are submitted to experts for review and commentary before they are published and authors make revisions based on this feedback. We will follow this cycle.

Specifications to pass Primary Research Paper Assignment: A scientific research report has five major sections: the introduction, methods, results, discussion, and citations. Below are the criteria that indicate mastery of each section. To pass this assignment your article must be 'accepted for publication' by two anonymous reviewers who will use these criteria to evaluate the paper. Your article may be 'returned without review' if you do not meet the minimum quality criteria of a complete manuscript with all five sections, clear writing, proper grammar, and in-text citations. You will have three opportunities for review. *If your manuscript is not 'accepted' by the third review, you will fail the assignment.*

Section	Content	Quality
Introduction	☐ Background facts and assumptions ☐ Motivation for the study ☐ Definitions of key terms ☐ Literature references ☐ Identify gap in knowledge will address in paper ☐ Thesis statement, hypothesis, and/or research question	☐ Concise ☐ Clear writing ☐ Logical argument laid out ☐ Proper grammar ☐ Proper citations (APA format) ☐ Accessible to science audience
Methods	☐ Logically follows from introduction ☐ Describe the process of research ☐ Analyses described as well as why they are appropriate ☐ Conditions or assumptions of the study ☐ Literature references, if necessary, to support procedures or design ☐ Description of the source of the data	☐ Complete and in sufficient detail that reader understands exactly what was done ☐ Laid out in a logical order ☐ Concise ☐ Clear writing ☐ Proper grammar ☐ Proper citations (APA format) ☐ Accessible to science audience

Results	☐ Numerical or qualitative data and analyses are presented in sufficient detail ☐ Visual aids(figures and/or tables) present ☐ Captions, labels, and titles of visual aids present ☐ Visual aids are described in text	☐ Aligned with research question/hypotheses/prediction ☐ Avoids bias ☐ Visual aids clearly communicate main findings ☐ Labels and titles are clear ☐ Logical order ☐ Clear writing ☐ Complete ☐ Proper grammar ☐ Accessible to science audience
Discussion	☐ Summary of key points from results ☐ Interpretation of results ☐ Defend or Answer thesis, hypothesis, or research question ☐ Identify improvements or limitations of the study ☐ Put research in context of published studies: have similar results been found by others? ☐ Real-world application and/or policy suggestions ☐ Identify future research	☐ Aligned with Thesis/Hypothesis/Research Question In-depth and concise ☐ Logical argument ☐ Clear writing ☐ Proper grammar ☐ Proper citations (APA format) ☐ Accessible to science audience
Annotated Bibliography	☐ At least 9 citations ☐ 3 -5 sentence *summary* of essential information from each article. ☐ 3-5 sentence *reflection* on relevance of each article to the research. For example, is the article useful as a reference and if so, how? Is it different or similar to other references already collected? Does it contribute something unique? How does it help shape your argument?	☐ Concise ☐ Clear writing ☐ Proper grammar ☐ Accessible to someone who has not read the article ☐ Proper citations format (APA format)

3) *Assignment 3*: **What is it like to be a researcher? Reflection assignment** (Individual). The pathways to becoming a scientist and what scientists actually do are not always clear. In this assignment you will interview a scientist about their path and their research to get a clear picture of what it takes to do what they do. This is an opportunity to reflect on what you thought researchers did and whether a research career could be fulfilling to you. There are four steps to this assignment.
    a. *Identify a researcher* (faculty, staff, advanced graduate student, post-doc, or research associate in the Center for Aquatic Chemistry and the Environment, the Earth and Environment Department, Chemistry Department, or Department of Biological Sciences) ***who is working on something that interests you.*** To identify potential researchers visit the CAChE homepage (https://crestcache.fiu.edu/index.html) or departmental websites. Each person in your group should read a paper from a different researcher and be prepared to convince your group that this is the

person to interview. Read a research article where this researcher is first or last author (but not a review paper) from the primary literature on this topic.

b. *Determine researchers to interview.* After reviewing each person's researchers, each group will rank them by who you most want to interview. **You will turn this ranking in to Sarah by <u>Mon Sept 17 at 5 pm</u>**. Only one group can cover each researcher, so you may not get your first choice. If you want to change your scientist after Week 5, e-mail Sarah and she will let you know if anyone else has chosen your scientist already.

c. *Contact Researchers to Set up Interview.* Send a professional email to the scientist you wish to interview. We will review the guidelines for a professional email in class. Ask them for the name of a graduate student or post-doc in their lab that you could also contact. Write an email to this person too. CC Sarah on these emails to receive credit. **These should be sent <u>by 5 pm Mon Oct 1</u> at the latest**.

d. *Interview Researchers.* As a group, come up with 5-10 questions you would like to ask these researchers about their path, their daily life as a researcher, and their research. Then interview them. Ideally, you will record this interview in some way for your reference later. *All group members must attend at least one interview, ideally both.* One person from each group should e-mail me with where and when each interview was held and who was there by Weds Feb 28.

e. *Write reflection.* **The reflection is due to Sarah on <u>Sun November 18th by 5 pm</u>**.

Specifications to pass this assignment. To pass this assignment you must:

- Demonstrate the timely completion of each of the four steps and attend at least one interview.
- Individually write a 3-4 page (double-spaced, Times New Roman 12 pt font) reflection on your interviews that answers the following questions concisely and clearly. What did you originally think a career in science would be like? What did you find out a career in science is actually like? What experiences have helped the researchers achieve their goals? Would being a researcher be a satisfying career for you? Why or why not? What would you change about a research career to make it more interesting to you?

4) *Assignment 4*: **Outreach and Leadership (Group).** Sea Level Solutions day is an effort to raise public awareness about sea level rise and other impacts of aquatic environments of the humans living in south Florida. As a culminating experience in the class, your group will develop a tabletop display to communicate about your research topic. In addition, you will be a team leader guiding a group of citizens in the collection of sea level data.

Specification to pass this assignment:

- Demonstrate timely arrival on Sea Level Solutions day that allows your group to set up your table before volunteers arrive.
- Develop an interactive tabletop display related to your research topic. Table for an hour at Sea Level Solutions Day.
- Lead a group of citizens in data collection successfully.

Schedule of Topics:

Week:	*Date:*	*Topics of Day:*	*Suggested Experiment Notebook content for the week:*	*Due Sunday before current week's class at 5pm:*
1	Mon Aug 20	Introduction: Center for Aquatic Chemistry and Environment (CAChE) Introduction to the challenge of sea level rise *Skills*: Finding Primary Literature; Writing annotated bibliographies	Annotate citations for articles read in class; Complete Responsible Conduct of Research (RCR) training module	
2	Mon Aug 27	Explore Available Data: DBHydro, Sea Level Solutions Center What are suitable questions? Timeline for completing project	Find and annotate citations on own; Brainstorm research questions; Complete Responsible Conduct of Research if haven't already; Create timeline for accomplishing research project	☐ Experimental Notebook entries for Week 1
3	Mon Sept 3	No Class		
	Sun Sept 9	Field Trip 1		
4	Mon Sept 10	Types of studies Methods for observational studies	Describe your ideal study design; Identify what type of data you ideally would need to answer your question; find useable study sites	☐ Experimental Notebook entries for Week 2
5	Mon Sept 17	Conference with Mentors on Question, Study Design, and Data Available What should go in a Methods and Results section *Skill*: Working with Excel	Find and annotate relevant citations; start compiling data set; begin work on methods; Brainstorm appropriate ways to summarize your data; begin work on results section	☐ Experimental Notebook entries for Week 4 ☐ Give Sarah ranked list of researchers to interview
6	Mon Sept 24	Writing an Introduction and Discussion *Skill*: Telling a story *Skill*: Professional emails	Identify potential hooks; Outline possible arguments for introduction; Find and	☐ Experimental Notebook entries for Week 5

			annotate relevant citations; begin introduction	
7	Mon Oct 1	Science Communication with the Public: Principles of effective communication	Develop idea want to communicate through Outreach; Brainstorm how to make interactive	☐ Experimental Notebook entries for Week 6 ☐ CC Sarah on email to researchers requesting an interview
	Sat Oct 6	Field Trip II		
8	Mon Oct 8	Science Communication with the Public: Examples from previous classes.	Outline a plan of activities and materials for outreach; continue working on data collection	☐ Have set-up interview by this date. ☐ Experimental Notebook entries for Week 7
9	Mon Oct 15	Science Communication: Working Day	An outline of what will say to people at your booth; Identify your hook; continue working on data collection	☐ Experimental Notebook entries for Week 8 ☐ Send Brad a list of what supplies needed and/or files that need to be printed.
10	Mon Oct 22	Science Communication: Practice Outreach	Try activity out with family and friends and report feedback; describe revisions made to activity; Continue working on data collection	☐ Experimental Notebook entries for Week 9
	Sat Oct 27	Sea Level Solutions Day		
11	Mon Oct 29	Visualizing your data Interview Questions *Skill*: Making figures in Excel	Brainstorm potential figures and determine which best illustrates the answer to your question; Find and annotate relevant citations; create figures and figure legends; continue to work on results section	☐ Experimental Notebook entries for Week 10
12	Mon Nov 5	*Skill*: Writing an Introduction and Discussion	Outline important points for the discussion; Find and annotate relevant citations; begin discussion	☐ Experimental Notebook entries for Week 11

13	Mon Nov 12	No Class		☐ **Report Draft by 5 pm Monday**
14	Mon Nov 19	What makes an article peer reviewed? Receive feedback	*N/A*	☐ Scientist Reflection Due ☐ Can turn in revision by Sunday Nov 25th for a second round of reviews
15	Mon Nov 26	**Wrap Up**	*N/A*	N/A
16	Mon Dec 3	No Class	*N/A*	☐ **Final Report Due by 5 pm**

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Earth and Environment

2. EVR (Alpha Prefix) | 3 (1st Digit) | (Last 3 Digits) | ("C"-lec-lab "L"-Lab) | 1 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** CAChE Discovery 2: Professional Pathways in Aquatic and Environmental Science

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* CAChE: Prof. Pathways

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   This is an undergraduate course to assist students in developing abilities to become better science communicators and professionals. Part of the NSFCREST-CAChE Program.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** none
9. **Corequisite(s):** none
10. **Objective(s) of Course:**

    Students will expand and develop skills as future professionals in STEM fields.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: This course is associated with a multi-departmental NSF-funded Program and is currently offered in Biology.

12. **What other closely related department(s) have been consulted about this course?**

    Biology

13. **Is this course used for the assessment of a program or a certificate (If yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Leonard J. Scinto (Type name) (Signature) 11 / 10 / 20 18

scintol@fiu.edu (Email address) 305-348-1965 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) (Signature) 11 / 10 / 20 18

Chairperson (Curr. Comm.) _____ (Type name) (Signature) ___ / ___ / 20___

College/School Dean _____ (Type name) (Signature) ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Florida International University Department of Earth and Environment
BSC 3990/EVR 3XXX: CAChE Discovery 2: Professional Pathways in Aquatic and Environmental Science

Instructor: Brad Schonhoff, MS (EVR) and Dr. Mellisa McCartney (BSC)
Office: Schonhoff (ECS 158, Tel: 305-348-3594), McCartney (OE 230, Tel: 305-348-2201)

Justification:
Intended for undergraduate students interested in developing their skills to become better overall science communicators and professionals, as well as for students who have taken *CAChE Discovery 1: Research in Aquatic Ecosystems*. CAChE Discovery 2: Professional Pathways in Aquatic and Environmental Science (part of the NSF CREST* Center for Aquatic Chemistry and Environment) is designed to expand students' skills as future professionals in STEM fields and explore the wide range of available options, from careers in science and science communication to graduate school and academic work. Through hands-on training and feedback, the CAChE Discovery 2 course helps prepare students to carve their own pathway to professional work in science. Students will gain confidence and experience as they practice writing competitive applications (including for graduate schools and NSF Graduate Research Fellowships), and improve general science communication skills in both written and public speaking formats, all while learning to build their own professional resumes.

*The Centers for Research Excellence in Science and Technology (CREST) are a nation-wide program funded by the National Science Foundation (NSF). The Center for Aquatic Chemistry and Environment (CAChE) at Florida International University represents one of the newest CREST programs, working to tackle issues related to environmental contamination in South Florida.

Florida International University Department of Earth and Environment

EXPERIMENTAL COURSE SPRING 2019

BSC 3990/EVR 3XXX: CAChE Discovery 2: Professional Pathways in Aquatic and Environmental Science

Instructor: Brad Schonhoff, MS (EVR) and Dr. Mellisa McCartney (BSC)
Office: Schonhoff (ECS 158, Tel: 305-348-3594), McCartney (OE 230, Tel: 305-348-2201)

Justification:

This is a request for an experimental course for Spring 2019 so that we can introduce EVR students to potential careers Aquatic and Environmental Science. Additionally, this course will enable EVR students to be introduced to the CREST CAChE program. A corollary request is being made to have this as a New Course, crosslisted in EVR with the current offering in BSC, for Fall 2019 but we request the Experimental Status while awaiting the curriculum process

Intended for undergraduate students interested in developing their skills to become better overall science communicators and professionals, as well as for students who have taken *CAChE Discovery 1: Research in Aquatic Ecosystems*. CAChE Discovery 2: Professional Pathways in Aquatic and Environmental Science (part of the NSF CREST* Center for Aquatic Chemistry and Environment) is designed to expand students' skills as future professionals in STEM fields and explore the wide range of available options, from careers in science and science communication to graduate school and academic work. Through hands-on training and feedback, the CAChE Discovery 2 course helps prepare students to carve their own pathway to professional work in science. Students will gain confidence and experience as they practice writing competitive applications (including for graduate schools and NSF Graduate Research Fellowships), and improve general science communication skills in both written and public speaking formats, all while learning to build their own professional resumes.

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Leonard Scinto

From:	Steve Oberbauer
Sent:	Tuesday, November 27, 2018 8:48 PM
To:	Leonard Scinto
Cc:	Marcy Kravec; Melissa McCartney; Sarah Eddy; Bradley Schonhoff; Rene Price
Subject:	Re: Discovery Courses agreement between EE and BSC
Attachments:	B2_1b_EVR 2XXX CAChE New course_110218LS.pdf; B2_1c_EVR 3XXX CAChE Disc2 _New course_110218LS.pdf; B2_1c_EVR 3XXX CAChE Disc2 _New course_110218LS.pdf

Leonard J. Scinto, Ph.D.
Associate Professor
Department of Earth and Environment and
Southeast Environmental Research Center
AHC5-368
Florida International University
11200 SW 8th Street, Miami FL 33199
Office: 305-348-1965
Fax: 305-348-4096
scintol@fiu.edu

Dear Len
After reviewing the course proposal and justification, Biology supports the creation of Earth and Environment versions of the two courses: CAChE Discovery 1: Research in Aquatic Ecosystems and CAChE Discovery 2: Professional Pathways in Aquatic and Environmental Science. With EVR versions of these courses, they should be more visible and attractive to EVR students.
Best of luck going forward with the process

Steve

Steve Oberbauer
Professor and Chair
Department of Biological Sciences
Florida International University
11200 SW 8th St
Miami FL 33199
ph305-348-2580
oberbaue@fiu.edu

CAChE Discovery 2: Professional Pathways in Aquatic and Environmental Science
BSC 3930/EVR3XXX
Fall 2018
1 credit

Instructors:

Dr. Melissa McCartney	mmccartn@fiu.edu**	OE 230
Brad Schonhoff	bschonho@fiu.edu**	ECS 158

Office Hours:
XXXday, XX-XX

** We will only check class emails weekdays between 9:00 am and 5:30 pm.

***Course Objective*:**
This class is designed to expand and develop students' skills as future professionals in STEM fields. Through hands-on professional development training, the Discovery 2 course helps prepare students for graduate school and careers in STEM fields. Students will gain confidence and experience as they build their resumes, CVs, and LinkedIN profiles, practice writing applications, research statements, and cover letters for graduate school, medical school, and NSF Graduate Research Fellowships, and improve their public speaking and networking skills.

