L&S College Curriculum Committee

AGENDA

Thursday, October 30, 2014 at 2:00 PM

Madison Conference Room, LT 4120

1. Approval of October 2, 2014 Minutes (handout at meeting)

2. Announcements
    a. Grade basis on new course
    b. Courseleaf Nov 13 training
    c. End of semester reminders

3. College of L&S CCC Action Item

    a. Motion to approve L&S students can have a Leadership minor

The Leadership minor, offered by the College of Education, may be used as a graduation minor for BA/BS programs in Letters and Sciences

4. Biology and L&S
    a. Change in BS Degree

5. Computer Science
    a. New Course-COMPSCI 170 Intro to Python Programming

6. Languages and Literature – <u>Intensive English</u>
    a. Other Curricular Action – Create IEI prefix and change ENGLISH 051-079 courses to IEI 051-079
    b. Add Cross-listing to ENGLISH 161
    c. Add Cross-listing to ENGLISH 162
    d. Add Cross-listing to ENGLISH 163
    e. Add Cross-listing to ENGLISH 164

7. Languages and Literature – <u>FILM Studies Minor</u>
    a. New Course – ENGLISH AND FILM 272 Critical Writing in Multimedia Contexts
    b. New Course - FILM 483 Cinema Auteurs
    c. Pre-Req Change – FILM 485 Film Theory
    d. Change in Minor – Film Studies

8. Liberal Studies

a. Changes in Existing Course – Introduction to Liberal Studies

9. Math

a. New Course- MATH 420 Applied Regression Analysis
b. New Course- MATH 448 Actuarial Examination Preparation for Exam P/1
c. Course Revision – MATH 449 Actuarial Examination Preparation
d. Change in Submajor-Mathematics BA/BS

10. Philosophy and Religious Studies

a. Pre-Req Change-PHILSPHY 271 Introduction to Aesthetics
b. Pre-Req Change – PHILSPHY 281 Social Philosophy

11. Psychology

a. New Course-PSYCH 302 The Biological Basis of Emotion
b. New Course-PSYCH 412 Comparative Psychology
c. New Course – PSYCH 416/BIO 416 Advanced and Multivariate Data Analysis for the Life Sciences
d. Change in Major- PSYCH BA/BA
e. Change in Major – Psychological Sciences Graduate School Preparation Emphasis

12. Social Work

a. New Course – SOCWORK 370/570

13. Old Business

14. Adjournment

Leadership Motion

Fox-Drake, Joan M

From: Heiber, Debra A
Sent: Friday, October 17, 2014 9:45 AM
To: Fox-Drake, Joan M; Hachten, Elizabeth A
Subject: CCC motion

Hi Joan,

Here is the motion for our next curriculum meeting:

The Leadership minor, offered by the College of Education, may be used as a graduation minor for BA/BS programs in Letters and Sciences.

Debra Heiber
Director of Advising
College of Letters and Sciences
UW-Whitewater
4114 Laurentide Hall
Phone: 262-472-1555
Fax: 262-472-5238

American college students already know that they want a degree. The challenge is to help students become highly intentional about the forms of learning and accomplishment that the degree should represent.
AACU, College Learning for the New Global Century, http://www.aacu.org/leap/documents/GlobalCentury_final.pdf

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Degree

Degree: BS

Program Title: Bachelor of Science Degree

GPA Requirement for the Major/Submajor: NA

Sponsor(s): Ellen Davis, Liz Hachten

Department(s): Biological Sciences

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change N/A After change N/A

1. **Exact description of request:**
   Add BIOLOGY 303 *Biostatistics* to the list of statistics courses that students can use to satisfy the L&S BS degree quantitative reasoning requirement.

   Remove MATH 231 from the list of approved statistics courses as this course had been dropped from the curriculum.

   From (as listed in catalog and on AR)

COLLEGE OF LETTERS AND SCIENCES BS DEGREE REQUIREMENTS
A.SELECT 2 4-5 UNIT LAB SCIENCE COURSES DESIGNATED GL FROM 2 DIFFERENT SUBJECT AREAS (includes lab science courses used in University Requirements)
B. SELECT 5 UNITS OF MATH BEYOND 141 OR 6 UNITS CHOSEN FROM 2 OF THE FOLLOWING 3 OPTIONS:
1. 3 UNITS OF MATH BEYOND 141 (EXCLUDING MATH 230 AND 231)
2. 3 UNITS OF STATISTICS CHOSEN FROM MATH 230, MATH 231, PSYCH 215, SOCIOLGY 295, OR ECON 245
3. 3 UNITS OF COMPUTER SCIENCE

To (to be listed in catalog and on AR)

COLLEGE OF LETTERS AND SCIENCES BS DEGREE REQUIREMENTS
A.SELECT 2 4-5 UNIT LAB SCIENCE COURSES DESIGNATED GL FROM 2 DIFFERENT SUBJECT AREAS (includes lab science courses used in University Requirements)
B. SELECT 5 UNITS OF MATH BEYOND 141 OR 6 UNITS CHOSEN FROM 2 OF THE FOLLOWING 3 OPTIONS:
1. 3 UNITS OF MATH BEYOND 141 (EXCLUDING MATH 230 ~~**AND 231**~~)
2. 3 UNITS OF STATISTICS CHOSEN FROM MATH 230, ~~**MATH 231,**~~ PSYCH 215, SOCIOLGY 295, **BIOLOGY 303,** OR ECON 245
3. 3 UNITS OF COMPUTER SCIENCE

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:** To earn a BS degree from L&S at UWW students previously had been required to take either five units of math beyond math 141 or three units each of math and computer science. Recently, this requirement was broadened to include several statistics courses offered by various departments, the argument being that they were sufficiently quantitative. For consistency sake, Biology 303, Biostatistics, should also be included as an option because this course covers the basic topics included in most statistics courses (e. g., probability, distributions, and various methods of both parametric and non-parametric hypothesis testing (t-tests, ANOVA, chi-squared tests, etc.)) but in the context of biological applications. Please see the attached syllabus for a complete list of topics.

3. **Rationale:** BIOLOGY 303 covers proposed change would affect only a minority of biology majors inasmuch as Math 152 is a unique requirement for all biology emphases. However, if a student tests out of Math 152, they are still required to take five units of a combination of math, computer science or statistics. In their case, the most likely statistics course they would take is Biology 303, and so we request that it be added to the list of suitable statistics courses to satisfy this BS requirement. We attach a sample syllabus for reference. Given the pre-requisites for this course (Biology 141, Biology 142 and Math 141), it is unlikely that students other than Biology majors and minors and Environmental Science majors would take this course.

4. **Cost Implications:** None. This situation arises rarely, and students are required to take statistics in all biology emphases. The only difference is that we propose that the statistics course now be allowed to help satisfy the L&S BS requirement regarding quantitative reasoning.

Biology 303, Biostatistics

Fall 2014 Course Syllabus

Lecture: Tuesday & Thursday from 11:00 to 12:15 in 142 Upham Hall

Labs: Tues. (1D) & Thurs. (2D) from 1:00 to 2:50 in 238 Upham Hall
Note: ***Lab begins in the second week of the semester.***

Course Instructor:

Robert Kuzoff
Office: Upham Hall 307
Phone: 472-5142
E-mail: kuzoffr@uww.edu

Office Hours:

Monday - Wednesday 3:00 – 4:40

Additionally, if you have class during the above times, I'll try to accommodate any reasonable request to arrange a meeting outside of regularly scheduled office hours.

Course Text:

Baldi, B. and D. S. Moore. 2014. The Practice of Statistics in the Life Sciences, 3rd Ed. W. H. Freeman and Co., New York, NY, USA.

Course Software:

1. R (free, open source software available at *http://cran.us.r-project.org/*)
2. Microsoft Excel (available in all campus computer labs)
3. CrunchIt! 2.0 (*http://crunchit2.bfwpub.com/crunchit2/bps4e/?section_id=*)

Course Objectives: In general, we will explore a range of statistical methods and their appropriate application to biological research. Particular emphasis will be placed on:

1. introducing statistical methods that are commonly used in biological research;
2. understanding the rationale behind these procedures;
3. understanding how to select an appropriate statistical test for a given situation;
4. learning how to implement common statistical procedures using R, MS Excel, and CrunchIt! or alternative software, as needed; and
5. developing written and oral skills that are needed to communicate statistical findings in biological research.

Tentative Grading Scheme:

Tentative list of exams, quizzes, exercises, and assignments	
Three midterm exams (3 x 100)	300 pts
Final exam (comprehensive)	200 pts
In class assignments (~20 x 5)	100 pts
Homework (~15 x 2)	30 pts
Lab (explained in lab)	150 pts

- Attendance to both lecture and lab is required
- Assigned reading is required
- Assigned homework is required (I'll grade a sample of the assigned problems)
- Assignments are due at the beginning of lecture or lab, unless otherwise stated

- In class assignments may be completed individually or as a group. This will be clarified when each in class assignment is distributed.
- No make-up exams or quizzes will be given without proper written justification and prior consent of the instructor.
- Quizzes will be announced beforehand and taken at the beginning of class.
- Exams will entail two parts: (1) a take home, essay response portion; and (2) and in class portion, which includes a series of problems to be solved by hand.
- Lab will entail instruction and exercises to build skills in data analysis and to gain a working knowledge of R, MS Excel, and related software, as needed, skills tests (computer-based lab practicals), analysis of assigned problems, discussions, and presentations.

Letter grades will be based on the following scale:

A:	93-100	B-:	80-82.9	D+:	66-69.9
A-:	90-92.9	C+:	76-79.9	D:	63-65.9
B+:	86-89.9	C:	73-75.9	D-:	60-62.9
B:	83-85.9	C-:	70-72.9	F:	<60

University Policies:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

Tentative Schedule of Topics:

Lectures	Reading	Topics
Wk 1 9/4	xxvi-xxxviii	To the student: statistical thinking
	Ch 1, 5 – 30	Picturing Distributions with Graphs
Wk 2 9/9, 9/11	Ch 2, 39 – 48	Describing Distributions with Numbers - I
	Ch 2, 49 – 60	Describing Distributions with Numbers - II
	Ch 3, 65 – 74	Scatterplots and Correlation - I
Wk 3 9/16, 9/18	Ch 3, 74 – 80	Scatterplots and Correlation - II
	Ch 4, 89 – 99	Regression - I
	Ch 4, 99 – 111	Regression - II
Wk 4 9/23, 9/25	Ch. 5, 121-121	Two Way Tables
	none	*Catch up and review*
Wk 5 9/30, 10/2	none	**Exam I – September 30th**
	Ch 7, 155 – 172	Samples and Observational Studies – I
Wk 6 10/7, 10/9	Ch 8, 177 – 190	Designing Experiments - I
	Ch 8, 190 – 201	Designing Experiments - II
	Ch 9, 207 – 222	Introducing Probability - I
Wk 7 10/14, 10/16	Ch 9, 223 – 230	Introducing Probability - II
	Ch 10, 235 – 247	General Rules of Probability - I
	Ch 10, 247 – 258	General Rules of Probability - II
Wk 8 10/21, 10/23	Ch 11, 263 – 271	The Normal Distributions - I
	Ch 11, 272 – 283	The Normal Distributions - II
	Ch 13, 313 –	Sampling Distributions and the Central Limit Theorem - I

	321	
Wk 9 10/28, 10/30	Ch 13, 321 – 331	Sampling Distributions and the Central Limit Theorem - II
	none	*Catch up and review*
Wk 10 11/4, 11/6	none	**Exam II – October 30st**
	Ch 14, 335 – 347	Introduction to Inference - I
	Ch 14, 347 – 359	Introduction to Inference - II
Wk 11 11/11, 11/13	Ch 15, 363 – 387	Inference in Practice - I
	Ch 15, 363 – 387	Inference in Practice - I
	Ch 17, 411 – 430	Inference about a Population Mean - I
Wk 12 11/18, 11/20	Ch 17, 411 – 430	Inference about a Population Mean - II
	Ch 18, 437 – 455	Comparing Two Means - I
	none	*Catch up and review*
Wk 13 11/25	none	**Exam III – November 25th**
	none	**Thanksgiving Break**
Wk 14 12/2, 12/4	Ch 21, 511 – 517	The Chi Square Test for Goodness of Fit - I
	Ch 21, 518 – 526	The Chi Square Test for Goodness of Fit - II
	Ch 23, 561 – 575	Inference for Regression – I
Wk 15 12/9, 12/11	Ch 23, 575 – 588	Inference for Regression – II
	Ch 24, 597 – 622	One-Way Analysis of Variance - I
	Ch 24, 597 – 622	One-Way Analysis of Variance - II

Final Exam, Dec. 16th from 10:00 - Noon

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **COMPSCI 170** **Cross-listing:**
(See Note #1 below)

Course Title: (Limited to 65 characters) Introduction to Python Programming

25-Character Abbreviation: Intro Python Programming

Sponsor(s): Zachary Oster and Bob Kuzoff

Department(s): Computer Science and Biological Sciences

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: **Bioinformatics minor**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☐ Yes ☒ will be at future meeting

Prerequisites: MATH 141 or waiver

Grade Basis: ☒ Conventional Letter ☒ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Computer Science

Instructor: Zachary Oster, Cheng Thao, or Bob Kuzoff
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☒ General Education Option: GM

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours:	0	Total lecture hours:	48
Number of credits:	3	Total contact hours:	48

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Proposal Information: (***Procedures for form #3***)

Course justification:
Python has rapidly become one of the leading programming languages used in scientific computing, with important applications in a variety of disciplines including biology (bioinformatics), chemistry, physics, and geography (geographic information systems). Faculty from these departments have asked the Computer Science department to offer an introductory course in Python programming so that their students can make full use of the variety of tools that can be developed and integrated using Python programs.

This course is intended for a general audience. No prior programming experience is needed nor assumed. Although we hope to see students with a wide variety of interests, we expect that many students taking this course will be natural science and social science majors who may find programming skills useful in their major coursework and future careers; in particular, this is a core course in the proposed Bioinformatics minor. While this course will not count toward a Computer Science major or minor, we may advise Computer Science majors or minors who have no prior programming experience and/or limited mathematics preparation to take this course in preparation for later computer science courses.

This course will fulfill the requirements for a General Education Math/Non-Lab Science course by:

- Addressing General Education goal 8 ("Develop the mathematical and quantitative skills necessary for calculation, analysis, and problem solving and the ability to use a computer when appropriate."). Students will read and understand written problem statements, then create step-by-step procedures (i.e., programs) that can be executed by a computer to solve various mathematical, scientific, and business problems. Computers will be used extensively throughout this course.
- Building on the proficiency course MATH 141. This course will require students to apply and extend their prior knowledge of mathematical concepts such as variables and functions, and it will provide additional practice in modeling real-life problems and solving them by computation.
- Providing breadth. This course will illustrate the variety of computer programming applications in many fields and give students basic programming skills they may find useful in their own majors.

Relationship to program assessment objectives:
This course is required for the proposed Bioinformatics minor. It fulfills the "basic programming skills" objective in the Bioinformatics minor's assessment plan. Although this course is not required for and does not count toward a Computer Science major or minor, it does contribute toward objective 1 in the Computer Science assessment plan: "Each graduated student should have an understanding of the fundamental areas of the Computer Science discipline."

This course will play a role similar to the current COMPSCI 171, Introduction to Programming. Like this course, COMPSCI 171 serves a general audience, with no programming experience assumed. However, the difference between the Python (COMPSCI 170) and Visual Basic (COMPSCI 171) languages is substantial enough and the applications of the languages are different enough to warrant a separate course for each language. We also expect that these two courses will serve different populations: business majors would still take COMPSCI 171, while natural/social science majors would take COMPSCI 170 instead.

Budgetary impact:
No immediate budgetary impact is anticipated. The software needed to compile and run Python programs is available for free; this software can be installed and maintained on lab computers as part of ICIT's usual workload. Several books on Python programming are already available in the Andersen Library.

Teaching load and classroom space for this course will be covered by reallocating one or two sections of COMPSCI 171 each semester to this course. Since the Department of Computer Science currently offers three to four sections of COMPSCI 171 each semester, this will allow us to offer one to two sections of both COMPSCI 170 and COMPSCI 171 each semester. Several faculty members, including this proposal's sponsors, have sufficient experience in Python programming to teach this course.

Course description: (50 word limit)

An introduction to computational thinking and computer programming using the Python language, with applications in science, business, education, and other areas. Students will develop structured programs based on simple algorithms that involve input, output, mathematical operations, decisions, and loops. No previous programming experience is needed.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus:
See remaining pages.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Lutz, Mark. *Learning Python*. 5th ed. O'Reilly, 2013.

Python Software Foundation. *Python 3.4.2 Documentation.* Online at https://docs.python.org/3/ (last accessed October 13, 2014).

Shaw, Zed A. *Learn Python the Hard Way*. 3rd ed. Pearson/Addison-Wesley, 2013. Free version online at http://learnpythonthehardway.org/book/ (last accessed October 13, 2014).

Zelle, John. *Python Programming: An Introduction to Computer Science.* 2nd ed. Franklin, Beedle & Associates, 2010.

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Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

COMPSCI 170 – Introduction to Python Programming
(schedule to be determined)

Instructor

Dr. Zachary Oster
Email: osterz@uww.edu Website: http://cs.uww.edu/~osterz/
Office: McGraw 108 Office phone: (262) 472-5006
Office hours: Mon/Wed 11:00 a.m.-12:30 p.m., Tue/Thu 1:00-2:00 p.m.,
or email me to set up an appointment

Resources

Textbook (required): *Python Programming: An Introduction to Computer Science*, by John Zelle. 2nd ed. Franklin, Beedle & Associates, 2010.
ISBN: 978-1-59028-241-0 (available to rent from University Bookstore)

Software: IDLE development environment for Python, available in the classroom and the General Access labs (McGraw 19 and Anderson 1008).
* Python and IDLE are free software. You can download Python and IDLE onto your personal computer by going to https://www.python.org/downloads/ and clicking the button to download the latest version. Python is available for Windows, Mac OS X, Linux, and other operating systems.

Desire2Learn (D2L): You will submit your homework and you can access previous lecture notes on this course's D2L site. Go to https://d2l.uww.edu and log in with your Net-ID and password.

Prerequisites

MATH 141 (or waiver)
A student may not register for any course which is a prerequisite for another course in which credit has been earned unless prior departmental approval is obtained.

General Education

Fulfills GM requirement (General Education Math/Non-Lab Science).

Description

An introduction to computational thinking and computer programming using the Python language, with applications in science, business, education, and other areas. Students will develop structured programs based on simple algorithms that involve input, output, mathematical operations, decisions, and loops. No previous programming experience is needed.

Learning Objectives

- Develop basic algorithm design and programming skills
- Apply structured programming constructs such as selection, repetition, and procedure calls to write computer programs that solve given problems
- Be able to identify and remove errors ("bugs") in a program
- Become familiar with the Python programming language
- Know the major components of a computer as they relate to programming
- Understand the importance of program documentation

Tentative Schedule (section/chapter numbers refer to textbook)

Week 1	Basics: parts of a computer, process of writing and running programs (chapter 1)
Week 2	Writing simple programs: variables, mathematical expressions, basic input and output (sections 2.1-2.6)
Week 3	Numeric data, more advanced mathematics, and basic loops (sections 2.7 and 3.1-3.5)

Week 4	Introduction to objects and simple graphics (sections 4.1-4.5)
Week 5	More graphics practice (sections 4.6-4.8), simple string processing (sections 5.1-5.2)
Week 6	*Midterm exam 1*; strings, lists, and sequences (sections 5.3-5.6)
Week 7	Encryption and file processing (sections 5.7-5.9), preview functions (sections 6.1-6.2)
Week 8	Writing and using functions in programs (sections 6.3-6.6)
Week 9	Decision structures (chapter 7)
Week 10	Loop structures and Boolean operations (chapter 8)
Week 11	*Midterm exam 2*; introduction to simulation and top-down design (sections 9.1-9.4)
Week 12	Defining classes and using objects (sections 10.1-10.4)
Week 13	Creating a GUI from objects (sections 10.5-10.6), more on lists (sections 11.1-11.2)
Week 14	Building a calculator as a case study (section 11.5); dictionary structure (section 11.6)
Week 15	Object-oriented design concepts and case study (chapter 12)
Week 16	*Final exam (comprehensive)*

Grading *Note: Policies are tentative and may change during the course.*

Components

Homework	30%
Labs & Quizzes	20%
Midterm Exams	30% (2 @ 15% each)
Final Exam	20%

Scale

A	93-100%	B-	80-83%	D+	67-70%
A-	90-93%	C+	77-80%	D	63-67%
B+	87-90%	C	73-77%	D-	60-63%
B	83-87%	C-	70-73%	F	< 60%

Letter grade breakpoints may be adjusted down (but not up) based on the class's performance. I consider attendance, participation, effort, etc. when making decisions about borderline letter grades.

Other Policies

Attendance and Excused Absences

- You should attend every class meeting. New concepts in this class always build on older concepts. If you miss too many classes now, you may struggle later.
- If you miss class, check D2L for announcements, assignments, and lecture slides.