***Course Outcomes*:**
Through this course, assuming you fulfill the expectations outlined in the syllabus, you will be able to:

- Identify options in STEM career pathways.
- Establish career objectives and develop skills necessary to achieve them.
- Search and apply for relevant research opportunities
- Develop a comprehensive CV/resume
- Connect with scientists in a professional way
- Improve writing and oral presentation skills.
- Develop competitive fellowship applications.
- Engage in community-building initiatives, contribute to strengthening community connections to science

***Text*:**
No textbook is required. Any required readings will be provided by course instructors

Classroom Etiquette:
The ways in which we treat one another matters. In order to learn, every person must both be and feel safe enough to express themselves. As members of a learning community, we should strive to create a constructive learning environment for the entire class. Specifically, this means members of this class:

- Show respect and consideration for those speaking in class. For instance, avoid talking when an instructor or a classmate is speaking to your group or the class as a whole.

- Be as actively engaged in the class activities and discussions as you can. You can facilitate this by turning all electronic devices to silent or vibrate so they don't distract you or the learners around you. Also avoid accessing materials not related to the course during class time.

- Be prepared to contribute to the learning of your group. Share potential answers or questions you have and solicit questions and potential answers from all your group members, especially from those who are most quiet. If someone is struggling with a concept that you understand, help them. Explaining something to a peer both increases your own ability to remember it into the future (McKeachie and Svinicki 2006) and makes sure that no one remains confused at the end of the activity.

***Equity in Learning*:**
This class will be conducted in an environment that is open, welcoming, and safe to all students. The instructors are willing and committed to providing an atmosphere of support and affirmation for all people. Do not display disrespectful behavior toward any individual based upon age, ability, race/color/ethnicity, religious/spiritual, political affiliation, socioeconomic, immigration, marital, military/veteran status, gender identity/expressions, sexual/affectional orientations, relationship status, and/or anything that is likely to be perceived as disrespectful to someone's background, culture, or identity. For instance, some derogatory, but commonly used language includes "that's gay" or "that's retarded." Unprofessional, derogatory, and/or offensive behavior may result in disciplinary action.

Grades:
This course uses a competency-based grading scheme. This means we will evaluate you as if you were on the job or a graduate student: you either meet the standards of the task (pass the assignment) or you do not (fail the assignment). Your instructors will work closely with you throughout the term to make sure you are prepared for these assignments. Five major assignments contribute to your grade as well as attendance and participation in reflective notebook entries.

Use the following breakdown to determine and plan for the grade you want to work toward in this class:

To earn an A: Demonstrate mastery of all four assignments. Attend 90% of class sessions on time (**i.e., can be late or absent at most 2 times in the term**).

To earn a B: Demonstrate mastery of three of the four assignments. Attend 80% of class sessions on time.

To earn a C: Demonstrate mastery on two of the four assignments. Attend ~70% of classes on time

To earn a D: Demonstrate mastery on one or none of the assignments or attend < 70% of classes on time.

Assignments:

The majority of the work for this class will be done outside of class. We will practice, critique, and develop skills in class, but expect to spend, on average, two hours a week outside of class on class assignments.

1. Develop a comprehensive CV and resume. A CV and a resume are not the same thing. We will present CVs and resumes to you in class and provide advice on how to develop your own.

   Specifications to pass this assignment. Students will submit both a CV and a resume to the instructors. CVs and resumes must be proofread and well organized before being submitted.

2. Undergraduate Research Experience (URE) applications. We will spend class time teaching you how to search and apply for undergraduate research opportunities (or related medical school opportunities). You will be required to prepare an application to a program of your choice, regardless of whether you intend to participate. Your instructors will review your application and provide feedback.

   Specifications to pass this assignment. Identify a relevant opportunity. Develop a complete application package following program guidelines. Applications must be proofread and well organized before they are submitted to your instructors. Applications do not have to be submitted to the program.

3. Simulated job search. We will start at the very beginning, looking at job postings, and work all the way through to submitting a complete job application. You will be required to prepare a complete application package although you do not have to apply to the job.

   Specifications to pass this assignment. Identify a relevant opportunity. Develop a complete application package following program guidelines. Applications must be proofread and well organized before they are submitted to your instructors. Applications do not have to be submitted to the job posting.

4. Find and interview scientists or relevant professionals. The best way to learn about different careers is to talk to the people that are in them. We will teach you how to find scientists or relevant professionals whose careers you are interested in, how to contact them for an information interview, and what to say/do during these interviews.

Specifications to pass this assignment. Identify three relevant career professionals you and find/read their CV. Contact each professional and complete a ~30 minute informational interview.

5. Final paper and presentation. Write a reflection on what you learned during your informational interviews and how this influences your own career plans and present what you learned during your informational interviews.

   Specifications to pass this assignment. Individually write a 4-5 page (double-spaced, Times New Roman 12 pt font) reflection on your interviews that answers the following questions concisely and clearly. What did you originally think a career in science would be like? What did you find out a career in science is actually like? What experiences helped the scientists you interviewed achieve their goals? Would working in their jobs be a satisfying career for you? Why or why not?

Oral Presentations:

	Content	Quality
Presentation	• 20 minutes in length • Introduction: attention grabbing and establishes credibility • Background: sufficient for non-science audience • Methods and Results: Contains enough information that viewer understands how conclusions reached • All information relevant to overall message • Relevance of topic to audience emphasized • Slides reinforce key points • Citations	• Presentation has an obvious structure/order that is easy for a viewer to follow. • Logical sequence to information • Appear credible to viewers • Language appropriate for audience • Scientifically accurate • Time spent on points reflects their relative importance • Slides eye catching without being overwhelming • Proper citation format (APA)
Speakers	• Contribute information beyond what is written on the slides • Answer questions professionally	• Maintains good eye contact with audience • Audible voice • Professional appearance • Practiced delivery

Late work.

Much of the progress you will make in this class hinges on assignments getting done at specific times. So, please try to get your work done on time. If something comes up communicate with me in advance. Due date extensions require at least two full weekdays advanced approval from your instructors. Late work that you have not spoken to an instructor about in advance will cause you to fail an assignment.

Schedule of Topics:

Week:	*Date:*	*Topics of Day:*	*Due at the start of class:*
1	W 8/22	Overview of this course	
2	W 8/29	What is a CV? What is a resume?	Complete my IDP online survey and RCR
3	W 9/5	CV/resume spin session	Bring a copy of your CV and resume
4	W 9/12	What is a URE? How do you find one? How do you apply?	Completed CV and resume due
5	W 9/19	URE applications	Select a URE opportunity you are interested in
6	W 9/26	What is an elevator pitch? Networking: How do you introduce yourself to a scientist you would like to work with?	Completed URE application due
7	W 10/3	What is science communication? (meet a science communicator)	Be prepared to present your elevator pitch!
8	W 10/10	Guest presentation #1	
9	W 10/17	Job search: where to even start?	
10	W 10/24	Job search review Cover letters	Bring in three jobs you are interested in.
11	W 10/31	Guest presentation #2	Bring a complete job application to class
12	W 11/7	Public speaking	

13	W 11/14	LinkedIn Sending thank you notes 5 year plan "leaving the lab" Professional societies and why they are important to join	
14	W 11/21	Thanksgiving Eve	Develop a 5 year plan. What are you ready for? What do you still need to learn?
15	W 11/28	Final Presentations	

**The schedule in this syllabus reflects a tentative, working document: it may be subject to changes based on class progress and the direction of student interests.

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Biological Sciences

2. OCB (Alpha Prefix) | 1 (1st Digit) | (Last 3 Digits) | ("C"-lec-lab "L"-Lab) | 1 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☐ Graded ☒ Pass/Fail

4a. **Course Title** Marine Biology at FIU

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Marine biology at FIU

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Seminar course for freshmen or 1st year transfer students majoring in Marine biology. Topics will include an outline of the major, marine research being done at FIU, and careers in marine biology.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** None
9. **Corequisite(s):** None
10. **Objective(s) of Course:**

    Learning skills for success, learning more about your major subject matter, appreciate marine research on-going within FIU, understanding internship opportunities, preparing for a future career

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes
    If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
    None
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Alastair Harborne / Demian Chapman — 10 / 12 / 2018
(Type name) (Signature)
aharborn@fiu.edu / dchapman@fiu.edu 305-919-4232
(Email address) (Phone number)

Chairperson (Dept./Div.) Steve Oberbauer — ___ / ___ / 20___
(Type name) (Signature)

Chairperson (Curr. Comm.) _____ — ___ / ___ / 20___
(Type name) (Signature)

College/School Dean _____ — ___ / ___ / 20___
(Type name) (Signature)

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Florida International University, Department of Biological Sciences

OCB 1XXX: Marine biology at FIU, Fall 2019, 1 credit
All freshman and 1st year transfer students entering marine biology major

Instructors of record: Dr Alastair Harborne and Dr Demian Chapman

Justification:

This in-class seminar course will be provided to freshmen and 1st year transfer students in the BSc in Marine Biology. As they begin their General science requirements, this required course will introduce students to the Marine Biology major, highlight research being conducted by marine science faculty at FIU and internship opportunities within their labs, and outline potential career opportunities in marine biology. The goal of the course is to enthuse students about the marine biology major and help them succeed, provide them with an overview of research being conducted within faculty lab and opportunities for internships, and highlight career opportunties. The course will be taught simultaneously at BBC and MMC by multiple faculty providing one or more classes during the semester.

MARINE BIOLOGY AT FIU
Fall 2019

1 Credit

Pre-requisites and co-requisites: None

Instructors of record: Dr Alastair Harborne and Dr Demian Chapman

OVERVIEW

Marine science is a diverse field at the interface of biology, chemistry and physics as they pertain to the study of the oceans. Marine scientists have a strong grounding in each of these basic sciences but from there diversify into a myriad of specialties including ecology, molecular biology, genomics, oceanography, organismal biology, and conservation. They study organisms ranging from phytoplankton to great whales and find employment in academia, government, education, ecotourism, non-governmental organizations, aquaria, museums and many other sectors. **Marine Biology at FIU** aims to expose freshman and 1st year transfer students - with marine biology as their major - to the diversity of marine science research being conducted at FIU and to introduce them to a range of potential specialties and career paths that can stem from their studies.

Prerequisites
None

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Appreciate how to succeed within the Marine biology major
- Understand the diversity of marine science research being conducted at FIU
- Have a basic understanding of different sub-disciplines of marine biology
- Understand the range of research internships at available at FIU and how to obtain them
- Appreciate the diversity of potential career paths from obtaining a degree in marine biology.

Reference Textbooks
Because of the diverse nature of this course, there is no recommended textbook. However, there may be background reading (e.g. a journal article) associated with each lecture.

COURSE DETAIL

Course Format
Class will meet once per week for 45 minutes, **simultaneously at BBC and MMC through polycom**. Typically, each class will be led by a different faculty member, providing an overview of their research topic, lab, and past and current research. Lecturers will teach from either BBC or MMC with polycom to the other, 'remote" campus. The course will combine **lectures, presentations of current scientific literature and in-class discussions,** focusing on current questions of interest to marine science faculty and post-doctoral researchers at FIU.

Lecture format
Lectures will vary depending on the faculty member teaching the class, but in general classes will

cover:

- An introduction to the research field of the faculty member
- Past and on-going research within the faculty member's lab
- Internship opportunities within the faculty member's lab
- An overview of how the faculty member's career developed, and the career paths of lab alumni

Class attendance
Students will be required to complete attendance checks (see assessments below) and in-class quizzes.

Course Communication
PowerPoint presentations for each class will be posted to Canvas.
Outside of class, we'll stay in touch through Canvas.
Email. Use email for personal, or time-sensitive questions. General emails can be sent to the instructors of record, specific questions for each class can be sent to the faculty member who gave that class.
Office Hours. Class hours will be XX for the instructors of record, or anytime by appointment as arranged by email.

ASSESSMENTS

a. Participation in class (20% final grade): There will be a total of 13 in-person classes throughout this course. During each class, there will be multiple quiz questions with students receiving 1 point for answering and another point for answering correctly.

b. Final exam (80% of final grade): The final exam will consist of ~50 choice questions, with 4-5 questions from each lecture.

GRADING

Grading will be pass or fail, with students needing to score >70% for the class overall (combined score from in class quizzes and final exam).

An incomplete grade will be delivered under very exceptional documented circumstances such as major sudden and unexpected serious health problem of the student or his/her family. Other excuses will not be accepted to provide an incomplete grade.

COURSE CALENDAR

This course will be taught by single lectures from faculty within the marine science program at FIU. Because of scheduling difficulties, the exact list and order of lecturers will vary from semester to semester. However, the course will comprise of lectures from a subset of the following faculty (or post-doctoral researchers from their labs if necessary). General topics are also likely to vary, but are provided to highlight the potential breadth of the course.

Lecture	Faculty member	General topic
1	Director of Marine Science	The marine biology major
2	Director of Marine Science	Careers in marine biology

3	Kevin Boswell	Coastal and marine nekton
4	Richard Brinn	Physiology and endocrinology of fishes
5	Heather Bracken-Grissom	Marine invertebrates
6	Justin Campbell	Marine tropicalization
7	Demian Chapman	Marine conservation
8	Ligia Collado-Vides	Marine botany
9	Jose Eirin-Lopez	Marine genetics
10	Niclas Engene	Marine cyanobacteria
11	Jim Fourqurean	Seagrass
12	Alastair Harborne	Coral reef ecology
13	Mike Heithaus	Marine top predator ecology
14	Jeremy Kiszka	Marine mammal ecology
15	Yannis Papastamatiou	Sharks
16	Tom Potts	Aquarius Reef Base
17	Mauricio Rodriguez-Lanetty	Coral biology
18	Joel Trexler	Ecology of the Everglades
19	Yuying Zhang	Fisheries

Lectures may also be provided by faculty from outside Biology (e.g. Gardinali, Berry [Chemistry]).