Absences for the following reasons will be excused:

- Attending a university-sponsored event. Advance notice is appreciated.
- Sincerely held religious beliefs, as required by Board of Regents policy. Please contact me within the first three weeks of the course to tell me which dates you need to miss for religious observances.
- Extraordinary reasons beyond your control (e.g., illness, death in family).

Homework and Labs

- Homework is due at 11:59 p.m. on the due date. Late homework is accepted for up to 2 weeks after the due date, with a penalty of 20% per week (starting the day after the due date). Exceptions are given for excused absences.
- Lab exercises are designed to be done in class. If you miss a lab for any reason, or if you cannot finish a lab during class, you must submit the lab exercise over D2L before the next class (with no late penalty) unless your absence is excused.
- All homework and labs must be submitted on D2L unless otherwise announced. If D2L is down, email to osterz@uww.edu.

- Python programs *must* follow the coding style rules for this course, which are posted on D2L. You will lose points if you do not follow these rules.
- *If a submitted program has major problems that prevent it from running, it will not be graded.* Instead, you will be given one week to "Fix and Resubmit" it for 60% credit. If you do not, you will receive no credit for that program.

Quizzes and Exams

- Unannounced quizzes may be given to test knowledge and to check attendance.
- Tentative exam dates are given in the schedule above. Any changes in exam dates will be announced at least one week in advance.
- Exams and quizzes cannot be "made up" unless your absence is excused. *If you need to miss an exam, contact me before the exam* to schedule a make-up time.

Academic Misconduct

- *You must design and write your own code for all assignments*, unless I announce otherwise. You may discuss ideas and code with tutors and other students, but do not use others' code in your work and do not write code for anyone else.
- Presenting any part of someone else's work as your own is academic misconduct. Allowing another student to present any of your work as their own is also academic misconduct. Both result in penalties as described in UWS chapter 14.
- Be aware that *students who submit copied or substantially identical assignments will, at a minimum, receive a grade of zero on the assignment and be reported to the Dean of Students Office*. There will be no exceptions to this rule.

Students with Disabilities

I aim to give every student an equal chance to succeed, regardless of physical ability. If you have a disability and need accommodations to succeed in this course, please meet with me during office hours or email me (osterz@uww.edu) as soon as possible.

Required Syllabus Statement

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non- discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; the "Student Academic Disciplinary Procedures" (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

University of Wisconsin-Whitewater
Curriculum Proposal Form #6

Other Curricular Action

Effective Term: 2157 (Fall 2015)

Description of Action: Request new prefix IEI and change ENGLISH 051-079 courses to IEI 051-079

Sponsor(s): Susan Huss-Lederman

Department(s): Languages and Literatures

College(s): Letters and Sciences

****

Proposal Information:

(***Procedures for form #6***)

Proposal: Permission is requested to make available the prefix IEI for "Intensive English Institute" for courses offered through the IEI and to change the current subject prefix for the IEI developmental courses from ENGLISH 0XX to IEI 0XX. This conversion would affect all the courses numbered 051 through 079.

Justification: Courses offered from English-051 through English-079 are primarily for students enrolled in the Intensive English Institute. English 161, 162, 163 and 164 may be taken by matriculated students or by students enrolled full-time in the IEI. Listing courses below the 100-level as IEI courses would make advising and course listing easier. Cross-listing 100-level courses would enable IEI administrators to track enrollment more easily.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

☒ Add Cross-listing *
☐ Course Deletion
☐ Number Change
☐ (other)
☐ Pre-requisite Change
☐ Technological Literacy
☐ Title Change
☐ Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): ENG 161

Cross-listing ***(if applicable)***:

New Course Number (*subject area and 3-digit course number*): **ENGLISH 161**

Cross-listing ***(if applicable)***: **IEI 161**

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits: **4**

Lab hours/week: **2**

Contact hours/week: **5**

Repeatable

Current Course Title:

New Course Title:

25-Character Abbreviation *(if new title)*:

Sponsor(s): Susan Huss-Lederman

Department(s): Languages and Literatures

College(s): Letters and Sciences

List all programs that are affected by this change:

Intensive English Institute

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☐ NA ☒ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4R***)

I. **Detailed explanation of changes** (use FROM/TO format)
FROM: **English 161**

TO: **English 161/IEI 161**

II. **Justification for action**

English 161 can be taken by students enrolled solely in the Intensive English Institute (IEI) or by matriculated students seeking a degree. Cross-listing these courses as IEI will facilitate advising and registration for students who are taking these courses as IEI students.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

☒ Add Cross-listing *
☐ Course Deletion
☐ Number Change
☐ (other)
☐ Pre-requisite Change
☐ Technological Literacy
☐ Title Change
☐ Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): ENG 162

Cross-listing ***(if applicable)***:

New Course Number (*subject area and 3-digit course number*): **ENGLISH 162**

Cross-listing ***(if applicable)***: **IEI 162**

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits: **4**

Lab hours/week: **2**

Contact hours/week: **5**

Repeatable

Current Course Title:

New Course Title:

25-Character Abbreviation *(if new title)*:

Sponsor(s): Susan Huss-Lederman

Department(s): Languages and Literatures

College(s): Letters and Sciences

List all programs that are affected by this change:

Intensive English Institute

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☐ NA ☒ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4R***)

I. **Detailed explanation of changes** (use FROM/TO format)
FROM: **English 162**

TO: **English 162/IEI 162**

II. **Justification for action**

English 162 can be taken by students enrolled solely in the Intensive English Institute (IEI) or by matriculated students seeking a degree. Cross-listing these courses as IEI will facilitate advising and registration for students who are taking these courses as IEI students.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

☒ Add Cross-listing *
☐ Course Deletion
☐ Number Change
☐ (other)
☐ Pre-requisite Change
☐ Technological Literacy
☐ Title Change
☐ Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): ENG 163

Cross-listing ***(if applicable)***:

New Course Number (*subject area and 3-digit course number*): **ENGLISH 163**

Cross-listing ***(if applicable)***: **IEI 163**

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits: **4**

Lab hours/week: **2**

Contact hours/week: **5**

Repeatable

Current Course Title:

New Course Title:

25-Character Abbreviation *(if new title)*:

Sponsor(s): Susan Huss-Lederman

Department(s): Languages and Literatures

College(s): Letters and Sciences

List all programs that are affected by this change:

Intensive English Institute

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☐ NA ☒ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4R***)

I. **Detailed explanation of changes** (use FROM/TO format)
FROM: **English 163**

TO: **English 163/IEI 163**

II. **Justification for action**

English 163 can be taken by students enrolled solely in the Intensive English Institute (IEI) or by matriculated students seeking a degree. Cross-listing these courses as IEI will facilitate advising and registration for students who are taking these courses as IEI students.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

☒ Add Cross-listing *
☐ Course Deletion
☐ Number Change
☐ (other)
☐ Pre-requisite Change
☐ Technological Literacy
☐ Title Change
☐ Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): ENG 164

Cross-listing ***(if applicable)***:

New Course Number (*subject area and 3-digit course number*): **ENGLISH 164**

Cross-listing ***(if applicable)***: **IEI 164**

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits: **2-4**

Lab hours/week: **1-2**

Contact hours/week: **2-5**

Repeatable **yes-with change in topic**

Current Course Title:

New Course Title:

25-Character Abbreviation *(if new title)*:

Sponsor(s): Susan Huss-Lederman

Department(s): Languages and Literatures

College(s): Letters and Sciences

List all programs that are affected by this change:

Intensive English Institute

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☐ NA ☒ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4R***)

I. **Detailed explanation of changes** (use FROM/TO format)
FROM: **English 164**

TO: **English 163/IEI 164**

II. **Justification for action**

English 164 can be taken by students enrolled solely in the Intensive English Institute (IEI) or by matriculated students seeking a degree. Cross-listing these courses as IEI will facilitate advising and registration for students who are taking these courses as IEI students.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **ENGLISH 272** **Cross-listing:** **FILM 272**
(See Note #1 below)

Course Title: (Limited to 65 characters) Critical Writing in Multimedia Contexts

25-Character Abbreviation: Critical Wrtng Multimedia

Sponsor(s): Janine Tobeck

Department(s): Languages & Literatures

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: Professional Writing and Publishing, Film Studies

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☒ Yes ☐ will be at future meeting

Prerequisites: ENGLISH 102, 105, OR 162

Grade Basis: ☒ Conventional Letter ☐ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Languages and Literatures

Instructor: Janine Tobeck, Donald Jellerson, or Anna Hajdik
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☒ General Education Option: GH
Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours:		Total lecture hours:	48
Number of credits:	3	Total contact hours:	48

Can course be taken more than once for credit?

☒ No ☐ Yes

Proposal Information: (***Procedures for form #3***)

Course justification: This course will serve the major and minor in Professional Writing and Publishing, the minor in Film Studies, and General Education as a general humanities (GH) elective. The course will provide students with foundational skills in constructing analyses that both participate in and take account of multimodal contexts. In today's world, analytical and persuasive writing takes many forms within many different discourse communities. Meaning and knowledge are created with more than words on paper; more often than not, we generate meaning from the interaction of language with visual images and sound in a highly mediated context. Whether we listen to NPR, get our news from the internet, acquire cultural information from picture-filled magazines, or learn history from television and film, we are participating in knowledge economies that are at once linguistic, visual, and auditory. Given this deeply layered remediation of information, how do we select the information we need? How do we know what qualifies as legitimate? How do we know who's really speaking? How should we determine which cultural products to value and which to ignore? How do we analyze the dizzying array of informational and cultural products with which we are presented every day? In short, how can we talk back to culture intelligently even as we must speak within culture's already complex fields of reference and within culturally determined forms?

Each section of *Critical Writing in Multimedia Contexts* will present an array of multimodal sources (film, television, sequential art, web narratives, games, print) in order to provide a rich but thematically unified field of informational and aesthetic products within which students can productively ask and answer the questions above. Students will practice writing in multimodal contexts with careful attention to how form and context help determine the meaning of what they write, and they will craft analyses that take account of forms, genres, discourse contexts, and delivery modes. Students will…

- develop skills in writing analytically in multiple modes for diverse audiences.
- hone the ability to think critically about form, context, visuality, and the production of meaning.
- learn to identify and join discourse communities effectively and persuasively.

Relationship to Program Assessment Objectives:

LEAP Outcomes

Critical Writing in Multimedia Contexts serves LEAP objectives as well. For instance, in the LEAP category of "Intellectual and Practical Skills," the course will provide students with explicit instruction in "inquiry and analysis," "critical thinking," and "written and oral communication." Through its analysis of cultural transmission by means of the visual and narrative conventions of particular genres and discourses, the course provides an opportunity for students to become critical consumers and analysts of media, allowing them to develop "skills for lifelong learning."