EXPECTATIONS OF THIS COURSE

As a student in this course, you are expected to:

- **Review the Syllabus**
- Review and follow the course **calendar**
- Log in to the course **canvas at least 2 times per week**
- Respond to emails within 2 days

IMPORTANT INFORMATION

Modifications to this Syllabus

The instructors reserve the right to make modifications to this syllabus if the needs of the class warrant. Students will be notified in class and/or via email of any modifications.

Policies

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU.

Professional and Academic Integrity
Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions.

Academic Misconduct policies and procedures will be strictly enforced regarding cheating. Anyone caught cheating will be asked to leave the class, will be given an "F" for the whole course and a petition will be sent to Academic Affairs. **NO EXCEPTIONS**.

FIU is committed to eliminating sexual harassment. In accordance with the FIU Faculty Senate guidelines, this syllabus includes a warning that any misconduct will be reported. FIU's sexual harassment policy is available at: http://www.fiu.edu/~eop/EOPSexH.pdf

Accessibility and Accommodation
The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.
Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.
For additional assistance please contact FIU's Disability Resource Center.

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Philosophy

2. PHH | 4 | | | 3 — **CIP Code** *(Leave this blank):* _____

   Alpha Prefix | 1st Digit | Last 3 Digits | "C"-lec-lab "L"-Lab | Cr. Hrs.

3. **Grading Method (select one):** ☐ Graded ☐ Pass/Fail

4a. **Course Title** Hellenistic and Roman Philosophy

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Hellenistic & Roman Phil

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Philosophies of Europe, North Africa, and the Eastern Mediterranean 3rd Century BCE to 3rd Century CE. Focus on Hellenistic & Roman philosophies such as Platonism, Aristotelianism, Stoicism Epicurean.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** None

9. **Corequisite(s):** None

10. **Objective(s) of Course:**

    Become acquainted with Hellenistic and Roman philosophy. Learn to read arguments. Learn to write and speak clearly. Engage arguments critically.

11. **Does this course duplicate/overlap other courses at FIU?** ■ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    None

13. **Should include field on the form stating: Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?**

PROPOSAL REQUESTED BY:

Faculty Contact Kenton Harris (Type name) — Kenton Harris (Signature) — 11 / 29 / 2018

harrisk@fiu.edu (Email address) — 7-3516 (Phone number)

Chairperson (Dept./Div.) Paul Warren (Type name) — Paul Warren (Signature) — 11 / 29 / 2018

Chairperson (Curr. Comm.) Kenton Harris (Type name) — (Signature) — ___ / ___ / 20___

College/School Dean Michael Heithaus (Type name) — (Signature) — ___ / ___ / 20___

Submit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes, major topics and textbooks.

Hellenistic and Roman Philosophy: Justification

While we have course in ancient philosophy and Medieval philosophy, this fills an historical gap between to two. We have offered it as a special topics course in the past.

Hellenistic and Roman Philosophy

Eugene Marshall

Information

- Course Number:
- Location:
- Time/Days:
- Instructor: Professor Eugene Marshall
- Email: eugene.marshall@fiu.edu
- Office Hours:
- Office: DM 341B in the Philosophy Dept., 3rd Floor

Description

In this course we shall engage with philosophy of Europe, North Africa, and the Eastern Mediterranean from the 3rd Century BCE to the 3rd Century of the Common Era. We will focus in particular on those philosophies described as Hellenistic and Roman, which include such schools of thought as Platonism, Aristotelianism, Stoicism, Epicureanism, and Skepticism.

These schools of thought are rich and fascinating in their own right, but they also provided the foundation for the intellectual world of these regions, and beyond, for the next millennium. As such, understanding their beliefs and arguments can provide an invaluable avenue of understanding into much of the past two thousand years of intellectual development, history, and culture. They are interesting and perhaps even correct at times as well.

We'll read widely in the period, briefly touching upon many authors and lingering to contemplate a few. Authors covered will include: Carneades and the ancient Stoics, Epicurus, Pyrrho and Sextus Empiricus, Epictetus, Seneca, Marcus Aurelius, Boethius, Cicero, Lucretius, Alexander of Aphrodesias, Plotinus, and Augustine.

In our reading, we'll focus on two sorts of questions:

- What is the good life?
- How should we understand the natural world and the place of the human mind in it?

By the end of the course, we will have discussed each of these great thinkers and come to understand something of their thought, their contribution to our culture, and their place in the continuing dialogue that is philosophy.

Course Goals

1. **Get to know Hellenistic and Roman philosophy**: students are to become familiar with central themes and arguments in the history of philosophy through readings, lecture, discussion, and writing.
2. **Learn to read arguments**: students are to learn how to read texts in the history of philosophy, so that they may grasp the arguments employed by the authors.
3. **Learn to write and speak clearly**: students are to be able to express their understanding of these arguments clearly and accurately, both orally and in writing.

4. **Learn to engage arguments critically**: students are to engage these arguments critically, analyzing them for strength and weaknesses, presenting objections, as well as responses to those objections. This activity should develop the rigorous critical thinking and writing skills central to philosophy, as well as allow students an opportunity for original and creative thinking.

Required Texts

This course requires the following books:

Hellenistic Philosophy (Hackett Classics) Second Edition

Evaluation

- Weekly Homework Assignments: 40%
- Essay Abstract 10%
- Final essay: 35%
- Attendance and Participation: 15%

Weekly Homework Assignments

Each Friday, students shall NOT come to our classroom. I am giving students that time to begin the readings — all of them — for the coming week. To reinforce this, there will also be a homework assignment due at the beginning of class on the following Monday. This assignment will cover the readings assigned on Friday. The goal is to ensure that students have done the reading for the coming week. This is a necessary precondition for us having productive conversations in class. The whole course is built on students engaging with texts and considering objections and replies, so that they might make up their own minds. Those goals simply cannot be achieved if students do not read the texts. This is the best way I have found to avoid that failure. Don't worry, the assignments aren't difficult if you have done the reading! In terms of course goals, they will reinforce **Goals 1-3**, whereas the essays will involve Goal 4 as well. The final paper will primarily concern **Goal 4.**

A Comment on the Readings

This course assumes no previous work in the history of philosophy, though an Intro course is usually helpful. Regardless, you are certain to find the readings difficult at times. This should not be a cause for despair. You should expect to read the assigned texts more than once before the class meeting for which they are assigned. Philosophical essays are meant to be read and re-read, and though philosophers try to write clearly (and often succeed), even clear writing about extremely abstract topics is hard to grasp all at once. Read carefully and critically, asking yourself what the authors are trying to show, whom they imagine their main opponents to be, and what kinds of reasons they provide to support their views. It is important to maintain a critical perspective on what you read, paying attention to what objections come to mind as you consider an author's views, but it is equally important to give a fair and accurate account of the view that you are assessing. Our goal is to be charitable interpreters without being gullible, and to be imaginative enough to find constructive uses for our criticisms and objections.

Attendance Policy

Philosophy is largely concerned with dialogue — one person presents a view to others, who respond with questions or objections, after which the first person replies, and so on. Progress is made through these exchanges. Such exchanges occur in class. Thus, in order to be able to

learn how to practice philosophy well, one must attend the class! Therefore, **attendance is required** for this course. Each student is expected to attend every session. **Students may miss three meetings without penalty**. I need no documentation or explanation for these first three absences. For each class missed beyond three, however, I shall lower the student's final grade by two percentage points. I will neither accept nor entertain excuses, doctor's notes, letters from your employer, sob stories about your car, and so on. If you have more than three absences and are unsatisfied with your lowered grade, you may visit the Registrar, plead your case, and the Registrar might allow you to drop the course and grant you a tuition refund. Please do not bring such matters to me, however. I am here to assess your work and, if you don't show up, I will assess accordingly.

Further Policies

- **Civil behavior is required in class**; those who fail to meet a reasonable standard of behavior will be asked to leave. Note: talking to one's neighbor, texting or otherwise staring at your phone, watching videos on your laptop: all of these are examples of uncivil behavior.
- **I will not accept late work, nor will I grant extensions.** If you know in advance you must miss a quiz, we can discuss rescheduling it. Otherwise, if you miss an essay deadline, I will suggest that you drop the course. Let me repeat: **NO late work accepted!**
- **Most problems can be avoided by contacting me as soon as possible**, preferably before any deadlines, to alert me to your difficulty. In fact, please feel free to contact me via email, or to come by my office, whenever you have questions, comments, or concerns.
- **FIU seeks to provide equal access** to its programs, services, and activities for people with disabilities. If you need accommodations, reasonable prior notice needs to be given to the Disability Resource Center (DRC), Graham Center (GC) 190. DRC will work with you and the instructor to make arrangements and accommodations.
- **Finally, I would also like to remind you about FIU's Code of Academic Integrity**, as well as the definition of plagiarism, readable in the Student handbook. Both the Code and the Handbook are available here: https://ugrad.fiu.edu/academic_misconduct/Pages/Home.aspx

Authors Covered

Carneades and the ancient Stoics, Epicurus, Pyrrho and Sextus Empiricus, Epictetus, Seneca, Marcus Aurelius, Boethius, Cicero, Lucretius, Alexander of Aphrodesias, Plotinus, and Augustine

DO NOT TYPE IN THIS BOX
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Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Philosophy

2. PHH (Alpha Prefix) | 3 (1st Digit) | _____ (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) | **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Philosophy of the Enlightenment

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Phil of the Enlightenment

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** PHH

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Engages some of the greatest thinkers and one of the most intellectually exciting periods in Western history including the development of modern science, liberal democracy, and pivotal revolutions.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** None

9. **Corequisite(s):** None

10. **Objective(s) of Course:**

    Become acquainted with salient philosophers of the 17th Century. Learn to read arguments. Learn to write and speak clearly. Engage arguments critically.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    None

13. **Should include field on the form stating: Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?**

PROPOSAL REQUESTED BY:

Faculty Contact Kenton Harris (Type name) _____ (Signature) 11/30/2018

harrisk@fiu.edu (Email address) 7-3516 (Phone number)

Chairperson (Dept./Div.) Paul Warren (Type name) _____ (Signature) 11/30/2018

Chairperson (Curr. Comm.) Kenton Harris (Type name) _____ (Signature) ___/___/20___

College/School Dean Michael Heithaus (Type name) _____ (Signature) ___/___/20___

Submit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes, major topics and textbooks.

Philosophy of the Enlightenment: Justification

While we have courses which look at the philosophers of this period, this course will focus on the revolutionary nature of the period, the renunciation of the Classical world view of Plato, Aristotle and Scholasticism, the embrace of new philosophical paradigm and the consequences for subsequent centuries of philosophy.

Philosophy of the Enlightenment

Eugene Marshall

Information

- Course Number:
- Location:
- Time/Days:
- Instructor: Professor Eugene Marshall
- Email: eugene.marshall@fiu.edu
- Office Hours:
- Office: DM 341B in the Philosophy Dept., 3rd Floor

Description

In this course we shall engage with some of the greatest thinkers and one of the most intellectually exciting periods in history. The period we'll study saw the development of modern science, the development of liberal democracy, several pivotal revolutions, and many more fundamental shifts in thought and culture. Our authors wrote at the forefront of these movements, sometimes advocating for them, other times arguing against them, but always doing so in a breathtakingly brilliant way.

We'll read widely in the period, briefly touching upon many authors and lingering to contemplate a few. Those that will receive our greatest attention are

...

In our reading, we'll focus on two sorts of questions. The first set of questions concerns citizenship and the state. Such questions include the following:

- What does it mean to be a citizen of a state on what rights do citizens have within states?
- Under what circumstances might citizens be justified in overthrowing their government?

The second set of questions concerns being human more generally and include the following:

- Do humans have inherent rights? If so, on what are these rights based?
- What specifically are the rights of women and people of color in these systems?

Beyond merely studying the thought of the period's greatest minds, though, we shall also occasionally encounter the culture that these thinkers inhabited. For example, intellectuals and aristocrats would often came together to discuss the philosophical ideas and political events of the day while sampling coffee and chocolate, which had recently been introduced to Europe. In order to get into the spirit of the Enlightenment, we too shall conduct a salon, as these events were called.

By the end of the course, we will have discussed each of these great thinkers and come to understand something of their thought, their contribution to our culture, and their place in the continuing dialogue that is philosophy.

Course Goals

1. **Get to know 18th Century philosophy**: students are to become familiar with central themes and arguments in the history of philosophy through readings, lecture, discussion, and writing.
2. **Learn to read arguments**: students are to learn how to read texts in the history of philosophy, so that they may grasp the arguments employed by the authors.
3. **Learn to write and speak clearly**: students are to be able to express their understanding of these arguments clearly and accurately, both orally and in writing.
4. **Learn to engage arguments critically**: students are to engage these arguments critically, analyzing them for strength and weaknesses, presenting objections, as well as responses to those objections. This activity should develop the rigorous critical thinking and writing skills central to philosophy, as well as allow students an opportunity for original and creative thinking.

Required Texts

There is one textbook required for this class:

> *A New Modern Philosophy: An Inclusive Anthology of Primary Sources,* Eugene Marshall and Susanne Sreedhar, editors. Routledge Press

Evaluation

- Midterm take-home exam: 25%
- Final essay: 40%
- Writing Assignments: 20%
- Participation: 15%

Each quiz will require a working knowledge of the thinkers, texts, and arguments form that unit, as well as an ability to engage with those arguments critically. The final essay will be an extended engagement with a particular argument from the semester of the student's choice. Detailed grading rubrics will be provided for the essay, as well as for class participation.

We shall also do in-class writing assignments, at least one a week. The grading for these is pass/fail; as long as the student is present and attempts the exercise in good faith, they shall receive a Pass. Being absent or refusing to do the exercise in good faith earns a Fail. There are NO exceptions for absent students. There are enough assignments that missing one or even two will not significantly impact your grade, but the sum of the assignments will be significant.

I hope it is obvious how each of these assignments relates to the course goals. The quizzes focus on the first three goals, especially the second and third, whereas the essay focuses on the final goal.

A Comment on the Readings

This course assumes no previous work in the history of philosophy, though an Intro course is usually helpful. Regardless, you are certain to find the readings difficult at times. This should not be a cause for despair. You should expect to read the assigned texts more than once before the class meeting for which they are assigned. Philosophical essays are meant to be read and re-read, and though philosophers try to write clearly (and often succeed), even clear writing about extremely abstract topics is hard to grasp all at once. Read carefully and critically,

asking yourself what the authors are trying to show, whom they imagine their main opponents to be, and what kinds of reasons they provide to support their views. It is important to maintain a critical perspective on what you read, paying attention to what objections come to mind as you consider an author's views, but it is equally important to give a fair and accurate account of the view that you are assessing. Our goal is to be charitable interpreters without being gullible, and to be imaginative enough to find constructive uses for our criticisms and objections.