Professional Writing and Publishing Learning Outcomes

Professional Writing Majors will emerge from the program with the ability to:

1. **read closely** read texts closely for nuances of language, content, and form
2. **write effectively** produce clear and coherent prose demonstrating effective use of grammar and style
3. **construct arguments** execute well-structured, thesis-driven interpretations based on textual evidence
4. **conduct research** develop extended arguments that take account of existing scholarly conversations
5. **analyze conventions** analyze texts using an understanding of generic conventions and literary devices
6. **place literary traditions** situate major texts within the contexts of the literature of the British Isles and the U.S.
7. **demonstrate awareness of English as a language**, including its systematic structure, history, and uses
8. **write and edit** documents to a professional standard in multiple formats
9. **use technology** employed by professional writers in a variety of media
10. **collaborate effectively** orally and in writing, individually and within groups
11. **analyze discourse** used in diverse contexts with attention to audience, purpose, and formal convention

Critical Writing in Multimedia Contexts will provide explicit, foundational instruction in the first five of the above outcomes (SLO 1-5) focused specifically towards the kinds of reading, writing, argumentation, research, and analysis that professional writers will encounter in digitally saturated environments. In addition, the course will feature introductory instruction in writing in a variety of contexts (SLO 8) and discourse analysis (SLO 11).

Film Studies Learning Outcomes

Students emerge from the Film Studies minor with the ability to:

1. demonstrate knowledge of the historical development and cultural impact of film as an art form
2. demonstrate a familiarity with the collaborative processes through which films are constructed
3. critically interpret films and clearly express those interpretations orally and in writing
4. employ the specialized vocabularies and methodologies used by Film Studies scholars
5. engage with questions of ethics and social justice through representations of class, race, and gender on film
6. analyze various cinematic narrative conventions.

Specific course objectives for *Critical Writing in Multimedia Contexts*:

1. Develop understanding of—and ability to analyze based on—generic form as a narrative device, production strategy, and marketing tool (SLO 1, 2, 6).
2. Analysis of the aesthetic history of visual narrative genres and their changing roles over time as a reflection of, outlet for, and critique of societal preoccupations and norms (SLO 1, 5, 6).
3. Develop skills in the critical interpretation of visual narratives in order to gauge the impact of media culture upon our values and the possibilities for their expression (SLO 3, 4, 5).

General Education Outcomes

As the above indicates, *Critical Writing in Multimedia Contexts* serves general education goals. In particular, the course will advance students' ability to…

- think critically and analytically integrate and synthesize knowledge
- acquire a base of knowledge common to educated persons and the capacity to expand that base
- communicate effectively in written, oral, and symbolic form
- appreciate the fine and performing arts.

FILM / ENGLISH 272 will supplement GENED 110 insofar as it promises to expand the mandate to explore "the role of art" in society by expanding the category of "visual art" to include cinema. In its focus on cinematic art as a culturally situated social product, FILM 272 will also provide a rich opportunity for students to apply knowledge gained in GENED 120 and 130 to mediatized environments. FILM 272 will also join courses such as PHILSPHY 121 *Truth and the Media* in expanding the range of general humanities (GH) courses that focus on critical thinking in mediatized and visually saturated environments, offering a much-needed expansion of our courses focusing on media literacy.

Budgetary impact: This course will be taught by existing faculty. It will replace one section of ENGLISH 271 (which will run at four sections per year instead of five), so no additional expenditure will be necessary.

Course description: (50 word limit) In this course, students will learn to conceptualize, structure, and produce analytical writing in multiple forms within digital contexts. Since such contexts are often multi-modal—layered with visual images as well as sound—instruction will include the analysis and appropriation of the visual and auditory in critical writing.

Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

CRITICAL WRITING IN MULTIMEDIA CONTEXTS

THE WORKS OF JOSS WHEDON

English & Film 272 • Fall 2015 • MW 2:15–3:30 • Heidi 203

DONALD JELLERSON
EMAIL: jellersd@uww.edu
OFFICE: Laurentide 3217
HOURS: M–Th 12:30–1:30

SECONDARY:
Practices of Looking (2001)
Reading Joss Whedon (2014)
FILMS:
The Cabin in the Woods (2012)
Serenity (2005)
TELEVISION:
Dollhouse (2009–2010)
Buffy the Vampire Slayer (1997–2003)
Firefly (2002)
GRAPHIC NOVELS:
Astonishing X-Men (2004–2008)
NOVEL:
Pattern Recognition (2003)

COURSE DESCRIPTION:

This course will help you write analyses that both participate in and take account of multimodal contexts. In today's world, analytical and persuasive writing takes many forms within many different discourse communities. Meaning and knowledge are created with more than words on paper; more often than not, we generate meaning from the interaction of language with visual images and sound in a highly mediated context. Whether we listen to NPR, get our news from the internet, acquire cultural information from picture-filled magazines, or learn history from television and film, we are participating in knowledge economies that are at once linguistic, visual, and auditory. Given this deeply layered remediation of information, how do we select the information we need? How do we know what qualifies as legitimate? How do we know who's really speaking? How should we determine which cultural products to value and which to ignore? How do we analyze the dizzying array of informational and cultural products with which we are presented every day? In short, how can we talk back to culture intelligently even as we must speak within culture's already complex fields of reference and within culturally determined forms?

HOW DO WE ACCOUNT FOR CONTEXT?

The multimodal cultural products attached to the name of Joss Whedon—in film, television, sequential art, web series, and print—will provide us with a rich field within which to ask the questions above. But we will not be satisfied with asking questions. We will practice writing in multimodal contexts with careful attention to how form and context help determine the meaning of what we write, and we will carefully craft analyses that take account of forms, genres, discourse contexts, and delivery modes.

CAN WE MEASURE CULTURAL VAULE?

COURSE OBJECTIVES:

- develop skills in writing analytically in multiple modes for diverse audiences
- hone ability to think critically about form, context, visuality, and the production of meaning
- learn to identify and join discourse communities effectively and persuasively

GRADING: Writing Assignments 60% Final Analysis 30% Participation 10%

GRADE 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 = 60–69	F = < 60

Description of Assignments:

Formal Analysis assignments are occasions to practice analyzing works according to their formal conditions. They are thus opportunities for you to think about how form determines how we understand and derive meaning from various modes of communication. Here are some of the topics that we will cover in class and that you can use to focus your formal analysis:

The relationship between medium and message
—the production of meaning though visual codes
—the relationship between aesthetics and ideology
—the production of meaning through narrative form
—the relationships among medium, narrative, and reception
—the relationships among visual "rhetoric," the written, and the spoken
—presumed authority and legitimacy of modes and genres

Theoretical Analysis assignments are short essays in which you will apply theoretical concepts to the works under discussion. Here are some of the topics that we will cover in class and that you can use to focus your theory-based analysis:

The differential application of analytical paradigms to multimodal forms
—visual and narrative pleasure as practice; theories of practice (Bourdieu)
—applying identification theory to the visual (Freud and Lacan)
—separating out visual pleasure from narrative pleasure (Barthes)
—the relationship between visual pleasure and narrative pleasure (Metz)
—production and reception: the presumed and the actual spectator (Bordwell)
—the (presumed) ideal spectator and the gendered gaze (Mulvey)
—aesthetic ideology (Adorno and Althusser)

Cultural Analysis assignments are short essays in which you will analyze a visual narrative by taking account of the cultural moment in which it was generated and/or the historically deeper narrative patterns that it draws upon, reframes, resists, or celebrates. Here are some of the topics we will cover in class and that you can use to focus your cultural analysis:

A. *The topical narrative and structures of allusion*
—historicizing through contemporary visual allusions
—historicizing through aesthetic styles and motifs
—historicizing through narrative tropes
—historicizing through the evolution of genre
—historicizing through auteur analysis

B. *The deep narrative and mythic ideologies*
—separating out the topical from the mythic
—"mythos" as shared narratives and beliefs
—how visual coding signals mythic narrative
—how linguistic coding signals mythic narrative
—the allusive, typological, and allegorical

Final Paper. In your final paper for the class, you will produce an analytical review that puts formal, theoretical, and cultural analysis to use at the same time. I will say more about this as the time approaches. We will read and discuss models.

SCHEDULE:

Week One	"Introduction" to *Practices of Looking* (pp. 1–10)	
Week Two	"Practices of Looking: Images, Power, Politics" (pp. 10–42) *Astonishing X-Men*	
Week Three	"Viewers Make Meaning" (pp. 45–70) *Astonishing X-Men*	formal analysis
Week Four	"Spectatorship, Power, and Knowledge" (pp. 72–106) [Your Media Experience]	
Week Five	"The Mass Media and the Public Sphere" (pp. 151–186) *Serenity*	theory analysis
Week Six	"Consumer Culture and the Manufacturing of Desire" (pp. 189–235) *Buffy the Vampire Slayer* (selections)	
Week Seven	"Superhero Self-Fashioning" *Buffy the Vampire Slayer* (selections)	cultural analysis
Week Eight	"Echo, Narcissus, and the Male Gaze in *Dollhouse*" *Dollhouse* (selections)	
Week Nine	"The Contested Feminism of Joss Whedon" *Dollhouse* (selections)	formal analysis
Week Ten	"Of Formats, Franchises, and Fox" *Firefly*	
Week Eleven	"Postmodernism and Popular Culture" (pp. 237–277) *Firefly*	cultural analysis
Week Twelve	Identity and the Postmodern: *Pattern Recognition* William Gibson, *Pattern Recognition*	
Week Thirteen	William Gibson, *Pattern Recognition* William Gibson, *Pattern Recognition*	theory analysis
Week Fourteen	"Meta-Horror, Genre hybridity, and Reality TV Critique in…" *The Cabin in the Woods*	
Week Fifteen	Developing Your Critique: Final paper	draft due
Exam Day		final paper due

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

Class Requirements:

Attendance is mandatory. I will forgive up to *three* absences for school sanctioned events, sickness, or emergencies. Your course grade will decrease by 3% for every missed class beyond three. (See the category of "attendance" on the D2L grade sheet.) If you miss eight or more classes, you will automatically fail the course. Please note that this is an absolute measure. Use your three forgiven absences wisely. After you use them, you must be prepared to take the reduction in your overall grade for any further absences, regardless of how reasonable your excuse may be. If you foresee a difficulty with this policy as it relates to your schedule, please speak to me in person.

Lateness is an interruption, and leaving early similarly disrupts the class. Please do not be late. Two occasions of lateness (or leaving early) will count as an absence.

Electronics. Since thoughtful listening and responding will be instrumental to the success of our course, you should not use cell phones, laptops, or other electronic instruments in class.

Plagiarism. Presenting someone else's work as your own, not citing sources of information and ideas that you use in your papers, is plagiarizing, and plagiarized papers automatically fail. Even when you use your own wording for someone else's ideas (a paraphrase or summary, for instance), you need to cite the source.