Attendance Policy

Philosophy is largely concerned with dialogue — one person presents a view to others, who respond with questions or objections, after which the first person replies, and so on. Progress is made through these exchanges. Such exchanges occur in class. Thus, in order to be able to learn how to practice philosophy well, one must attend the class!. Therefore, **attendance is required** for this course. Tedious as it may be, I shall take roll most days. Each student is expected to attend every session. **Students may miss three meetings without penalty**. I need no documentation or explanation for these first three absences. For each class missed beyond three, however, I shall lower the student's final grade by one level (e.g., A- to B+). I will neither accept nor entertain excuses, doctor's notes, letters from your employer, sob stories about your car, and so on. If you have more than three absences and are unsatisfied with your lowered grade, you may visit the Registrar, plead your case, and the Registrar might allow you to drop the course and grant you a tuition refund. Please do not bring such matters to me, however. I am here to assess your work and, if you don't show up, I will assess accordingly.

Further Policies

- **Civil behavior is required in class**; those who fail to meet a reasonable standard of behavior will be asked to leave. Note: talking to one's neighbor, texting or otherwise staring at your phone, watching videos on your laptop: all of these are examples of uncivil behavior.
- **I will not accept late work, nor will I grant extensions.** If you know in advance you must miss a quiz, we can discuss rescheduling it. Otherwise, if you miss an essay deadline, I will suggest that you drop the course. Let me repeat: **NO late work accepted!**
- **Most problems can be avoided by contacting me as soon as possible**, preferably before any deadlines, to alert me to your difficulty. In fact, please feel free to contact me via email, or to come by my office, whenever you have questions, comments, or concerns.
- **FIU seeks to provide equal access** to its programs, services, and activities for people with disabilities. If you need accommodations, reasonable prior notice needs to be given to the Disability Resource Center (DRC), Graham Center (GC) 190. DRC will work with you and the instructor to make arrangements and accommodations.
- **Finally, I would also like to remind you about FIU's Code of Academic Integrity**, as well as the definition of plagiarism, readable in the Student handbook. Both the Code and the Handbook are available here: https://ugrad.fiu.edu/academic_misconduct/Pages/Home.aspx

Tentative Schedule of Readings

Montesquieu, Charles-Louis de Secondat, Baron de la Bréde, *Persian Letters,* 10-14.
Hume, David, "Of Miracles" and "Of Parties in General".
Rousseau, Jean-Jacques, "A Discourse Upon The Origin And The Foundation Of The Inequality Among Mankind"
Burke, Edmund. Excerpt from *Reflections on the Revolution in France*.
Kant, Immanuel, "What is Enlightenment?"
Paine, Thomas, *Rights of Man.*
Condorcet, Marie Jean Antoine Nicolas de Caritat, Marquis of, "On the Admission of Women to the Rights of Citizenship" and "Reflections on Negro Slavery"
Raimond, Julien, "Observations on the origin and progress of prejudice by white settlers against people of color"
de Gouges, Olympe, "Reflections on Negroes" and "Declaration of the Rights of Woman"
Cugoano, Ottobah, "Thoughts and Sentiments on the Evils of Slavery"
Wollstonecraft, Mary, *Vindication of the Rights of Woman*
The Declaration of the Rights of Man and of the Citizen

DO NOT TYPE IN THIS BOX
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Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Philosophy

2. PHI (Alpha Prefix) | 4 (1st Digit) | ____ (Last 3 Digits) | ____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) | **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Global Aesthetics

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Global Aesthetics

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   In contrast to standard aesthetic courses, we focus on non-European aesthetics, theories values. Topics include world aesthetic traditions, globalization and cultural appropriation.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** None

9. **Corequisite(s):** None

10. **Objective(s) of Course:**

    (1) Awareness of aesthetic traditions other than their own
    (2) Ability to assess various artworks and artifacts from multiple cultural perspectives.
    (3) Engage in local & global problem solving.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    Art and Art History

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Kenton Harris (Type name) Kenton Harris (Signature) 11 / 29 / 2018

harrisk@fiu.edu (Email address) 7-3516 (Phone number)

Chairperson (Dept./Div.) Paul Warren (Type name) Paul Warren (Signature) 11 / 29 / 2018

Chairperson (Curr. Comm.) Kenton Harris (Type name) _____ (Signature) ____ / ____ / 20____

College/School Dean Michael Heithaus (Type name) _____ (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Global Aesthetics PHI4XXX
New Course Justification

This class is a brief introduction to aesthetics (the philosophy of beauty) with a focus on aesthetic traditions around the world. Most classes in philosophical aesthetics are Eurocentric, focusing on traditions starting with Plato and Aristotle and ending with contemporary aesthetics in the analytic tradition. This course is different in that we will be focusing on non-European aesthetics. Aesthetic traditions from around the world will be discussed as well as topics such as globalization and cultural appropriation.

GLOBAL AESTHETICS: A Global Leaning Course

Instructor: Dr. Elizabeth Scarbrough
Office: Department of Philosophy, DM 340B
Email: escarbro@fiu.edu
Office hours: XXXXX
Phone: 305-348-2485[1]

Course Number /Time / Location:
PHIXXXXX
Time: XXXXX
Location: XXXXX
Website: http://myweb.fiu.edu/escarbro

Course Description:

This class is a brief introduction to aesthetics (the philosophy of beauty) with a focus on aesthetic traditions around the world. Most classes in philosophical aesthetics are Eurocentric, focusing on traditions starting with Plato and Aristotle and ending with contemporary aesthetics in the analytic tradition. This course is different in that we will be focusing on non-European aesthetics. Aesthetic traditions from around the world will be discussed as well as topics such as globalization and cultural appropriation.

Objectives & Student Learning Outcomes:

General Learning Objectives:

Your skills will be developed and tested in three ways:

(1) **Reading Comprehension**: involves close reading all the assigned texts;

(2) **Philosophical Writing**: involves completing a variety of written assignments designed to teach you how good philosophical writing differs from other familiar types of writing);

(3) **Class Discussion**: involves actively, respectfully engaging with your peers and instructor about philosophically complex, abstract theories that have implications for how we should make choices and live our lives.

Success in this course requires you to prepare yourself for class discussion by reading critically, to defend your own views with reasons and arguments, and to give a good faith effort to develop your philosophical skills, both verbally and in writing.

Global Learning Course Outcomes:

Upon completion of this course, the student:

(1) Will become aware of aesthetic traditions other than their own, and be able to explain the interrelatedness of global aesthetic traditions.(Global Awareness)
(2) Will acquire the ability to assess various artworks and artifacts from multiple cultural perspectives. (Global Perspective)
(3) Be prepared to engage in local, global, international, and intercultural problem solving involving artistic expression, including issues in public funding for art, and cultural appropriation in the arts. (Global Engagement)

[1] Email is a much more effective form of communication than phone.

Global Learning Student Learning Outcome Addressed	Assessment Method
Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. **Course Learning Outcome** Students will be able to demonstrate knowledge of the interrelatedness of global and local perspectives on art, art practices, and nature appreciation.	Assessment Activity/Artifact: Cosmopolitanism Debate: Is Cultural Appropriation Ever OK? Evaluation Process: Each 'team' will have to prepare written materials for the debate which are handed in before debate day. During our debate, every member of the team must talk or your overall team will be docked points. The winning team will receive +1 EC point. Minimum Criteria for Success: 1 page double-spaced debate day discussion sheet explaining the position of the philosopher you are assigned. 1 attempt at explaining your position during the debate 1 brief single-spaced critical reflection after the debate discussing how the debate changed / didn't change their mind. Sample: All students will be assessed.

Global Learning Student Learning Outcome Addressed	Assessment Method
Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. **Course Learning Outcome** Students will be able to interpret an aesthetic experience from multiple perspectives. They will be asked to write about an aesthetic experience and relate it to their culture and to a culture that we have discussed in our course material.	Assessment Activity/Artifact: Aesthetic Experience/Creative Engagement Project and Class Presentation Evaluation Process: Each student will be asked to engage with an aesthetic experience that is not representative of their own culture(s). These experiences can be attending a religious ceremony, attending an art exhibit, play, or musical performance. Minimum Criteria for Success: Student must write a 2-3 page paper explaining their event and relating it to course material. Student must also present this experience (in a powerpoint) to their fellow students. 5 minute presentation. Sample: All students will be assessed.

Global Learning Student Learning Outcome Addressed	Assessment Method
Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. **Course Learning Outcome** Students will be able to defend their own aesthetic preferences, recognize the preferences of others, and negotiate the differences amongst these in the context of a decision that affects diverse people.	Assessment Activity/Artifact: Public Art final paper Evaluation Process: Each student will be required to write a final paper based on the readings in this class. The final paper will be practical in nature: students must choose a piece of artwork / artifact from one of the cultures we have discussed in class. They will have to advocate for this artwork to be installed on the FIU campus. The point of this paper is to understand aesthetic standards from other cultures and to be able to explain beauties from unfamiliar cultures. An ancillary goal is to show the value of having access to art from a variety of cultures. Minimum Criteria for Success: 8-10 page paper will have to include an introduction, a discussion of one of the relevant readings from our course, an application of this reading to the artwork chosen, and an argument for why a 'public art at FIU' board should choose to install this artwork. Sample: All students will be assessed.

Active Learning Strategies:

I will engage students with artistic works, controversial ethical discussion topics, and case studies through class discussion, and out-of-class assignments linked from the course CANVAS page. Students will post on our course discussion board, work in teams to solve real-world issues, engage in aesthetic appreciation outside the classroom, and work in teams to perform debates.

Required text, recording, and other resources:

For this course, you will need dependable internet access. The materials used in this course are posted to our CANVAS site and will be linked to our course website. You are responsible for regularly consulting online material on CANVAS. This includes an online journal, discussion bards, and links to videos.

You will also have to become familiar with FIU's library website, as we will be relying on the *Oxford Handbook in Aesthetics*, which can be accessed for free online through the library's website.

Additionally, I will make announcements in class and by e-mail through your FIU e-mail address. If you do not use your FIU e-mail address, you must set your FIU account so that it forwards your mail to your active account.

The one required text for the course is Calliope's Sisters: A Comparative Study of Philosophies of Art (2nd Edition) by Richard L. Anderson. This text can be purchased online used for approx. $10.00 or rented new for $48.15. I do not care if you rent / own / share this text but you must have access to it in printed (not online) form. Please bring this text to class. (On syllabus you will see this book referred to as "CS")

Attendance:

You may miss 2 classes without penalty. After that, your participation grade will be lowered. Excused absences will not count against you. Absences will be excused for (only) two reasons: major medical episode or religious holiday. Both of these require hard copy documentation.

Cell phones, laptops, and recording devices:

Cell phones are not permitted in class. You may not have them out (or on your desk). If I see you on the phone, you will be marked absent for the day. Laptops are discouraged and may only be used for course related activities. If I see you texting or engaging in any sort of non-course related activity on your laptop, you will be banned from using your laptop in class.

This course requires face-to-face interaction with other students, and an ability to take good class notes. The technology most used in this class will be a pen and paper.

Additionally, it is my legal right to prohibit any kind of recording of this class and I exercise this right. Therefore, recording devices (audio or video) are prohibited in this class.

Grading Policy:

You are graded on the merit of your work (not your effort). If you believe you have been graded unfairly, I am willing to look over your work again, but be aware that I will re-evaluate it and provide you with a new grade. This means that there is a chance that your grade may go down because I may decide that I was too generous the first time.

Late written work will be penalized at 1 point a day (or part of a day) unless you have made prior arrangements with me.

Academic Misconduct:

Academic misconduct includes cheating, plagiarism, and unauthorized collaboration with other students on assignments. *Academic dishonesty disadvantages honest students, and is clearly unfair to hardworking students. Instructors have a duty, therefore, to protect honest students, and to insure that they are not disadvantaged by dishonest students.* For more information, see FIU's Academic Misconduct policy (Section 2.44). There are serious consequences for academic misconduct, including suspension and expulsion from the university. **All students suspected of plagiarism will be reported to the Office of Academic Misconduct and receive a provisional "0" on their assignment.** All students are deemed by the university to understand that if they are found responsible of academic misconduct, they will be subject to the Code of Academic Integrity's procedures and sanctions, as outlined in the FIU Student Handbook. Students have the right to due process in all disciplinary situations. For additional information

concerning your rights and responsibilities, please contact FIU's Office of Student Conduct and Conflict Resolution.

Safe Zone Statement:

I am part of the Safe Zone Ally community here at FIU. This means I am part of a network of trained FIU faculty/staff/students who are available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help connect you with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation/gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Commitment to Disability Access:

It is my moral and legal obligation to provide students with disabilities accommodations to help them succeed in my classroom. I take this responsibility seriously. You need not disclose to me your disability, but I can work with you to provide accommodations to help you succeed. You may also choose to work with the Disability Resource Center. The Disability Resource Center collaborates with faculty to provide inclusive learning environments. More information may be found at the DRC's website: drc.fiu.edu.

Evaluation Criteria:

There are no make-up exams and/or assignments, there is no grading curve, and there is no extra credit. Available points are as follows:

Written work:

Weekly Journals (8 required, 3 points each)	24 points possible
Aesthetic Experience written description	8 points possible
Advocate for art paper	12 points possible
Cultural appropriation example write up	4 points

In-class work:

Class participation	10 points possible
Aesthetic experience class presentation	3 points possible
Cultural appropriation example presentation	3 points possible
Cultural appropriation debate	4 points possible

Exams/Quizzes:

Midterm quiz	10 points possible
Final quiz	10 points possible

Group projects:

Group projects (3 projects, 4 points each)	12 points possible
	100 points possible

Grading Scale: 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 = 59% and below

Assignments:

In-class presentations (3 points, 2 presentations)- 6 points

Twice during the semester you will have to present individual work to the class.

(1) The first of these is during our midterm week You will have to present (5 minutes or under) your "aesthetic experience" that you sought out. Your presentation should include a powerpoint /prezi presentation that has videos/audiofiles/pictures of your experience. More information about this assignment will be given in class and I will present a model for you to work off of. You will be basing this assignment off of written work you will be handing in.
(2) The second presentation will require you present a potential example of morally problematic cultural appropriation and will take the form of your last presentation. You will be basing this assignment off of written work you will be handing in.

Aesthetic experience paper – 8 points

Each student will be asked to engage with an aesthetic experience that is not representative of their own culture(s). These experiences can be attending a religious ceremony, attending an art exhibit, play, or musical performance. Student must write a 2-3 page paper explaining their event and relating it to course material. This paper will be the research needed for the first of your in-class presentations.

Cultural Appropriation write-up – 4 points

Each student will be asked to find a potential example of cultural appropriation. You will have to describe the example and explain, according to one of the theories we will be discussing, why it might count as an example of morally problematic cultural appropriation. This assignment should be two pages double spaced and will be handed in on CANVAS. This assignment will be the research needed for the second of your in-class presentations.

Cultural Appropriation debate – 4 points possible

You will be assigned a team and will be expected to submit debate materials. The debate materials will comprise 2 points of your score. The other 2 points are for your performance in the debate. More details for the debate will be given in class.