Formal Analysis assignments are due by class time in the D2L dropbox. They should be more than 750 words—two to three pages, double-spaced, in Times New Roman 12 point font, with one inch margins. **You must embed at least one visual or aural object (e.g. a screen grab) in your paper.** If you can't make the class, your short analysis is still due by class time. They will be graded on a scale of one to ten. Since they are tied to days that we're discussing material, I cannot accept late assignments.

Theory Analysis assignments are due by class time in the D2L dropbox. They should be at least 750 words—three pages, double-spaced, in Times New Roman 12 point font, with one inch margins. **You must embed at least one visual or aural object (e.g. a screen grab) in your paper.** If you can't make the class, your theory analysis is still due by class time. They will be graded on a scale of one to ten. Since they are tied to days that we're discussing material, I cannot accept late assignments.

Cultural Analysis assignments are due by class time in the D2L dropbox. They should be at least 750 words—three pages, double-spaced, in Times New Roman 12 point font, with one inch margins. **You must embed at least one visual or aural object (e.g. a screen grab) in your paper**. If you can't make the class, your theory analysis is still due by class time. They will be graded on a scale of one to ten. Since they are tied to days that we're discussing material, I cannot accept late assignments.

Final Paper. In your final paper for the class, you will produce an analytical review that puts formal, theoretical, and cultural analysis to use at the same time. I will say more about this as the time approaches. We will read and discuss models. These are due on our exam day in the D2L dropbox. They should be at least 2000 words, in Times New Roman 12 point font, with one inch margins.

Bibliography:

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Stevens, Mitchell. *The Rise of the Image and the Fall of Language*. Oxford UP, 1998
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Stillinger, Jack. *Multiple Authorship and the Myth of Solitary Genius*. Oxford, UK: Oxford UP, 1991.
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Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **FILM 483** **Cross-listing:**
(See Note #1 below)

Course Title: (Limited to 65 characters) Cinema Auteurs

25-Character Abbreviation: Cinema Auteurs

Sponsor(s): Donald Jellerson

Department(s): Languages & Literatures

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: Film Studies

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☒ Yes ☐ will be at future meeting

Prerequisites: Junior or Senior status or consent of instructor

Grade Basis: ☒ Conventional Letter ☐ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Languages and Literatures

Instructor: Donald Jellerson
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☐ General Education Option:
Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours:		Total lecture hours:	48
Number of credits:	3	Total contact hours:	48

Can course be taken more than once for credit?

☒ No ☐ Yes

Proposal Information: (***Procedures for form #3***)

Course justification: This course will serve the minor in Film Studies. Currently, Film Studies has no course dedicated to the analysis of cinema in an international context, and this course will fill that gap. Although the United States has been the dominant force in the development of film as an art form over the last century, many other nations have contributed to that development and significantly expanded the possibilities for cinematic expression. The French, German, Italian, Russian, Indian, Australian, Japanese, and Chinese film traditions, for instance, have exerted a major influence on cinematic visual styles and narrative conventions. In order to capture this influence, sections of *Cinema Auteurs* will adopt a comparative approach. That is, students will compare Hollywood films and films from other traditions. This can be done by comparing the works of two filmmakers, one from the U.S. and one from abroad (e.g. Francis Ford Coppola and Wong Kar-wai), or by examining the works of one filmmaker who has worked in both Hollywood and other traditions (e.g. Ang Lee). The syllabus below, for instance, follows the work of a mid-century filmmaker whose work includes films in English, French, Dutch, and Italian.

The Film Studies minor has grown rapidly since it began in January of 2014. In the first semester, courses counting toward the Film Studies minor enrolled around 230 students. In the second semester, we increased the number of courses offered and enrolled over 350 students. Film Studies launched four new 300-level courses and each of them filled to capacity. This enthusiastic reception vindicates our initial estimation that the study of cinema and visual narratives needed to find a home at UW-Whitewater, as it has at other campuses in the UW-System (Madison, Milwaukee, Oshkosh, Parkside, Platteville). Our success also challenges us to think about the ways in which we can better serve our students by expanding our array of courses. At the moment, we only have one 400-level course. *Cinema Auteurs* would give students another opportunity to study film at an advanced level, and it would add much-needed breadth to our program by including a sustained consideration of cinematic traditions outside the United States.

In *Cinema Auteurs*, students will…

- Analyze cinema in an international context.
- Master methods of film analysis with an emphasis on auteur analysis.
- Deploy advanced terms and techniques of film interpretation.
- Structure compelling readings of films and film scholarship.

Relationship to Program Assessment Objectives:

Film Studies Learning Outcomes

Students emerge from the Film Studies minor with the ability to:

1. demonstrate knowledge of the historical development and cultural impact of film as an art form
2. demonstrate a familiarity with the collaborative processes through which films are constructed
3. critically interpret films and clearly express those interpretations orally and in writing
4. employ the specialized vocabularies and methodologies used by Film Studies scholars
5. engage with questions of ethics and social justice through representations of class, race, and gender on film
6. analyze various cinematic narrative conventions.

Course objectives for Film 483 *Cinema Auteurs* in relation to Film Studies Student Learning Outcomes

—improved ability to generate and express nuanced interpretations of cinematic works (SLO 1)
—develop understanding of films as historically and culturally situated (SLO 2)
—learn to analyze with an awareness of the situated context of film production (SLO 3)
—critical read and intervene in the discourses of film analysis (SLO 4)
—develop a reading of how the cinema both critiques and supports ideologies (SLO 5)
—refine understanding of the preoccupations of classical Hollywood cinema and how films within this category respond to, celebrate, and critique culture. (SLO 6)

LEAP Outcomes

Cinema Auteurs serves LEAP objectives as well. The course will provide students with explicit instruction in "inquiry and analysis," "critical thinking," and "written and oral communication." Through its analysis of cultural transmission by means of the visual and narrative conventions of particular genres and discourses, the course provides an opportunity for students to become critical consumers and analysts of media, allowing them to develop "skills for lifelong learning."

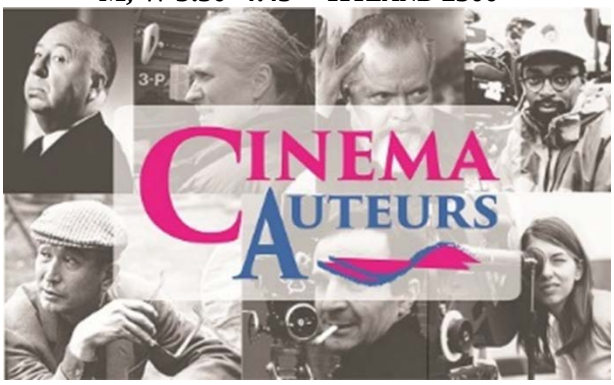
Budgetary impact: This course will be taught by existing faculty. It will require an annual commitment of .11 FTE (to be accomplished by shifting one faculty member from one section of 100-level Freshman Writing course, which will be filled by academic staff or faculty).

Course description: (50 word limit) In Cinema Auteurs, students will learn to analyze film in international contexts. The course will either focus on a director whose work crosses national and language boundaries or compare two established film directors, one working in English and one working in another language.

Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

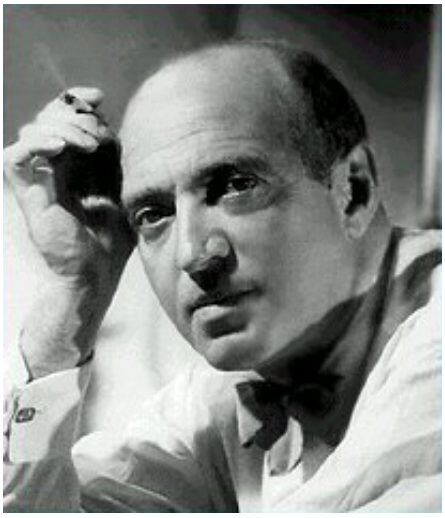
FILM 483

M, W 3:30–4:45 HYLAND 2300



DR. DONALD JELLERSON

OFFICE: 3217 LAURENTIDE
HOURS: M, W 11:00–12:30
HOURS: T, TH 12:30–1:30



GERMAN
Liebelei (1933)
ENGLISH
Letter from an Unknown Woman (1948),
Caught (1949), *The Reckless Moment* (1949)
FRENCH
La Ronde (1950), *Le Plaisir* (1952),
Madame de… (1953), *Lola Montes* (1955)

COURSE DESCRIPTION: In this version of *Cinema Auteurs*, we will examine the films of Max Ophüls and the critical opinion surrounding them. Ophüls started making films in Germany, where he had been working as an actor and director for the theatre. He moved to France in advance of the rise of the Nazi party. After the fall of France to Germany, he fled to the United States through Switzerland and Italy. He eventually returned to France in 1950. Since he lived and worked in several countries, Ophüls left a rich legacy of films in several languages (German, Dutch, French, Italian, English). Studying this body of work allows us to think about the international context in which the "Classical Hollywood Cinema" style developed, and it will help us think about how film represents particular times and cultures as well as how it constructs and renders transcultural motifs.

Your goals in the course can be summarized as follows:

- Analyze mid-century cinema in an international context.
- Master methods of film analysis such as gender and auteur analysis.
- Deploy advanced terms and techniques of film interpretation.
- Structure compelling readings of films and film scholarship.

GRADING short analysis 60% final paper 40%

GRADE 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 = 60–69	F = < 60

SCHEDULE		***text***	***secondary***	***assignment***
September	3rd W	Introductions		
	8th M	*Liebelei*	Film Analysis Terms	
	10th W	*Le Plaisir*	Film Analysis Techniques	
	15th M	*Le Plaisir*	Johnson, "Narrative, Spectacle…"	
	17th W	*Le Plaisir*		short analysis
	22nd M	*Letter from an Unknown Woman*		
	24th W	*Letter from an Unknown Woman*		
	29th M	*Letter from an Unknown Woman*	Duncan, "Tears, Melodrama …"	
October	1st W	*Letter from an Unknown Woman*		short analysis
	6th M	*Letter from an Unknown Woman*		
	8th W	*Letter from an Unknown Woman*	Jellerson, "Hysteria and the Camera…"	
	13th M	*Caught*		
	15th W	*Caught*		short analysis
	20th M	*Caught*	Studlar, "Ophuls Fashions Femininity…"	
	22nd W	*Caught*		
	27th M	*The Reckless Moment*	Paul, "Off the Deep End…"	
	29th W	*The Reckless Moment*		short analysis
November	3rd M	*La Ronde*		
	5th W	*La Ronde*		
	10th M	*La Ronde*	Metz, "Who Am I in This Story…"	
	12th W	*La Ronde*		short analysis
	17th M	*Lola Montes*		
	19th W	*Lola Montes*		
	24th M	*Lola Montes*	Muller, "The Making of…Lola Montes"	
	26th W	*Lola Montes*		short analysis
December	1st M	*Earrings of Madame de…*		
	3rd W	*Earrings of Madame de…*	Mulvey, "Earrings…"	
	8th M	*Earrings of Madame de…*		
	10th W	*Earrings of Madame de…*		
	Exam Day			final paper

Class Requirements:

Attendance is mandatory. I will forgive up to *three* absences for school sanctioned events, sickness, or emergencies. Your course grade will decrease by 3% for every missed class beyond three. (See the category of "attendance" on the D2L grade sheet.) If you miss eight or more classes, you will automatically fail the course. Please note that this is an absolute measure. Use your three forgiven absences wisely. After you use them, you must be prepared to take the reduction in your overall grade for any further absences, regardless of how reasonable your excuse may be.

Lateness is an interruption, and leaving early similarly disrupts the class. Please do not be late. Two occasions of lateness (or leaving early) will count as an absence.

Electronics. Since thoughtful listening and responding will be instrumental to the success of our course, you should not use cell phones, laptops, or other electronic instruments in class.

Readings: The critical readings (listed in the bibliography below) will be available in PDF on D2L.

Short Analysis assignments provide six opportunities to hone your analytical abilities by generating readings of films in which you will demonstrate an awareness of cinematic technique, cultural reference points, and scholarly opinion. I will drop the lowest grade of the six. These papers should be more than 750 words—two to three pages, double-spaced, in Times New Roman 12 point font, with one inch margins. If you can't make the class, your analysis is still due by class time. *You must submit these in Microsoft Word format.* They will be graded on a scale of one to ten. Since they are tied to days that we're discussing material, I cannot accept late assignments. I will post instructions for these on D2L. I will also discuss them in class.

Final Paper. At the end of the semester, you will closely analyze one film for key motifs. Your analysis will take account of cinematic technique (sound, editing, cinematography, and *mise-en-scène* choices). You will also take account of the film's cultural reference points and the scholarly opinion surrounding the film. Your final paper should be at least 2000 words, double-spaced, in Times New Roman 12 point font, with one inch margins. I will say more about this in class as the time approaches, and I will post instructions on D2L.

Plagiarism. Presenting someone else's work as your own, not citing sources of information and ideas that you use in your papers, is plagiarizing, and plagiarized papers automatically fail. Even when you use your own wording for someone else's ideas (a paraphrase or summary, for instance), you need to cite the source.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures"(UWS Chapter 17).

Bibliography:

Duncan, Pansy. "Tears, Melodrama And 'Heterosensibility' in *Letter From an Unknown Woman*." *Screen* 52.2 (2011): 173-192.

Jellerson, Donald. "Hysteria And The Camera In *Letter from an Unknown Woman*." *Quarterly Review of Film and Video* 28.1 (2011): 13-27.

Johnson, Catherine. "Narrative, Spectacle, and the Sexes in Ophuls' *Le Plaisir*." *Film Criticism* 4.3 (1980): 17-24.

Metz, Walter C. "'Who am I in this Story?' On the Film Adaptations of Max Ophuls." *Literature Film Quarterly* 34.4 (2006): 285-293.

Müller, Martina. "The Making Of Max Ophuls' Lola Montès/Lola Montez." *Arizona Quarterly: A Journal Of American Literature, Culture, And Theory* 60.5 (2004): 25-42.

Mulvey, Laura. "*The Earrings of Madame de ….*" *Film Quarterly* 62.4 (2009): 16-19.

Paul, William. "Off the Deep End Far from Heaven: Social Topography in *The Reckless Moment*." *Arizona Quarterly: A Journal of American Literature, Culture, and* Theory 60.5 (2004): 43-63.

Studlar, Gaylyn. "Max Op(h)uls Fashions Femininity." *Arizona Quarterly: A Journal of American Literature, Culture, and Theory* 60.5 (2004): 65-86.

White, Susan. *The Cinema of Max Ophuls: Magesterial Vision and the Figure of Woman*. New York: Columbia University Press, 1995.

Relationship to program learning objectives: Film 483 will serve the Student Learning Outcomes (SLOs) for the Film Studies minor.

FILM STUDIES MINOR
STUDENT LEARNING OUTCOMES (SLOs)

1 critically interpret films and clearly express those interpretations orally and in writing
2 demonstrate knowledge of the historical development and cultural impact of film as an art form
3 demonstrate a familiarity with the collaborative processes through which films are constructed
4 employ the specialized vocabularies and methodologies used by film studies scholars
5 engage with questions of ethics and social justice through representations of culture on film
6 analyze a range of cinematic visual styles, narrative conventions, and generic trends

Specific Course objectives for Film 483: Cinema Auteurs

—improved ability to generate and express nuanced interpretations of cinematic works (SLO 1)
—develop understanding of films as historically and culturally situated (SLO 2)
—learn to analyze with an awareness of the situated context of film production (SLO 3)
—critical read and intervene in the discourses of film analysis (SLO 4)
—develop a reading of how the cinema both critiques and supports ideologies (SLO 5)
—refine understanding of the preoccupations of classical Hollywood cinema and how films within this category respond to, celebrate, and critique culture. (SLO 6)

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

☐ Add Cross-listing *
☐ Course Deletion
☐ Number Change
☐ (other)

☒ Pre-requisite Change
☐ Technological Literacy
☐ Title Change
☐ Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): FILM 485

Cross-listing ***(if applicable)***:

New Course Number (*subject area and 3-digit course number*):

Cross-listing ***(if applicable)***:

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits:

Lab hours/week:

Contact hours/week:

Repeatable

Current Course Title: Film Theory

New Course Title:

25-Character Abbreviation *(if new title)*:

Sponsor(s): Donald Jellerson

Department(s): Languages and Literatures

College(s): Letters and Sciences

List all programs that are affected by this change:

Film Studies Minor

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☐ NA ☒ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4R***)

I. **Detailed explanation of changes** (use FROM/TO format)

FROM: PREREQ: 9 UNITS FROM COMM 236, COMM 249, ENGLISH 266, FILM 350, FILM 352, FILM 354; OR CONSENT OF INSTRUCTOR

TO: PREREQ: JUNIOR OR SENIOR STATUS OR CONSENT OF INSTRUCTOR

II. **Justification for action**

Initially, *Film Theory* was designed as a "capstone," and it therefore required prerequisites within the minor. This created a steep entry bar for the course, and the plan was for the Film Studies Coordinator to run the course as an overload (presuming 5-8 students in each section of the course for the first few years). Enrollment in Film Studies, however, has been more robust than was anticipated. *Film Theory* enrolled 16 students the first time it was offered. With the demand for Film Studies courses strong and increasing, it appears possible and desirable to run the course as a regular offering rather than a small seminar overload as initially planned. In order to facilitate this, we wish to make the prerequisite structure more inclusive and invite advanced students to register for the course regardless of major or minor. Film Studies has created pedagogical supports (such as a new section of the website serving as a primer for film analysis terms and techniques, www.uww.edu/cls/film-studies/analysis-guide) that will help students who have not had significant film analysis experience get up to speed more efficiently, and the prerequisite of "junior or senior status" will ensure that students in the course will enter, on average, with more developed writing and critical thinking abilities. With the addition of more careful attention to scaffolding within the course itself (accomplished by minor adjustments to the assignment structure), *Film Theory* will be able to accommodate a broader range of students.

Film Studies is also adding FILM 483 *Cinema Auteurs* to the 400-level in response to high demand for film courses and to internationalize the Film Studies curriculum. Rather than keeping *Film Theory* as the sole, 400-level "capstone," then, *Film Theory* and *Cinema Auteurs* would become equal options for a 400-level requirement in the minor. Each of the courses will carry the "junior or senior status" prerequisite.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2151 (Spring 2015)

Type of Action: Change in Minor

Degree: Minor

Program Title: Film Studies

GPA Requirement for the Major/Submajor: 2.0

Sponsor(s): Donald Jellerson, Janine Tobeck

Department(s): Languages and Literatures

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 24 After change 24

1. Exact description of request:

a. Add ENGLISH / FILM 272, *Critical Writing in Multimedia Contexts*, to Film Studies Minor.
b. Add FILM 483, *Cinema Auteurs*, to Film Studies Minor.
c. Change GPA Requirement for Film Studies Minor from 2.5 to 2.0.
d. Change course requirement structure for Film Studies Minor.

From (as listed in catalog and on AR)

- GPA: 2.500 required

NOTE: NO COURSE CAN FULFILL MORE THAN ONE REQUIREMENT IN THE MINOR WITH THE EXCEPTION OF FILM 350 AND FILM 352, WHICH MAY BE REPEATED AS ELECTIVES WITH A CHANGE IN TOPIC.

MINOR - 24 UNITS

1. PREP: HISTRY 110 OR ARTHIST 203 OR FILM 110
2. INTRO: COMM 236 OR COMM 249
3. CULTURE: ENGLISH 266 OR FILM 352
4. GENRE: FILM 350 OR FILM 354
5. SELECT 9 UNITS ELECTIVES FROM:
   COMM 236, 249, 346; ENGLISH 266, 376; FILM 350, 352, 354, 356
6. FILM 485

To (to be listed in catalog and on AR) Deletions struck through and **additions highlighted and in bold**.

- ~~GPA: 2.500 required~~ **GPA: 2.000 required**

NOTE: NO COURSE CAN FULFILL MORE THAN ONE REQUIREMENT IN THE MINOR WITH THE EXCEPTION OF FILM 350 AND FILM 352, WHICH MAY BE REPEATED AS ELECTIVES WITH A CHANGE IN TOPIC.

MINOR - 24 UNITS

1. PREP: HISTRY 110 OR ARTHIST 203 OR FILM 110
2. INTRO: COMM 236 OR COMM 249 **OR FILM 272**
3. C~~ULTURE: ENGLISH 266 OR FILM 352~~ **SELECT 6 UNITS GENRE & CULTURE FROM: ENGLISH 266; FILM 350, 352, 354**
4. ~~GENRE: FILM 350 OR FILM 354~~ **SEMINAR: FILM 483 OR FILM 485**
5. SELECT 9 UNITS ELECTIVES FROM: COMM 236, 249, 346; ENGLISH 266, 376; FILM **272**, 350, 352, 354, 356, **483, 485**

~~6. FILM 485~~

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

FILM 272 *Critical Writing in Multimedia Contexts* (cross-listed as ENGLISH 272) serves institutional goals as expressed by *Writing Matters*, *Writing Across the Curriculum*, and *Writing Intensive Course* initiatives. While Languages and Literatures currently provides introductory writing instruction (in English 101, 102, 105, and so on) as well as an introduction to writing in literary studies (ENGLISH 271), the University of Wisconsin-Whitewater promotes the integration of upper-level writing courses into all programs. FILM / ENGLISH 272 is a more discipline-specific writing course that takes up where the Freshman English sequence leaves off, introducing students to critical writing in media saturated environments. It thus serves Professional Writing and Publishing as well as Film Studies as a writing course that better reflects the kinds of writing contexts students will encounter in these disciplines.