Participation – 10 points

You may miss 2 classes without penalty. After that, your participation grade will be lowered by -2 per absence. Excused absences will not count against you. Absences will be excused for (only) two reasons: major medical episode or religious holiday. Both of these require hard copy documentation. One of our learning goals involves actively, respectfully engaging with your peers and instructor about philosophically complex, abstract theories that have implications for how we should make choices and live our lives. You cannot complete this goal if you are not present.

Journals (3 points each, 8 required) – 24 points

You will be required to submit 8 private journals during the term (on CANVAS). Attendance includes being prepared with questions. Each journal entry should contain the following three things: (1) a brief (5 sentences) rehearsal of the main argument in the text, (2) two questions about the text, and a brief statement (2-4 sentences) of your opinion. Journal entries are turned in on CANVAS by the start of class. These are designed to encourage class participation and are designed to help you write your papers. Journals must be submitted before class the day we discuss that reading and cannot be handed in late.

Midterm and Final 10 points each – 20 points

There will be two in-class examinations. Each will be worth 10% of your final grade. The final quiz will be cumulative and will occur during our examination period. The midterm and final will be composed of short answer essay questions. Both examinations will be in class and will require a blue book. The final quiz will occur the last day of class. You will receive a list of possible question one week ahead of the exams.

Group projects (3 projects, 4 points each)- 12 points

There will be three "team" projects during the course of the class. You will be graded individually for your contribution to the project but you are expected to work as a group. Groups will be assigned and you will have a different group for each of the three assignments. Each project is worth 4 points.

Advocate for Art Final Paper – 12 points

This paper will be due the Monday of finals week (the week after classes). Each student will be required to write a final paper based on the readings in this class. The final paper will be practical in nature: students must choose a piece of artwork / artifact from one of the cultures we have discussed in class. They will have to advocate for this artwork to be installed on the FIU campus. The point of this paper is to understand aesthetic standards from other cultures and to be able to explain beauties from unfamiliar cultures. An ancillary goal is to show the value of having access to art from a variety of cultures. The paper should be 8-10 pages and will have to include an introduction, a discussion of one of the relevant readings from our course, an application of this reading to the artwork chosen, and an argument for why a 'public art at FIU' board should choose to install this artwork.

SCHEDULE OF READINGS AND ASSIGNMENTS
(readings are to be completed before class the day the reading is assigned)

WEEK 1: Introduction to the course

Guiding questions: What is comparative aesthetics? What is global aesthetic?

Tuesday: Introduction to the course

Thursday: "Comparative Aesthetics." In Jerrold Levinson (ed.), *The Oxford Handbook of Aesthetics* (FIU Libraries online)

WEEK 2: Yoruba Aesthetics

Guiding questions: How has Yoruba art influenced Eurocentric art? Are Yoruba artifacts art?

Tuesday: Yoruba Aesthetics (Chapter 6 CS) & Clive Bell and Primitivism (PDF)

Thursday: "African Aesthetics," Rowland Abiodun The Journal of Aesthetic Education" Vol. 35, No. 4 (Winter, 2001), pp. 15-23 2. (FIU Libraries)

Group 1 Assigned

WEEK 3: Navajo Aesthetics

Guiding questions: What counts as "Western" aesthetics"? What is the "Western" distinction between high and low art? Between art and craft? How does this relate to Navajo aesthetics?

Tuesday: Navajo Aesthetics (Chapter 5 CS)

Thursday: Kathy M'Closkey "Towards an Understanding of Navajo Aesthetics" (PDF)

WEEK 4: Aboriginal Australian Aesthetics

Guiding questions: How do cultures change overtime? How does this impact their art? How does globalism change art cultures? What counts as cultural appropriation?
Tuesday: (Chapter 3 CS)

Thursday: Rock Art Aesthetics and Cultural Appropriation by Thomas Heyd (FIU Library, Journal of Aesthetics and Art Criticism, Winter 2003

WEEK 5: Chicano/a Aesthetics & Culocentrist Body Aesthetics

Guiding questions: How can we represent cultures without being essentialists about identity? How do we think of bodily beauty as part of our aesthetic traditions?

Tuesday: "A lesson in "rasquachismo" art: Chicano aesthetics & the "sensibilities of the barrio" by Maria Anderson (PDF) and Amalia Mesa-Bains "Domesticana": The Sensibility of Chicana
Rascuache" http://v1.zonezero.com/magazine/essays/distant/zdomes2.html

Thursday: "Tienes Culo? How to Look at Vida Guerra" By Karina L. Cepedes-Cortes and Paul C. Taylor (PDF)

Group 1 Projects due Friday by 11:59pm.

WEEK 6: Euro-American Aesthetics

Guiding questions: What is an aesthetic experience? What sorts of aesthetic experiences do we have outside of 'art' spaces (e.g., museums, concert halls, etc.). How do we use aesthetic terms in our everyday life?

Tuesday: Selections from Dewey (PDF) and Dewey in the Stanford Encyclopedia of Philosophy (https://plato.stanford.edu/entries/dewey-aesthetics/)

Thursday: "Everyday Surface Aesthetic Qualities: "Neat" "Messy" "Clean" "Dirty"" by Thomas Leddy in *The Journal of Aesthetic and Art Criticism* 53:3 Summer 1995 (FIU Library access)

Group 2 Assigned

WEEK 7: Aztec and other Pre-Columbian Aesthetics

Guiding questions: What does de-Colonizing aesthetics mean? How do we have aesthetic experiences with architecture? How does philosophy infuse our artistic practices?

Tuesday: Aztec Aesthetics (CS Chapter 7)

Thursday: James Maffie "Aztec Philosophy" *Encyclopedia of Philosophy* http://www.iep.utm.edu/aztec/ (Sections 1, 5, 6,7 only)

WEEK 8: Student Presentation & Midterm

Tuesday: Students will come to class ready to present (5 minutes) their 'aesthetic experience.'

Thursday: We will have an in-class short answer essay question midterm. Please bring a blue book. A list of question will have been provided last Thursday.

WEEK 9: Japanese Aesthetics

Guiding questions: How does moving away from pictorial images as our paradigmatic form of aesthetic experience impact our account of aesthetics? What rituals do we have in our current lives that are aesthetic in nature?

Tuesday: Saito, Yuriko "Japanese Aesthetics," *The Encyclopedia of Aesthetics.* (FIU Library) and Japanese Aesthetics (CS pg. 273-230)

Thursday: Daniel Wilson "The Japanese Tea Ceremony and Pancultural Definitions of Art" The Journal of Aesthetics and Art Criticism 76:1 2018 (FIU Library)

WEEK 10: Indian Aesthetics: Rasa Theory

Guiding questions: How do we read texts from cultures/epochs that are not our own? Can texts from other cultures inform our lives?

Tuesday: Aesthetics in Early India: Rasa and the Theory of Transcendental Enjoyment (CS Chapter 8) and Rasa in Encyclopedia of Aesthetics (FIU Library)

Thursday: Kathleen Marie Higgins "An Alchemy of Emotion: Rasa and Aesthetic Breakthroughs" (PDF)

Group 2 Projects due Friday 11:59 pm

WEEK 11: Primary Text Week: Rasa Theory

Guiding questions: How do we engage with plays? How are emotions involved in aesthetic appreciation?

Tuesday: A Rasa Reader, Selections (PDF)

Thursday: A Rasa Reader, Selections (PDF)

Group 3 Assigned

WEEK 12: Are Aesthetic Preferences Universal?

Guiding questions: Are our brains hardwired to prefer some shapes over others? How could we devise experiments to prove / disprove the "Savannah hypothesis?"

Tuesday: Dutton "Are Aesthetic Preferences Universal?" (PDF)

Thursday: Shiner "But they don't have our concept of art?" (PDF)

Week 13: Is cultural appropriation ever okay?

Guiding questions: Is cultural appropriation ever okay? Can I be influenced by cultures other than my own in my work and still be respectful toward cultural difference? What makes cultural appropriation morally problematic?

Tuesday: AestheticsforBirds Roundtable: Coleman, Liao, and Matthes https://aestheticsforbirds.com/2018/08/22/artworld-roundtable-is-cultural-appropriation-ever-okay/

Thursday: AestheticsforBirds Roundtable McLeod, Strohl, Taiwo, and Young https://aestheticsforbirds.com/2018/08/22/artworld-roundtable-is-cultural-appropriation-ever-okay/

Week 14: Is cultural appropriation ever okay?

Tuesday: Presentations

Thursday: Debate

Group 3 Projects due Friday 11:59 pm

Week 15: Wrapping up and Final Quiz

Tuesday: Wrapping up themes and review for final quiz

Thursday: Final quiz

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Teaching and Learning

2. RED (Alpha Prefix) 6 (1st Digit) ____ (Last 3 Digits) ____ ("C"-lec-lab "L"-Lab) 3 (Cr. Hrs.) **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Family Literacy: Research and Practice

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Family Literacy

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** Reading

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   This course examines early and family literacy practices including how these practices are similar and different from school practices. Family literacy programs are critically examined.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** Must be a graduate student.

9. **Corequisite(s):** _____

10. **Objective(s) of Course:**

    - examine diverse theories of literacy development
    - explore socially and culturally diverse families and school literacy practices
    - provide indepth knowledge of family literacy programs

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    NA

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Jacqueline Lynch (Type name) J. Lynch (Signature) 11 / 16 / 20 18

jaclynch@fiu.edu (Email address) _____ (Phone number)

Chairperson (Dept./Div.) Dr. Maria Fernandez (Type name) Maria Fernandez (Signature) 11 / 28 / 20 18

Chairperson (Curr. Comm.) _____ (Type name) _____ (Signature) ____ / ____ / 20____

College/School Dean _____ (Type name) _____ (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

RED 6XXX Course Justification

Family Literacy: Research and Practice

6XXX was developed with an intent to provide a wider research focus for those studying in the language and literacy/reading areas. Family literacy can engage graduate students with interests in early childhood, elementary education, and adult education. Currently students do not have a content area course offering in family literacy at the graduate level. Several other universities, e.g., Penn State, Iowa State, have expanded their literacy program to include a focus on families. To increase the number of students coming into our doctoral programs, it is critical that we look for opportunities to broaden the research focus we offer students. A focus on family literacy offers students the opportunity to be exposed to a relatively new area of research within literacy, and it can diversify their job opportunities post-graduation when focusing on this area for doctoral research. A limited integration of family literacy topics into a graduate course on reading drew much interest from students. Therefore, the course is a means to grow the program and to engage students' interests.

FIU | Education

FLORIDA INTERNATIONAL UNIVERSITY

Department of Teaching and Learning

(Course Syllabus – Abbreviated)

Course: RED 6XXX Family Literacy: Research and Practice
Semester: TBD
Calendar Description
This course examines early and family literacy practices including how these practices are similar and different from school practices. Family literacy programs are critically examined.

Course Instructor
Name: Jacqueline Lynch, Ph.D.
Office: ZEB 259A
Phone: 305-348-3507
Email: jaclynch@fiu.edu
Office hours: TBD

- **Course Site:** canvas.fiu.edu

Time and Location
TBD

Resources: Required Texts
You will be able to access required reading materials online through Green Library and through our course Canvas.

Optional Texts
Please see book club list.

Purpose and Objectives
Designed for both Masters and PhD students, this course will explore the role of families in relation to children's literacy development, particularly young children. We will explore children's literacy knowledge both before and during the first years of schooling. Different views of early/family literacy development will be examined, including sociocognitive and sociocultural perspectives of literacy research. The goal is to develop a deeper understanding of diverse families and literacy development. Among the topics to be explored in readings, discussions, and projects are: the historical context of family literacy programs; effective home-school-community relationships; literacy beginnings; families as environments for literacy; family literacy programs; culturally relevant teaching; approaches to parental involvement; and young children's literacy development in relation to family literacy. The theoretical and research base will be explored in relation to implications for curriculum, instruction, and evaluation.

List of specific objectives of the course:

1. an in-depth understanding of how children learn to read and write, and ways of fostering these areas of development
2. knowledge of some of the theories about literacy development
3. a sensitivity to pedagogical issues arising from inter-ethnic and cross-cultural literacy learning
4. a broader view of diverse families and home practices in literacy
5. a more in-depth understanding of family literacy programs

Evaluation

The final grade for the course will be based on the following items weighted as indicated:

Lead article discussion: 20%
Family literacy program evaluation: 30%
Presentation of ongoing research: 10%
Term paper or book evaluation: 40%

Lead article discussion

All graduate students are expected to read the assigned readings prior to class so that they can participate in the discussion. You will work in a pairs for this assignment. To help facilitate discussion, class members will rotate responsibilities for beginning the discussion of the assigned readings. This should include: a succinct summary of the problem or issue and questions that are generated. The summary (maximum 5 minutes) should not reiterate the whole article/chapter, just the major points you think are important. The discussion will take place for 15-20 minutes. Please prepare 3 questions in total to guide the discussion of the articles/chapters and print these for graduate students in your group along with the summaries (one page for each article/chapter). A 2-page double-spaced critical reflection of each article/chapter will be submitted by each group to the course director, in addition to the summaries and questions distributed to the class.

Family literacy program evaluation

You will be expected to examine a current family literacy program (information provided online or visits to local programs) and to write a review based on whether or not you believe areas of the program are effective or ineffective considering the research literature (your past experiences may also be included). Your paper should begin with a brief description of the program. Recommendations for improved practice that are connected to the research literature should be included. The paper should be 5 pages, including references (Times New Roman, 12 font, double-spaced, no smaller than one-inch margins). Please use APA style. It is expected that some course material will be included in this review.

Presentation of ongoing research (book review or term paper)

You are expected to present on your ongoing research related to your final paper or book review to the class for 10 minutes. For example, what are your research questions? What have you learned so far? What questions remain unanswered/to be researched? Include some of the references/work you have consulted or quotes from the text. A 5-minute question/comment session will follow your presentation. You should distribute a one-page handout to the class.

Term paper or family literacy book evaluation

For the term paper, you will conduct an in-depth review of the literature for one specific area of family literacy. Time will be allocated in class for people with similar interests to share their ideas and responses to what they have been reading. Your paper should contain a succinct review of the key literature in the area, and your critical review of the research literature should lead to strong implications/recommendations for literacy research/learning. The paper should be 8-10 pages, including references (Times New Roman, 12 font, double-spaced, no smaller than one-inch margins). Please use APA style. It is expected that some course material will be included in this review.

OR

For the book evaluation, you are responsible for reading and synthesizing major findings from a book that is fundamental in the field of family literacy (classic texts) (see the included list). The purpose of this assignment is to allow you to delve deeply into a work that has made a major contribution to the field of literacy. Your book review should include a summary of what you believe are the major ideas of the book, critical issues, and implications for research and practice. Our course readings should be tied to your review where appropriate. The paper should be 8-10 pages, including references (Times New Roman, 12 font, double-spaced, no smaller than one-inch margins). Please use APA style.

Book club selections:

Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom*. New York: Teachers College Press.

Campano, G., Ghiso, M., & Welch, B. (2016). *Partnering with immigrant communities: Action through literacy*. New York: Teachers College Press.