FILM 483 *Cinema Auteurs* introduces students to the global range of cinematic artifacts. Syllabi for FILM 483 use one of the following two paradigms:

a. Students examine key films from two directors (one in the U.S. and one abroad).
b. Students examine key films from a director who has worked both in the U.S. and abroad.

This international emphasis (in the comparative mode) is a crucial component of the analysis of film that is currently underemphasized in the Film Studies program. Introducing students to the interpretation of film in an international context responds to student learning in key areas of a well-rounded, liberal education. These areas are best expressed in the LEAP initiative in goals such as "knowledge of human cultures" and "intercultural knowledge and competence." We believe that film can be a remarkably effective way to enhance learning in such areas, and it is time to include such a course, especially given how it can advance institutional goals related to inclusion and intercultural awareness.

The other two initiatives covered by this document (change in GPA requirement and course requirement structures) are underwritten by a desire to make the Film Studies minor more inclusive and enhance opportunities for students to construct productive, individualized paths through the minor.

Rationale:

ADDITION OF ENGLISH / FILM 272 *CRITICAL WRITING IN MULTIMEDIA CONTEXTS*:
As the course proposal outlines, ENGLISH / FILM 272 responds to both the Professional Writing and Publishing and the Film Studies program goals and learning objectives. Professional Writing and Publishing currently relies on ENGLISH 271 *Critical Writing in the Field of English* to introduce students to writing in the discipline. Because ENGLISH 271 is a course based on instruction in writing about literature, however, it best serves the English Literature and English Education tracks. Students in Professional Writing and Publishing are better served by a critical writing course that offers instruction in critical writing in and about the kind of mediatized environments in which they are likely to work once they graduate. Film Studies as yet has no course specifically focused on critical writing about visual narratives. ENGLISH / FILM 272 would thus serve the needs of students in both Professional Writing and Publishing and Film Studies.

ADDITION OF FILM 483 *CINEMA AUTEURS*:
As described above and in the course proposal document, *Cinema Auteurs* would provide a key component to the Film Studies program that would promote intercultural competencies and "knowledge of human cultures" in an interdisciplinary learning environment. This serves crucial Film Studies learning objectives such as the enhanced understanding of the "historical development and cultural impact of cinema as an art form" and enhanced engagement with "questions of ethics and social justice through representations of culture on film." Please see the course proposal for specific justifications and alignment with institution and program goals. FILM 483 would become an option at the 400-level with the current FILM 485 *Film Theory*.

CHANGE IN GPA REQUIREMENT:

After the first semester of Film Studies courses, it has become clear that there is little value in requiring a higher GPA for the Film Studies program than is required for students in the University as a whole. If Film Studies were to require a higher GPA, it might well become desirable to either put mechanisms in place whereby the program could assist at-risk students who may fall below the acceptable limit or to position the program as more exclusive than others. Because it has become clear that Film Studies is serving a wide range of students from a broad spectrum of majors, we do not anticipate developing a program for at-risk students, nor do we wish to build a program on exclusivity. We therefore prefer to lower the GPA requirement to the University's acceptable lower limit (2.0).

CHANGE IN COURSE REQUIREMENT CATEGORIES:

At our first annual assessment of Film Studies in May of 2014, we assessed papers from two of our new courses, FILM 350 *Film Genre* and FILM 352 *Literature on Film*. FILM 350 was planned to serve the "genre" category of the minor, while FILM 352 was planned to serve the "culture" category. After reading student papers and discussing the matter among Film Studies faculty members (Holly Wilson, Janine Tobeck, Anna Hajdik, and Donald Jellerson), we determined that separating out "genre" and "culture" was of limited use to students. In fact, courses ostensibly focused on film genre are no less interested in cultural representation than courses focusing on culture are interested in generic form. We determined that teaching the two foci together would be the most productive strategy for students—a strategy that promises to provide pedagogical opportunities that would improve student outcomes. We therefore determined to no longer require that students take one course in film "genre" and one in "culture." Instead, students would be required to take two courses in a combined "genre & culture" category. The change as reflected above works this way:

From:	**To:**
3. CULTURE: ENGLISH 266 OR FILM 352	3. SELECT 6 UNITS GENRE & CULTURE
4. GENRE: FILM 350 OR FILM 354	FROM: ENGLISH 266; FILM 350, 352, 354

3. Cost Implications:

Both Film Studies and Professional Writing and Publishing are successful and growing programs that promise a large return on investment. The proposed new courses (ENGLISH / FILM 272 and FILM 483) would each be offered once a year, starting in 2015–2016. Since FILM 272 would replace ENGLISH 271 for the Professional Writing and Publishing program, Languages and Literatures can reduce the number of sections of 271 by one per year (e.g. running 4 instead of the current 5 sections per year), compensating for the addition of FILM 272. The addition of FILM 483 would require the annual reassignment of one sections of either ENGLISH 101 or 102 in Languages and Literatures, at a cost of .11 FTE. The administrative costs would be negligible, since we have already invested in the Film Studies and Professional Writing administrative infrastructures (both of which are currently running smoothly).

University of Wisconsin-Whitewater
Curriculum Proposal Form #4A

Change in an Existing Course

Type of Action (check all that apply)

☐ Course Revision (*include course description & former and new syllabus)*
☒ Contact Hour Change and or Credit Change
☐ Diversity Option
☐ General Education Option
area: Select one: *
☐ Grade Basis
☐ Repeatability Change
☒ Other: change course description

* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): LIBST 201

Current Course Title: Introduction to Liberal Studies

Sponsor(s): Tracy Hawkins

Department(s): Philosophy & Religious Studies

College(s): Letters and Sciences

List all programs that are affected by this change:
Liberal Studies

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☒ NA ☐ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4A***)

I. **Detailed explanation of changes** (use FROM/TO format)
FROM:
3 units.

An introduction to the concept of a liberal education, the methodologies of the liberal arts disciplines, and the use of computer technology for basic research. Students will create an individual plan of study to guide them through their Liberal Studies major and prepare them to complete a senior ~~thesis~~ project.

TO:
2 units.

An introduction to the concept of a liberal education, the methodologies of the liberal arts disciplines, and the use of computer technology for basic research. Students will create an individual plan of study to guide them through their Liberal Studies major and prepare them to complete a senior **capstone** project.

II. Justification for action

Justification for course description change:
In the 2011 revision of the Liberal Studies major, LIBST 400 Capstone in Liberal Studies replaced LIBST 499 Senior Thesis as a required course. This alteration in the course description recognizes this curricular act by removing the earlier reference to LIBST 499 and now refers LIBST 400.

Justification for change in units:
1) There is no longer the need to send the same amount of time time preparing students for a major writing assignment. In the 2011 revision of the Liberal Studies major, the requirement of the 3 unit class, LIBST 499 Senior Thesis, was replaced by a 1 unit course, LIBST 400 Capstone Course in Liberal Studies and a separate 3 unit writing requirement. LIBST 201 is now being more closely aligned to LIBST 400.

2) This change is also in response to student exit surveys that suggested that there was too much superfluous work or "make work" activities in the class, especially concerning work on basic computer skills (LIBST 201 was developed in 1999) and self-help sorts of projects.

3) The previous coordinator of Liberal Studies, Dr. Richard Brooks, has noted that the transition from the 3 unit senior thesis requirement to the current 1 unit senior capstone course has had the unintended consequence that many of our students now take 37 or 55 units to complete their 36 and 54 unit majors. The change to a 2 unit LIBST 201 will correct this problem, and thereby sate the Liberal Studies Program's ardent desire to lessen students' time to degree.

4) The coordinator of Liberal Studies is required to teach LIBST 201 and LIBST 400 each semester. This change will permit more efficient scheduling for the Liberal Studies Coordinator's course load, because these two courses will constitute a 3 unit block instead of the current 4 unit block, which requires either an overload or a banking of units for a later course release (all of the other courses taught by the Coordinator are 3 units).

What will be dropped when going from 3 units to 2 units:
1) Less class time needs to be spent going over basic computer skills since students frequently enter the course with some of those basic skills. Furthermore, these skills can now be worked on outside class time—the Twitter project is a primary example.
2) Writing assignments will be reduced in length.
3) Since the final project in the major has been transformed from a sustained thesis to a capstone project, preparation for the capstone course can be completed with less in-class time in LIBST 201.
4) The addition of a separate writing course as a requirement in the major allows for less emphasis on writing skills in LIBST201.
5) Teaching students how to save significant artifacts from their coursework (for use in the capstone) can be achieved more quickly because of the added feature of D2L's "Locker".

III. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)
See attached.

Syllabus

INTRODUCTION TO LIBERAL STUDIES: LIBST 201

Spring 2011

Instructor Information

Dr. Wade Dazey, Associate Professor and Chair of the Department of Philosophy and Religious Studies

Department Office and Telephone: White Hall Room 123 Tel. 262 472-4775

Instructor's Office: White Hall Room 119

Email: dazeyw@uww.edu

Instructor's Tel. 262 472-5112 (Normally I am available during office hours. See below for days and times. You may also leave a message for with the program associate, Debby Runyon, at the Department Office, Tel. 262-472-4775)

Office Hours: Mondays, Wednesdays 10:15 a.m. to 12:30 p.m., and Tuesdays, Thursdays 9:00 - 10:30 a.m.

During office hours feel free to phone or just drop by to introduce yourself and say hello, as well as coming by if you have any specific questions or concerns regarding the course. If my office hour times are not possible for you, you may also reserve an appointment at other times by prior arrangement.

Regarding emails: During weekdays I will normally be able to respond to your emails within 24 hours. If you have a

long and complicated issue you would like to discuss, it might be more efficient and convenient to phone me during office hours.)

Credits: 3.0

Course Description:

This course was developed for the Liberal Studies program, and is a required course for Liberal Studies majors. The seminar is an introduction to the concept of a liberal education, including the history and philosophy of the liberal arts, and the purpose of higher education. The course also addresses basic computer literacy, both in terms of hardware and software, and gives students the opportunity to hone their computer knowledge and skills. The readings, writing assignments, and on-line discussions will emphasize how to make the most of your college education. A variety of ideas and suggestions will be offered to encourage you to develop your whole person, to lead a balanced life, and to plan how to attain your long-term life goals. Finally, this course will prepare Liberal Studies majors and minors to write a senior thesis their final semester. Several sample theses will be available, and guidelines will be given on how to go about writing the senior thesis.