Compton-Lilly, C. (2003). *Reading families: The literate lives of urban children*. New York: Teachers College Press.

Dyson, A. (2003). *The brothers and sisters learn to write: Popular literacies in childhood and school cultures*. New York: Teachers College Press.

Gallo, S. (2017). *Mi Padre: Mexican immigrant fathers and their children's education*. New York: *Teachers College Press*.

Heath, S. (1983). *Ways with words*. Cambridge, MA: Cambridge University Press.

Li, G. (2005). *Culturally contested pedagogy: Battles of literacy and schooling between mainstream teachers and Asian immigrant parents*. New York: Peter Lang.

Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy*. Cambridge, MA: Harvard University Press.

Purcell-Gates, V. & Waterman, R. (2000). *Now we read, we see, we speak: Portrait of literacy development in a Freirean-based adult class.* Mahwah, NJ: Lawrence Erlbaum.

Taylor, D. (1983). *Family literacy: Young children learning to read and to write.* Portsmouth, NH: Heinemann.

Taylor, D., & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, NH: Heinemann.

Class Schedule of Topics and Required Readings

Session One
Topic: Introductions, course overview, definition of emergent/early/family literacy/programs, reading development (historical overview)
Articles: a) Wasik & Van Horn (2012)

Session Two
Topic: Literacy (social/cultural) theory, definitions
Articles: a) Purcell-Gates, Jacobson, & Degener (2004) b) Perry (2012)

Session Three
Topic: Book reading: family literacy supports
Articles: a) Yeo, Ong, & Ng (2014) b) Senechal, LeFevre, Thomas, & Daley (1998)

Session Four
Topic: Transition to school and reading achievement
Articles: a) McNaughton (2001) b) Puccioni (2015)

Session Five
Topic: Family literacy program success/failure
Articles: a) Hannon, Morgan, & Nutbrown (2006) b) Janes & Kermani (2001)

Session Six
Topic: Inviting fathers in family literacy programs
Articles: a) Rose & Atkin (2011) b) Gadsden (2012)

Session Seven
Paper and book presentations

Session Eight
Topic: Family literacy: home culture and family members
Articles: a) Li (2000) b) White-Kaulaity (2007)

Session Nine
Topic: Culture and parent-school involvement
a) Edwards, McMillon, & Turner (2010) b) Carreon et al. (2005)

Session Ten
Topic: Establishing family-school relationships
Articles: a) Hoover-Dempsey & Whitaker (2010) b) Cremin (2012)

Session Eleven
Topic: Out-of-school literacies
Articles: a) Lynch (2008) b) Spencer, Knobel, & Lankshear (2013)

Session Twelve
Topic: Second language learners and digital technology in family literacy
Articles: a) O'Brien et al. (2014) b) Marsh et al. (2015)

Session Thirteen
Topic: Family literacy: Issues
Articles: a) Brooks & Hannon (2013)

Session Fourteen
Conclusions

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education
   Div./Dept. in Which Taught Teaching and Learning
2. RED (Alpha Prefix) | 7 (1st Digit) | ____ (Last 3 Digits) | ____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____
3. **Grading Method (select one):** ■ Graded ☐ Pass/Fail

4a. **Course Title** Critical Issues in Literacy Research and Practice

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Crit Issues in Literacy
LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** Reading
6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

This course will focus on a variety of critical issues in literacy, including various types of research and practice. Open to all graduate students.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** Must be a graduate student.
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

- examine diverse theories of literacy development
- explore social class and literacy
- explore culturally diverse families and schools
- examine relations between literacy research and practice

11. **Does this course duplicate/overlap other courses at FIU?** ■ No ☐ Yes
If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
NA
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Jacqueline Lynch (Type name) — J. Lynch (Signature) — 11 / 16 / 20 18
jaclynch@fiu.edu (Email address) — 305-348-3507 (Phone number)

Chairperson (Dept./Div.) Dr. M. Fernandez (Type name) — (Signature) — 11 / 28 / 20 18

Chairperson (Curr. Comm.) _____ (Type name) — (Signature) — ___ / ___ / 20___

College/School Dean _____ (Type name) — (Signature) — ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

RED 7XXX Course Justification

Critical Issues in Literacy Research and Practice

7XXX was developed to provide a more diverse selection of courses for doctoral students in the literacy program. There has been an increased focus on providing core courses for students in the doctoral program, and a means to respond to that call for the literacy area was to create another graduate course that is specific to the literacy area. Furthermore, knowledge of critical literacy and diversity is a consistent requirement for our doctoral students who move into tenure-track positions in the reading and language arts areas. Therefore, the addition of this course can assist with graduate students' marketability upon graduation.

FIU | Education

FLORIDA INTERNATIONAL UNIVERSITY

Department of Teaching and Learning

(Course Syllabus – Abbreviated)

Course: RED 7XXX Critical Issues in Literacy Research and Practice
Semester: TBD
Calendar Description
This course will focus on a variety of critical issues in literacy, including various types of research and practice. Open to all graduate students.

Course Instructor
Name: Jacqueline Lynch, Ph.D.
Office: ZEB 259A
Phone: 305-348-3507
Email: jaclynch@fiu.edu
Office hours: TBD

- **Course Site:** canvas.fiu.edu

Time and Location
TBD

Resources: Required Texts
You will be able to access required reading materials online through Green Library and through our course Canvas.

Optional Texts
Please see the book club list.

Purpose and Objectives
This course will explore diverse issues of concern to educators and researchers. It will incorporate different theoretical perspectives of literacy development, and it will challenge some common perspectives on literacy development. The course will center on in- and out-of-school literacies, and focus on literacy learners across age groups, from early childhood to adulthood. It will include an examination of whose literacy counts, social and cultural factors, and involve recommendations for literacy practice. The main purpose of this course is to extend doctoral students knowledge of a number of factors related to literacy development through the critique of literacy research and practice.

List of specific objectives of the course:

1. enhanced knowledge of literacy theories
2. a more in-depth understanding of how social and cultural factors shape literacy learning

3. a greater sensitivity to cross-cultural literacy learning
4. increased knowledge of in-school and out-of-school literacy practices
5. an understanding of issues of power in literacy learning
6. knowledge of issues related to literacy learning, such as multiliteracies, gender, and self-regulation
7. a deeper understanding of how beliefs relate to practice

Evaluation
The final grade for the course will be based on the following items weighted as indicated:

Lead article discussion: 20%
Book club: 30%
Presentation of ongoing research: 10%
Term paper: 40%

Lead article discussion
All graduate students are expected to read the assigned readings prior to class so that they can participate in the discussion. You will work in pairs for this assignment. To help facilitate discussion, class members will rotate responsibilities for beginning the discussion of the assigned readings. This should include: a succinct summary of the problem or issue and questions that are generated. The summary (maximum 5 minutes) should not reiterate the whole article/chapter, just the major points you think are important. The discussion will take place for 15-20 minutes. Please prepare 3 questions in total to guide the discussion of the articles/chapters and print these for doctoral students in your group along with the summaries (one page for each article/chapter). A 2-page double-spaced critical reflection of each article/chapter (there will typically be two each class) will be submitted by each group to the course instructor, in addition to the summaries and questions distributed to the class.

Book club
You and two other doctoral students are responsible for reading and synthesizing major findings from a book that is fundamental in the field of literacy (see the included list). The purpose of this assignment is to allow you to delve deeply into a work that has made a major contribution to the field of literacy, and to share your responses to this work with other members of the class in a whole class presentation. You are expected to give a 15-20 minute presentation to the class, which includes a summary of what you believe are the major ideas of the book, critical issues, and implications for practice. A short handout to the entire class is required.

Presentation of ongoing research
You are expected to present on your ongoing research related to your final paper to the class for 10 minutes. For example, what are your research questions? What have you learned so far? What questions remain unanswered/to be researched? Include some of the references/work you have consulted. A 5-minute question/comment session will follow your presentation. You should distribute a one-page handout to the class.

Term paper
In this assignment, you will conduct an in-depth review of the literature connected to our class topics/readings. Time will be allocated in class for people with similar interests to share their ideas and responses to what they have been reading. It is acceptable to build on a topic area you may have reflected on in the book club. Your paper should contain a succinct review of the key literature in the area, and your critical review of the research literature should lead to strong implications/recommendations for literacy research/learning. The paper should be 8-10 pages, including references (Times New Roman, 12 font, double-spaced, no smaller than one-inch margins). Please use APA style. It is expected that some course material will be included in this review.

Class Schedule of Topics and Required Readings

Session One
Topic: Introductions, course overview, literacy definitions, sociocultural theory, ethnographic perspectives on literacy learning
Articles: a) Street (2001) b) Gregory, Long, & Volk (2004)

Session Two
Topic: Language and early literacy learning
Articles: Dickinson & Tabors (2001) b) tbd

Session Three
Topic: Storybook reading: Strengths and limitations
Articles: a) Dougherty & Paratore (2018) b) Cunningham & Zibulsky (2011)

Session Four
Topic: Vocabulary: Critical effects
Articles: a) Bowne, Yoshikawa, & Snow (2016) b) Biemiller (2003)

Session Five
Topic: Self-regulation and early literacy
Articles: a) Blair, Protzko, & Ursache (2011) b) Rimm-Kaufmann & Wanless (2012)

Session Six
Topic: Social class and literacy learning
Articles: a) Tivnan & Hemphill (2005) b) tbd

Session Seven
Topic: Culturally diverse families and schools
Articles: a) Valdez (1996) b) McNaughton (2001)

Session Eight
Topic: Power and literacy learning
Articles: a) Freire (2000) b) Delgado Gaitan (2012)

Session Nine
Topic: Book club presentations

Session Ten
Topic: Fathers and children's language/literacy development
Articles: a) Pancsofar & Vernon-Feagans 2010) b) Rowe, Coker, & Pan (2004)

Session Eleven
Topic: Gender and school literacy learning
Articles: a) Lynch (2018) b) Edwards & Jones (2018)

Session Twelve
Topic: Adult literacy and learning success
Articles: Prins (2017) b) tbd

Session Thirteen
Topic: Multiliteracies
Articles: a) Barton & Hamilton (1998) b) Low & Campano (2016)

Session Fourteen
Topic: Parent-school partnerships and literacy learning
Articles: a) Stefanski, Valli, & Jacobson (2016) b) Baker et al. (2016)

Book club selections:

Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom*. New York: Teachers College Press.

(teaching, young children, literacy, cultural difference)

Compton-Lilly, C. (2003). *Reading families: The literate lives of urban children*. New York: Teachers College Press.

(language, culture, elementary students, and urban children)

Gallo, S. (2017). *Mi Padre: Mexican immigrant fathers and their children's education*. New York: *Teachers College Press*.

(fathers, involvement, beliefs, culture)

Heath, S. (1983). *Ways with words*. Cambridge, MA: Cambridge University Press.

(social class, language, literacy, culture)

Purcell-Gates, V. & Waterman, R. (2000). *Now we read, we see, we speak: Portrait of literacy development in a Freirean-based adult class*. Mahwah, NJ: Lawrence Erlbaum.

(adult learning, social class, culture, literacy)

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education
   Div./Dept. in Which Taught STEM Transformation Institute

2. SMT (Alpha Prefix) | 3 (1st Digit) | (Last 3 Digits) | (“C”-lec-lab “L”-Lab) | 1 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Learning Assistant Seminar: Evidence-based STEM Instruction

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* LA Seminar
LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

Evidence-based instructional theory and practice for undergraduate Learning Assistants. Covers effective pedagogical strategies, collaborative learning, and assessment across the STEM disciplines.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** None
9. **Corequisite(s):** None
10. **Objective(s) of Course:**

Prepares undergraduate Learning Assistants (LAs) to facilitate learning of their peers in the classroom, develops reflective instructional practices of LAs, and fosters teaching career recruitment.

11. **Does this course duplicate/overlap other courses at FIU?** ☐ No ☒ Yes
If yes, please explain: This course will replace the discipline-based seminars for LAs
12. **What other closely related department(s) have been consulted about this course?**
Physics, Chemistry, Mathematics, Earth & Environment, Biology, Psychology, Engineering
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Hagit Kornreich-Leshem (Type name) — Hagit (Signature) — 9 / 18 / 2018
hkornrei@fiu.edu (Email address) — 305-348-7682 (Phone number)

Chairperson (Dept./Div.) Laird Kramer (Type name) — (Signature) — ___ / ___ / 20___

Chairperson (Curr. Comm.) _____ (Type name) — (Signature) — ___ / ___ / 20___

College/School Dean _____ (Type name) — (Signature) — ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Learning Assistants Seminar: Evidence-based STEM Instruction

Justification

This course is designed for undergraduate students serving as Learning Assistants (LAs) across the STEM disciplines. The Learning Assistant program provides undergraduates with the opportunity to experience the reward of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. At the same time, they serve a critical role as dedicated and skilled facilitators in the classroom, thus easing the transition for both students and faculty to active learning. FIU hosts the nation's largest LA program, with 322 LAs serving in 146 course sections across 9 STEM departments impacting over 11,400 enrollments in Spring 2018. Lessons learned in these initiatives are spreading into other courses, where pilot projects have seen an average increase in passing rates of 16% across 6 courses, which will translate to improved graduation rates in the coming years. The LA Program has also attracted significant national attention and grant funding for FIU.

The LA program began in physics, spread across the sciences and mathematics several years ago, and is now in almost all of the STEM disciplines and few non-STEM disciplines and has evolved into an institution-wide initiative impacting many courses. We are proposing one integrated course that serves LAs from across the disciplines in order to foster multidisciplinary collaboration and development. It will replace the department-based LA seminars that currently operate as combined sections. The existing structure does not include disciplines outside of the original four departments implementing the LA model; thus LAs from six departments sign up for an LA seminar outside their department (Fall 2015). The new course will allow development of disciplinary identities for all LAs, regardless of department, thus providing a pathway for additional departments to participate.

Syllabus
Learning Assistants Seminar: Evidence-based STEM Instruction
SMT 3xxx
Tuesday 4:00-5:50 PM / VH 165

Course Objectives
The course prepares Learning Assistants to successfully support students in science, engineering and mathematics courses. This cornerstone course integrates educational theory, pedagogy, and practice. Foundations in conceptual development, conceptual change, collaborative learning, technology in education, and students' conceptions of various topics in mathematics, science, and engineering are at the core of the course. Teaching practice topics will be uncovered and include facilitating learning, managing the classroom, formative and summative assessment, curricula, and differentiating instruction in a collaborative environment. This is a seminar course where students are responsible for weekly readings, in-class discussions, and project presentations based on the Learning Assistant field placements.

Learning Outcomes: Upon completion of the course students will have the following understandings, skills, and dispositions:

- Utilize evidence-based instructional strategies to facilitate the learning of peers in courses at FIU.
- Utilize and demonstrate STEM content knowledge in the facilitation of peers in courses at FIU.
- Understand the key elements of educational theory and practice driving effective classroom practice.
- Utilize formative assessment in the classroom to identify the unique attributes of undergraduate students and implement teaching strategies that foster their understanding of classroom content.
- Develop reflective instructional practice skills that improve instruction throughout the course.
- Discuss how differences in student learning impact teaching and instructional planning.
- Discuss strategies for achieving instructional equity.
- Understand the role of assessment in teaching practices.
- Develop and deploy instructional team skills with fellow LAs and instructors.
- Reflect on personal interest in teaching and assess commitment to pursue teaching cerfication.

COURSE ORGANIZATION AND REQUIREMENTS

The course operates as a seminar and thus requires the **active** participation of everyone in order to shape its ultimate content and relevance. Our primary activity will be in-depth discussions of course topics and readings. Requirements include the following:

1. Class discussion & participation. Class members will contribute to class discussions to help us as individuals, and as a group, develop meaning of the Learning Assistant experience. ***The expectation is that students attend every class session and participate in all discussions.*** Attendance credit is earned by arriving on time, signing the roster, and remaining to the end.

2. Weekly Teaching Reflections. To develop as a Learning Assistant, you must both experience teaching as well as devote time to reflecting on that experience. To help you develop, each class member is expected to submit weekly teaching reflections **electronically Tuesdays by 8am.** Prompts for the reflections will be provided many weeks, but these are your reflections and thus you are free to discuss topics of interest to you. These reflections will be shared with the Lead Instructors; however, class member names, but not departments/courses, will be removed. You will submit reflections through TurnItIn.com.

   After three weeks, if you have only interacted with a handful of students (and/or mainly on an individual basis), contact your LA Seminar Instructor. Course assignments and the LA model assume you are regularly engaging with small groups of students.

3. Weekly Reading Reflections. Research articles targeting the origins of how people learn are assigned each week to help class members be effective LAs. To give you a jump start on class discussions, article reading reflections are assigned and are to be **submitted electronically by Tuesdays at 8am.** In general, prompts or specific questions will be provided. But the goal of these reflections is to analyze the central issue(s) / argument(s) of the readings and discuss how these issues are connected to each other and to other readings. A discussion of the relationship of the issues/topics and your teaching experiences as a Learning Assistant or other experience (such as tutoring / other classes) is also encouraged. You will submit reflections through TurnItIn.com.

4. Reading Reflection Peer Review. In Fall 2014 we found that LAs learned through reviewing and commenting on their peer's reading reflections. You will be responsible for submitting one peer review each week (and receive one as well). Peer reviews based on the previous week's reading reflections will be **submitted electronically by Tuesdays at 8am.** Additional details will be provided in class and through BlackBoard. Reviews will be submitted through TurnItIn.com.

5. Weekly Planning Meetings with Lead Faculty in Mathematics, Science, Engineering & Computer Science. Each week, LAs are expected to meet with the science/mathematics/engineering course lead faculty members and the other Learning Assistants in the department (sometimes including the graduate TAs) to plan and reflect on instruction and to discuss student achievement. Students cannot succeed in the LA Seminar course if they fail to meet with the Lead Instructor each week.

If you find that your Lead Instructor is not meeting with you, notify your LA Seminar Instructor so that this can be corrected.

6. Interview / Peer Observation. Each LA will be required to conduct an interview to practice questioning and to better understand another's ideas about a scientific or mathematical concept. Results of this interview will be written up and submitted, as well as used in class discussions. In addition, each LA will complete and submit a written summary of a field observation of another LA. During the LA Seminar, you will also have a consultation session with the LA you observed. (Likewise, you will also be observed and participate in a consultation session.) ***See BlackBoard and class announcements for details and due dates.***

7. Final Project. The purpose of this project is to apply and synthesize what you have learned related to teaching, learning, mathematics, technology, science, engineering, and students. You will develop a poster presentation that describes changes or development of beliefs about student learning and the appropriate teaching that facilitates that learning. Suggestions and topics will be provided during the seminar to guide you in the poster preparation.

8. Final Exam. There will be a written final during exam week. The final exam will be replaced by the average reflection grade for students submitting at least 11 pairs of reflections on time. Student who have not submitted at least 11 on time reflections are required to take the final exam.

9. **Class Absences**: If a serious illness or a personal emergency prevents you from coming to class, **you must inform us ASAP (preferably prior to class)**. You will need to provide relevant documentation such as a doctor's note and an X-ray detailing where the giant snail bit your leg (or hospitalization record, death certificate of close family member). As with any active learning classroom, it is not possible to make up the class without bringing together all of your classmates. *Class participation credit for the missed class is earned by a thoughtful discussion of the content as it relates to your teaching (see below).* Reading and teaching reflections are still required.

10. FOR NON-LA STUDENTS ONLY: If you are not participating in the LA experience but you are interested in adding teaching certification to your degree or are enrolled in a teacher preparation program, you should contact us immediately. The science and mathematics teacher preparation programs are being transformed through the FIUteach grant, which provides a no cost replacement for LA seminar (SMT 2661: STEP 1). Please contact us for more information.

Assignment Submissions: Reflections, Reviews, Interview, and Observation

a. A class has been created in TurnItIn.com to allow informative feedback. You will submit 3 separate assignments each week (teaching reflection, reading reflection, and peer review), as well as the interview and observation analyses (when due). TurnItIn details are provided separately.
b. The main role of TurnItIn is to allow for us to provide you with regular feedback and give electrons an excuse to move. The feedback is only useful if you read it, so please check regularly.
c. You need to submit your reflections by 8 AM on the day of class for full credit.
d. ***Lateness policy:*** Reflections are only meaningful if they are turned in on time. Thus late reflections will receive half credit and no reflections will be accepted after one week. We recognize that life happens and everyone will be allocated up to two excused late reflections (grades adjusted at the end of the semester).
e. **Reflection Feedback:**
    a. We will provide individual feedback on reflections through TurnItIn. Comments will highlight strong points and include suggestions for improvements, thus you must read the comments to gain valuable insight on your technique and help your students.
    b. Detailed comments will be included in the initial reflections. After several assignments, all reflections will be read and graded but detailed comments will be provided for 1/3 to 1/2 of them each week, randomly selected. You may request detailed comments for any assignment by emailing the instructors.

LA Seminar Grading Information

Assignment	% of total	Criteria	Additional Notes
Class Participation	20	Active participation in: 14 classes = 100% 13 classes = 90% 12 classes = 80% Fewer than 12 classes = 20% (maximum)	In the case of an **excused absence**, the student should write a 1-2 page description of how the content from the article for the week could be implemented in the LA experience, due the Friday of the week the class is missed. **NOTE: Three missed classes, regardless of make-up will earn 20% maximum.**
On-line Reading Reflections	15	Submitted on time receive full credit. Overall reflection grade reduced by half if less than 11 reflections submitted.	On-time and thoughtful reflections will receive full credit. Reflections submitted less than one week late will receive half credit. More than one week late receives no credit.
On-line Teaching Reflections	15	Submitted on time receive full credit. Overall reflection grade reduced by half if less than 11 reflections submitted.	On-time and thoughtful reflections will receive full credit. Reflections submitted less than one week late will receive half credit. More than one week late receives no credit.
Reading Reflection Peer Review	5	Submitted on time receive full credit.	On-time and thoughtful peer reviews will receive full credit. Late reviews receive no credit.
Interview and Observation	15	Completed and submitted on time = 100%.	Incomplete or insufficient submissions may receive less than 100%, to be determined by instructors. Late submissions earn ½ credit. More than one week late receives no credit.
Final Project	20	Grade based by rubric provided prior to presentation	
Final Exam	10	Grade to be determined by instructors.	Final exam will be replaced by the average reflection grade for students submitting at least 11 pairs of reflections on time. Student who have not submitted at least 11 on time reflections are required to take the final exam. Write reflections to avoid the final!

Grade Assignment

Grades are based on an absolute scale to foster cooperation and collaboration among as many of you as possible. This means that helping others will not jeopardize your grades, it will, most likely, improve your grade as explaining concepts to other develops understanding for yourself. The breakdown of grades is:

Grade:	Minimum Average:
A	90
B+	87
B	80
C+	77
C	70
D+	67
D	60
F	0

Course Outline / Reading List (subject to change, see BlackBoard for updates).

Week	Topic	**Reading**
Week 1	Discussion Techniques and Questioning Strategies: Dialogic versus Univocal;	Knuth and Peressini (2001). Unpacking the Nature of Discourse in Mathematics Classrooms. *Mathematics Teaching in the Middle School*, 6(5) pp. 320-325.
Week 2	Questioning and Discussion and Managing the Cooperative Classroom	Trowbridge, Bybee, Powell (2000). *Questioning and Discussion*, Prentice Hall, Chapter 12.
Week 3	Learning Theory I: Cognitive Science in Math and Science Education; Formative Assessment	Redish, E. (1994), Implications of cognitive studies for teaching physics; *American Journal of Physics*, (62) 9.
Week 4	Student Conceptual Change, Formative Assessment.	Moss, C., Brookhart, S., (2009). The Lay of the Land: Essential Elements of the Formative Assessment Process.
Week 5	Student Ideas in the Content Areas	Various Articles by Discipline available in Blackboard.
Week 6	Motivation and Cooperative Learning	Frey, Fisher, Everlove. (2009). Defining Productive Group Work. In *Productive Group Work*. ASCD. Frey, Fisher, Everlove, (2009). Promoting Face-to-Face interactions. In *Productive Group Work*. ASCD. Ames. (1992). Classrooms: Goals, Structures, and Student Motivation. *J of Ed. Psych.*, *84*. 261.
Week 7	Metacognition and Argumentation - Opportunity to learn. Students and teachers rights and responsibilities.	Schoenfeld, A. (1987). What's All the Fuss About Metacognition? In Cognitive Science and Mathematics Education: Lawrence Erlbaum Associates, 189-215.
Week 8	Learning Theory II	Lemke, J. L. Articulating Communities: Sociocultural Perspectives on Science Education. Journal of Research in Science Teaching 2001. 38(3), 296-316. Zull, J.E. (2002). The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning. . Stylus Publishers, Sterling, VA. Chapters 1-3.
Week 9	LA Evaluations an Classroom Observations	DuFour, Richard. "What Is a "Professional Learning Community?"
Week 10	Nature of Science / Nature of Mathematics	Lederman, N. G. (1998). The state of science education: Subject matter without context. Elect. J of Science, 3(2).
Week 11	Inquiry and Modeling Instruction	Brewe, E. (2008), Modeling theory applied: Modeling Instruction in introductory physics; *American Journal of Physics*, (76) 12.
Week 12	Qualities of effective teaching	Stronge, J.H., (2002), *Qualities of Effective Teachers*; ASCD. Palmer, P. (1997). Teaching in the face of fear. *National Teaching and Learning Forum, 6(5).*
Week 13	Development of student conceptions from K-12 and the NRC Standards and AAAS Benchmarks; Summative Assessment and Learning Gains	Investigate the FLDOE NGSSS website http://www.fldoe.org/bii/curriculum/sss/ and websites in BlackBoard
Week 14	Technology in the Classroom	Various articles and videos posted on Blackboard.
Week 15	Poster Session	Final Poster Projects
Week 16	Final Exam	Per schedule / learn how to avoid in materials above

Syllabus is subject to change at the discretion of the instructors

Physics

From: Werner Boeglin
Sent: Thursday, September 13, 2018 4:31 PM
To: Hagit S Kornreich Leshem <hkornrei@fiu.edu>
Subject: Re: Learning Assistant Seminar Course Revision

Hello Hagit,

I do not see a problem having a course SMT-3XXX with the title Learning Assistant Seminar. If you would like to talk further, please let me know.

Kind regards

Werner

Werner Boeglin
Professor
Dept. of Physics, Florida International University
CP 236, MMC
11200 SW 8th Street
Miami, FL, 33199

boeglinw@fiu.edu

On Sep 13, 2018, at 9:55 AM, Hagit S Kornreich Leshem <hkornrei@fiu.edu> wrote:

Dear Dr. Boeglin,
I hope this finds you well. I'm reaching out to see if we could meet soon to talk about Learning Assistants and more specifically about course code revision of the Learning Assistant seminar. We would like to propose a change in the course code and title of the Learning Assistant seminar and ask for your agreement to do so. Specifically, we would like to propose an SMT 3XXX course titled LA Seminar. The content of the course would remain the same. The course is currently cross-listed as PHY3012-MAE3893-CHM3945-ESC3050.
It would be great if you could share your availability. We can also speak on the phone if that's easier. You can reach me at #7682.
Thanks,

Hagit

Hagit Kornreich-Leshem, PhD
Director of the Learning Assistant (LA) Program
STEM Transformation Institute, vh166
Ph.305-348-7682

Florida International University
11200 SW 8 St
Miami , FL 33199
http://laprogram.fiu.edu

Chemistry

From: Yong Cai
Sent: Tuesday, November 27, 2018 2:39 PM
To: Hagit S Kornreich Leshem <hkornrei@fiu.edu>
Subject: FW: LA Seminar Course Code Revision

Dear Hagit,

Just let you know that the Department of Chemistry and Biochemistry supports the proposal. Thanks.

Best regards,

Yong

Yong Cai, PhD
Professor and Chair
Department of Chemistry and Biochemistry
and
Southeast Environmental Research Center
Florida International University
11200 SW 8th St., CP 325
Miami, FL 33199

Tel. (305) 348-6210, Fax. (305) 348-3772
email: cai@fiu.edu
https://chemistry.fiu.edu/
https://sercweb.fiu.edu/

Earth and Environment

Hello Hagit,

I have discussed the revision of the LA Seminar with Dr. Price, Earth and Environment Department Chairperson. We agree with your proposed creation of a single LA seminar course.

Regards,
Patricia Houle

Patricia Houle, M.S.
Senior Instructor and Associate Chair
Department of Earth and Environment
Florida International University
Building AHC5 Office 374
Miami, FL 33199
houlep@fiu.edu

From: Hagit S Kornreich Leshem
Sent: Thursday, September 6, 2018 3:07 PM
To: Patricia Houle <houlep@fiu.edu>
Subject: Learning Assistant Seminar Course Code Revision

Dear Pat,

I hope this finds you well. We would like to propose a change in the course code and title of the Learning Assistant seminar and ask for your agreement to do so. The course is currently cross-listed as PHY3012-MAE3893-CHM3945-ESC3050. Here are few words to explain the context of this request. The LA program began in physics in 2008, spread across the sciences and mathematics several years ago, and is now in almost all of the STEM disciplines and few non-STEM disciplines. It has evolved into an institution-wide initiative impacting many courses. We are proposing one integrated course that serves LAs from across the disciplines in order to foster multidisciplinary collaboration and development. It will replace the department-based LA seminars that currently operate as combined sections. The existing structure does not include disciplines outside of the original four departments implementing the LA model; thus LAs from six departments sign up for an LA seminar outside their department. In addition, the combined sections mechanism complicates student enrollment.

Please let me know of any question and looking forward to your support.

Thanks,

Hagit

Mathematics

From: Laura De Carli <decarlil@fiu.edu>
Sent: Monday, September 17, 2018 1:21 PM
To: Hagit S Kornreich Leshem <hkornrei@fiu.edu>
Cc: Julian Edward <edwardj@fiu.edu>
Subject: Re: Learning Assistants in Math

Hi Hagit, sorry for the delay in responding. Please go ahead with the course revision.
Best,

Laura De Carli
Professor and chair
Department of mathematics and statistics
Florida International University
Miami (FL) 33199
web: faculty.fiu.edu/~decarlil

Psychology

From: Kristin Nichols-Lopez
Sent: Tuesday, September 18, 2018 12:23:57 PM
To: Hagit S Kornreich Leshem
Subject: Re:

Hi Hagit,
The psychology department supports the decision to transition the LA Seminar course codes to ones that are more interdisciplinary in nature.
We are supportive of the LA model and many of our students are actively involved as LAs in our PSY 2012 and PSY 3211 courses. We would like to continue to expand our participation.
Sincerely,

Kristin Nichols-Lopez, Ph.D.
Associate Chair
Director, Professional Counseling Psychology Master's Program
Department of Psychology
Florida International University

School of Engineering and Computing

Dear Hagit,

This sounds great. College of Engineering and Computing is supportive of this and best of luck!

Regards,

Mark Weiss
Assoc. Dean, CEC

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Center for Women's and Gender Studies

2. WST (Alpha Prefix) | 5 (1st Digit) | _____ (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Gender Violence and the Law: Global Perspectives

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Gender Violence & Law

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Critical analysis of power dynamics of gender violence across race, ethnicity, class globally. Examination of existing legal framework on a national and global level, opportunities for global justice.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** N/A

9. **Corequisite(s):** N/A

10. **Objective(s) of Course:**

    Students will demonstrate understanding of intersectional dynamics of gender/race/ethnicity/class in fomenting gender violence; synthesize local & global legislative approaches for social justice.

11. **Does this course duplicate/overlap other courses at FIU?** ☐ No ☒ Yes

    If yes, please explain: Undergraduate level course WST 4115

12. **What other closely related department(s) have been consulted about this course?**

    CWGS; School of Law

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Michaela Moura-Kocoglu (Type name) _____ (Signature) 11 / 7 / 20 18

mmoura@fiu.edu (Email address) 305.348.1201 (Phone number)

Chairperson (Dept./Div.) Yesim Darici (Type name) _____ (Signature) 11 / 16 / 20 18

Chairperson (Curr. Comm.) _____ (Type name) _____ (Signature) ___ / ___ / 20___

College/School Dean _____ (Type name) _____ (Signature) ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

New Course Justification

WST 5XXX Gender Violence and the Law: Global Perspectives

COURSE JUSTIFICATION

"*Gender Violence and the Law: Global Perspectives*" was developed in the 2017-18 academic year as a fully online, undergraduate course (WST 4115). This graduate-level course proposal accommodates the increasing demand by graduate students to provide an area of concentration on multiple forms of gender violence and their global ramifications. At the 5000-level, this course stipulates additional course work for graduate credit. This includes writing an Op-Ed and completing a comprehensive Research Paper, as well as additional readings. Graduate students will be evaluated on a more rigorous basis than undergraduates.

This course aims to provide a critical introduction to multiple forms of gender violence and its global ramifications. Engaging students in a collaborative, intersectional analysis of the complex dynamics resulting in and reinforcing gendered violence, this course requires students to examine the legal framework in place to address these crimes, locally as well as globally. Through interactive discussions and group projects on a global level, as well as analytical, interpretive, and research writing, students develop critical problem-solving strategies addressing real-life issues.

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SYLLABUS

WST 5XXX Gender Violence and the Law: Global Perspectives

COURSE DESCRIPTION AND PURPOSE

This course explores multiple forms of gender violence by interrogating the complex dynamics of violence and gender against diverse socio-cultural, economic and political contexts. *Gender Violence and the Law: Global Perspectives* offers an intersectional analysis of systems of power fueling pervasive gender violence across gender, race, ethnicity, and class. We will explore and evaluate feminist theories on gender-violence to allow for a nuanced analysis of gender norms, masculinities, and multiple forms of gender violence including domestic violence, sexual harassment, online violence, and wartime rape, accompanied by an examination of the legal framework in place to address these crimes, locally and globally.

Credit: 3

*This course fulfills a core requirement for the Women's and Gender Studies Graduate Certificate.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Explore the gendered dimension of violence locally and globally;
- Identify cultural and structural sources of gender violence in societies across the globe;
- Analyze the significance of gendered power dynamics across race, ethnicity and class and its interconnection with experiences of gender-based violence;
- Evaluate the impact of policy responses addressing gender violence on a national, international and global level;
- Assess the ways in which gender violence is a social justice issue.

GLOBAL LEARNING OUTCOMES

- Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems pertaining to gender power and dynamics.
- Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural challenges to address and prevent gender violence.
- Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving through movements and feminist networks for gender justice.

CO-CURRICULAR ACTIVITIES

This course integrates co-curricular components to deepen the understanding and evaluation of the way in which societal institutions and organizations respond to and also proactively prevent diverse forms of gender violence, locally as well as globally. Activities may include:

- *Graded Student Assignment* requires research on/interviews and/or volunteering at women's shelter, emergency room, local grassroots organization, etc. Determine what mechanisms on part of society/law are in place to support survivors and/or prevent gender violence.
- *Guest speakers* from different departments at FIU, from local and global NGOs, including S.A.V.E., PACE Center for Girls, POLARIS, or other organizations that support survivors, or work to prevent gender violence.

<u>Possible Topics:</u>

(a) Gender Violence and the Criminal Justice System

(b) Gender Violence and Armed Conflict

Lectures and interviews will be organized on a contingency basis and will depend on the availability of the speakers. Presentations will be videotaped for future use.

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

REQUIRED TEXTBOOK

GENDER VIOLENCE: INTERDISCIPLINARY PERSPECTIVES
Laura L. O'Toole et al. (eds.), New York & London: NYU, 2nd Edition, 2007, ISBN-13: 9780814762103
The textbook has been ordered at the FIU Bookstore 11000 SW 8th Street, Miami, FL 33174, #305-348-2691. It is also available on our course reserve (Green Library/ Circulation Desk) for 2-hour loans. **All additional readings are made available on our Canvas course website within each pertinent Module.**

TRIGGER WARNING

In this course, we will discuss sensitive issues that may be triggering to people who have or have not experienced violence. If at any point during this semester you feel the material becomes emotionally overwhelming, please contact the instructor and/or seek the support of FIU's Victim Empowerment Program, contact details below:

- MMC - SHC 270
- BBC - By appointment
- advocacy@fiu.edu
- Walk-in Mo-Fri 8am-5pm
- By Appointment #305-348-3000 (ask to speak to an Advocate Counselor)

COURSE COMMUNICATION

This course exclusively uses **EMAIL** as a means of communication. Please check your email regularly. If you need to reach me, send me an email to mmoura@fiu.edu. You can anticipate a reply within 48 hours. Communication in this course can also take place within Canvas.

ASSESSMENTS

MIDTERM EXAM (10 pts)

The Midterm Exam each consist of *one essay question* that tests your understanding of course readings, lectures, and media analyses. You may take the exam at any time between Monday and Sunday in the week it is scheduled. Exams are due by Sunday night (11:59pm). You will only have 60 minutes to complete it. Once you open the exam, you will be forced to finish it, so make sure you are prepared before you try to access the exam. You can find the "GUIDE: EXAM" located in the Student Resources Module.

QUIZZES (20 pts)

Syllabus Quiz (non-graded; required)

The Syllabus Quiz is to be completed first thing after reviewing the course syllabus. Successful completion of the Syllabus Quiz (90%) will unlock the first course Weekly Modules. You can take the Syllabus Quiz unlimited times throughout the semester to test your hardware. Results (total score) will be accessible immediately after taking the quiz.

Reading Quizzes (20 pts)

You will be required to take weekly open book/ open notes quizzes on Canvas, 10 in total. Each **weekly quiz** is worth 2 points. These quizzes cover the assigned textbook readings and articles for each Module and contain multiple-choice and true/false questions.

You will only have 30 minutes to complete each quiz. You will be able to take each quiz three times (if you choose to do so), and only *the highest score* will be counted. However, bear in mind that the quizzes are randomized, e.g. you will not get the same questions again. Once you open the quiz, you will be forced to finish it, so make sure you are prepared before you try to access a quiz. Quizzes will be accessible Monday 7:00am. You may take the quiz at any time before the deadline, but quizzes are usually due by Sunday night (11:59pm). Please check the detailed course schedule for submission deadlines.

ASSIGNMENTS

GROUP DISCUSSIONS (20 points)

Every week, students are expected to reflect on the Module's readings/videos/lectures in online discussions. Weekly discussions are required for 10 content Modules, each discussion worth 2 points. Due dates as indicated in the course schedule. For guidelines as well as rubrics for grading, please check the "GUIDE: DISCUSSIONS" under 'Student Resources'.

OP-ED (10 pts)

You are to choose a topic from the course material and, after approval of topic by instructor, write an Op-Ed (approx. 750-1000 words). The purpose of an Op-Ed is to use facts and research to develop a persuasive argument. I strongly recommend reading Op-Ed's in news media (*New York Times*, *Washington Post*, etc.) to get a better idea of what these look like. An Op-Ed generally tackles only one small part of an issue and takes a clear side. For example, you might develop an argument about domestic violence by focusing on vulnerable communities and international law. Detailed instructions are provided in the "GUIDE: OP-ED" available in the 'Student Resources Module'.

COIL GROUP PROJECT (10 points)

FIU students will team up with students from an international partner university. Teams will conduct research on an assigned course topic, contrast and compare their findings, and create a joint project that connects group results to course concepts. For details, see "GUIDE: COIL PROJECT".

RESEARCH PAPER (30 pts)

Based a topic of global gender violence of your choice, pending instructor approval, you will provide a critical review of the available literature, analyzing strengths and limitations of research, synthesis of findings, and recommendations for future research outlining possible gaps. Format: 15 double-spaced, APA or MLA-style. Detailed instructions are provided in the "GUIDE: RESEARCH PAPER" available in the 'Student Resources Module'.

GRADING

Course Requirements	Number of Items	Points for Each	Total Points Available
Discussions	10	2	20
COIL Project	1	10	10
Midterm Exam	1	10	10
Op-Ed	1	10	10
Research Paper	1	30	30
Reading Quizzes	10	2	20
Total	**24**	**N/A**	**100**

Letter	Range	Letter	Range	Letter	Range
A	95 - 100	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

EVALUATION CRITERIA

A-range grades (90-100): Excellent work that is engaged, insightful, and demonstrates that you are able to apply the concepts from class for critical reflection and evaluation of new content.

B-range grades (80-89): Above average work that demonstrates your understanding of class concepts by using course material to support your argument. Work develops meaningful ideas.

C-range grades (70-79): Average: Passable work that considers the themes of the class, but lacks focus and does not develop class material effectively or in a sustained fashion.

D-range grades (60-69): Below average work that fails to consider the class themes in any substantial way.

F-range grades (0-59): Work fails to meet minimum assignment requirements.

COURSE CALENDAR

Unit 1: Roots of Violence *Concepts: Key terminology and basic concepts, including gender, violence, masculinity, intersectionality*	
Date	**Readings**
Week 1	**Module 01: Getting Started** • Review Syllabus • Purchase Textbook • Review "How to get started" information **Module 02: Introduction** • Lorber "Night to His Day: The Social Construction of Gender" • UN Declaration on the Elimination of Violence against Women (1993)
Week 2	**Module 03: Roots of Violence** • "The Construction of Masculinity" (Kaufman) • "The Socio-Cultural Context of Rape" (Sanday) • VIDEO: *Tough Guise: Violence, Media and the Crisis in Masculinity*

Unit 1: Roots of Violence *Concepts: Key terminology and basic concepts, including gender, violence, masculinity, intersectionality*	
Week 3	**Module 04: Gender Violence in the U.S.** • "Contextualizing Men's Violence" (Kimmel) • "Sexual Terrorism" (Sheffield) • "Intersectionality and Identity Politics" (Crenshaw)
Week 4	**Module 05: Global Gender Violence** • Bunch "Women's Rights as Human Rights" • VIDEO: *Half the Sky* (Episode One "Gender Based Violence in Sierra Leone," 10:44)
Week 5	**Module 06: Gender Violence and the Law** • GUEST LECTURE Eric Carpenter, FIU College of Law • Susan Estrich "Rape" [excerpt]

Unit 2: Forms of Gender Violence *Concepts: Causes and consequences of various forms of gender violence; sexual harassment; domestic violence; online violence; rape; rape as a weapon of war*	
Date	**Readings**
Week 6	**Module 07: Sexual Harassment** • "The Confluence of Race and Gender in Sexual Harassment Experiences" (Kent) • CLIP: Anita Hill opening statement at Senate Judiciary Committee hearing, 1991 (3:20 min)
Week 7	**Module 07, contd.** • "Sexual Harassment on the Internet" (Barak) • CLIP: "10 hours of walking in NYC as a woman" (2 min.) • VIDEO: "Undercover Egypt"
Week 8	**Module 08: Domestic Violence** • "Domestic Violence: The Intersection of Gender and Control" (Johnson) • "Violence in Intimate Relationships: A Feminist Perspective' (hooks)
Week 9	**Module 08, contd.** • TEDxTalk Janine Latus (http://www.janinelatus.com/speaker/audiovideo/) • VIDEO: "Ya no Más" (39 mins)
Week 10	**Module 09: Online Violence** • Bertozzi, "'You Play Like a Girl!' Cross-Gender Competition & the Uneven Playing Field" • VIDEO: "Feminist Frequency: Tropes vs. Women" by Anita Sarkeesian
Week 11	**Module 09, contd.** • Kolhatkar, "What do video games have against women?" • VIDEO: "Game over: Gender, Race & Violence in video games
Week 12	**Module 10: Rape** • "Real Victims, Reasonableness, and Rape" (Stewart) • "Subcultural Theory of Rape Revisited" (O'Toole)

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	• VIDEO: "Rape in the Fields" (2013)
Week 13	**Module 11: Rape as a Weapon of War** • "What the West Failed to Learn about War from the 'Comfort Women'" (Stetz) • "Undeclared War" (Adisa) • VIDEO: "Rape as a Weapon of War: Rights & Wrongs"

Unit 3: Transforming Gender Relations, Creating Social Change *Concepts: Feminist activism and political engagement driving social and legal change*	
Date	**Readings**
Week 14	**Module 12: Creating Social Change** • "Queering Approaches to IPV (Erbaugh) • "The Impact of the Sex Industry in the E.U." (Raymond)
Week 15	**Module 12, contd.** • "10 Things Men Can Do to Prevent Gender Violence" • "Action" (Katz) • Video: "Mediterranean Women: Fighting for their Rights" (2014)
Week 16	**Finals Week**

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