Method of Instruction Delivery and Information on Using Desire2Learn

As a web based--or online--course, there will be no face-to-face class meetings. All instruction will be done online. Students are nonetheless invited to stop by to meet the instructor during office hours if they are on campus. Students may also contact the instructor by email or phone if they have any questions or concerns (see Instructor Information).

For further information (especially for those new to taking

online courses at UW-Whitewater) please read through the section under "Begin Here" : Getting Started Taking an Online Course. Click this link to get started: Welcome to Online Courses.

Skills Objectives

- To use computer technology to gather and organize information.
- To use effective study skills to organize their time and succeed in mastering course content.
- To integrate the knowledge and skills of their college education into their larger career and life goals.
- To think critically and analytically.
- To integrate and synthesize knowledge.
- To draw conclusions from complex information.
- To communicate effectively in written, oral, and symbolic form.

Subject Matter Objectives

- To identify and acquire a base of knowledge common to educated persons.
- To acquire knowledge of ethical principles and familiarity with relevant case studies that will help them make sound ethical and value judgments.
- To understand and be able to explain the value of the liberal arts.
- To apply the knowledge, concepts, and methodologies of the liberal arts toward fulfilling career objectives.
- To apply the knowledge, concepts, and methodologies of the liberal arts to understanding issues in society and in their own lives.
- To plan their own unique course of study in the Liberal Studies Major and begin to work toward fulfilling the objectives of the major.

Required Texts

Rental Textbooks: (Available through textbook rental, downstairs in the UW-Whitewater Bookstore)

1. Ron White. How Computers Work. 9th Edition. Indianapolis: Que, 2007.
2. Neil Postman. The End of Education. New York: Vintage Books, 1996.

Book to Purchase: (Available in the campus bookstore upstairs, or through the internet at sites such as www.amazon.com)

1. Patrick Combs. Major in Success. 5th Edition. Berkeley, CA: Ten Speed Press, 2007.
2. Stephen R. Covey. The 8th Habit. New York: The Free Press, 2004. IMPORTANT: Please purchase the hardcover edition, which includes a DVD with 16 companion films. We will be discussing some of the films in this course.

Supplemental Materials: 16 short films to accompany Stephen Covey's *The 8th Habit*. Try to get the hard bound book with the DVD. If you do not get a DVD with the book you purchase, you can still access these short films under "Resources" by first joining the Stephen Covey Community on his web site at: stephencovey.com. There is no charge for joining the "community," and this web site does give you several other resources and features, in addition to the short films.]

Tentative Outline of Course Topics

(These topics may be modified to address student interests and concerns. They are listed in roughly the order in which we will deal with them, but several topics will overlap and several topics-such as the term projects-will run throughout

the course.)

Introduction to Liberal Studies

- Course description, objectives, and requirements
- Self-assessment survey
- Response to 10 lessons from "Life 101"

Liberal Studies and Creating a Balanced Life: Stephen Covey's "Whole Person" Model

- The Pain and the Problem
- The Solution: The Three Birth Gifts and the Four Intelligences
- The 7 Habits of Highly Effective People
- The 8th Habit: Finding One's "Voice"

Major in Success: Liberal Studies and Making the Most of Your College Education

- Weekly reading assignments in Patrick Combs *Major in Success*, with reflection questions and your responses

Term Projects

(You will work on one self-improvement project during the semester. The following list provides pre-approved topics. Or you may propose a different project, but must contact the instructor in advance to get approval before you start working on it.)

- Research Skills
- Computer Skills
- Health and Fitness for Life
- Personal Finances
- Time Management
- Study Skills
- Understanding People

- Keeping a Journal
- Communication Skills
- Career Planning

The History and Philosophy of Liberal Studies

- Introduction to the Philosophy of Education
- Introduction to the History of Liberal Studies: The "trivium" and the "quadrivium" of medieval universities.
- Other topics as time permits

The End of Education

(Based on reading and discussion forum postings on Neil Postman's book *The End of Education*)

- "Gods" that failed: failed ideologies and failed values
- Five positive metaphors that should form the core of American education:
  - Spaceship Earth
  - Fallen Angels
  - The Law of Diversity
  - The American Experiment
  - Word Weavers, World Makers

Vocabulary Building and Critical Reading

- Weekly exercise in vocabulary building beginning around week five
- Short reflection essays and discussion forum postings that call on you to assess the readings and short films

Preparing to Write Your Liberal Studies Senior Thesis

- The two basic types of senior thesis
- Thesis length and format
- Sample senior theses
- Selecting a topic and working with your thesis advisor

My Story: A short autobiographical narrative

Final Report on Your Project

Course Requirements

- Completion of the assigned readings. This will be assessed by a combination of the on-line discussions and occasional written homework assignments to be turned in to the D2L Dropbox.
- Regular participation in the on-line discussion forum in D2L. 30% of the course grade. The class will be divided into discussion groups of about three to five students. Each student in the group will have a different weekly "reading reflection" and/or "film reflection" questions to write on and submit to the forum. In addition, each student is expected to read the entries of the other students in his or her group, and respond to them occasionally as well. Please see the instructions under each forum for more specific instructions.
- Completion of homework assignments. 30% of the course grade. Homework will include a variety of activities such as doing a survey, writing short reflection essays on a variety of topics, planning courses you would like to take to help you prepare for career and life goals, and working on a vocabulary building project. The vocabulary building project will begin about halfway through the course, and you will be asked to submit regular vocabulary entries in the discussion forum.
- Completion of one self-improvement project during the semester. 30% of the course grade. This will project will be assessed by the satisfactory completion of a written project proposal and a final project report. The project proposal and final report, like most of the homework assignments, will be turned in using the Dropbox feature here in D2L. Students will be encouraged to share their experience and the results of their project with other students through the discussion forum.
- Completion of a short, autobiographical story, called "my

story." This will give you a chance to practice your writing, and to think about a significant event or relationship in your life that you would like to share with others in the course.

Concerning Religious Observance.

Students who need to postpone doing assignments or participating in the discussion forum due to a religious observance should contact the instructor to arrange a way to catch up complete any work missed.

Concerning Academic Honesty and Plagiarism.

See the separate entries on the Content page
for guidelines concerning academic honesty and plagiarism.

Students with special needs should consult with the instructor.

UNIVERSITY POLICIES

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodations, Discrimination and Absence for University Sponsored Events (for details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

University of Wisconsin- Whitewater

LIBST 201: Introduction to Liberal Studies (2 Units)

Fall 2015, Tuesdays & Thursdays 11:00am-11:50am, Hyland Hall 2102

Instructor's Contact Information

Dr. Tracy L. Hawkins, PhD	Twitter: @tracylhawkins
hawkinst@uww.edu	Office Phone: x1975
Cell: 909-373-7532 (text preferred)	tracylhawkins.com
Office Location: Laurentide Hall 4212	Office Hours: Mon & Wed 9:30am-12:30pm or by
Skype: tracylhawkins	Skype Office Hours: Tues 1-3pm or by appointment

Instructor Policies

1. **Policy on Assignment Submission Policy:** All assignments must be submitted electronically. No hard copy assignments will be accepted.
2. **Policy on Late Assignments:** Every effort should be made to ensure that all assignments are submitted by the date and time indicated in the course schedule. Late assignments will be assessed point deductions as described in the grading rubrics or as deemed appropriate by the instructor. Assignments will not be accepted more than 24 hours late. The only exception to this policy is if a student has obtained my permission for an extension. Such permission must be obtained prior to the original due date.
3. **Policy on Redistribution of Course Content:** Recording, photographing, or forwarding/ disseminating lectures, conversations, presentations, or notes requires prior consent from the instructor.
4. **Policy on Academic Honesty:** As you should expect, academic dishonesty of any kind will not be tolerated. As outlined in the University catalog, if a situation of plagiarism or cheating arises, you may receive a 0 on the assignment or you may fail this course.
5. **Policy on Accommodations:** If any assignments (because of their format or their content) are inaccessible to you or otherwise pose undue difficulty for you, please come talk to me as soon as possible to make other arrangements.
6. **Policy on Inclusivity:** It is my goal for our class space to be safe and open; therefore, diverse perspectives, worldviews, and opinions are welcome and encouraged. Additionally, I hope that we, as a learning community, can be thoughtful about minimizing hurtful speech and behaviors, including (but not limited to) racist, sexist, homophobic, ableist, agist, and heteronormative microaggressions.
7. **Grading Scale:**

		87-89%	**B+**	77-79%	**C+**	67-69%	**D+**	below 60%	**F**
94-100%	**A**	84-86%	**B**	74-76%	**C**	64-66%	**D**		
90-93%	**A-**	80-83%	**B-**	70-73%	**C-**	60-63%	**D-**		

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Course Description

An introduction to the concept of a liberal education, the methodologies of the liberal arts disciplines, and the use of computer technology for basic research. Students will create an individual plan of study to guide them through their Liberal Studies major and prepare them to complete a Senior thesis project. Prerequisites: GENED 110, GENED 130, and GENED 120 or GENED 140 or Sophomore standing.

Course Goals

This course will introduce students to skills in the 5 major areas of the Liberal Studies major, including:

- concise communication, composition of formal essay (Writing Skills)
- research, oral communication, computer skills (Intellectual and Practical Skills)
- critically analyze one's own role in the education of others (Personal and Social Responsibility)
- examine the state of education in various parts of the world (Knowledge of Human Culture)
- understand limitations and embodied experiences as relevant to education (Physical and Natural World)

Required Texts

1. All course readings will be available on D2L.

Summary Of Course Assignments

Detailed assignment instructions are below.

Assignment	Due Date	Points Explanation	Point Breakdown
Attendance/Participation	every class session		50
Liberal Studies Survey	Thurs Sept 4 by 11:59pm		20
Discussion Leadership			
Discussion Leadership #1	as assigned		60
Discussion Leadership #2	as assigned		60
Twitter Project			
Class Prep Tweets	by 11:59pm before class for all sessions after the first one	2 tweets per day x 24 days x 5 points each	260
Class Response Tweets	in class or by 11:59pm after all class sessions	2 tweets per day x 26 days x 5 points each	270
Semester Project			
Career Goals	due Sept 30 by 11:59pm		60
Rationale for Focus Area or Minor	due Nov 11 by 11:59pm		60
Degree Plan	due Dec 4 by 11:59pm		60
Final Essay & Presentation			
Final Essay & Presentation	during our finals week session		100
			1000

Attendance/Participation

Attendance at all class sessions is mandatory. Attendance will be taken during every class. If you are late for class, it is your responsibility to make sure you are not recorded as absent. If you miss a class for any reason, it is your responsibility to contact someone from class to find out what you missed (do this before the next class meeting).

Your participation will be evaluated on the following criteria:

- Was it obvious that you completed the reading assignments before we discussed it?
- Did you bring the appropriate texts to class each day?
- Did you actively participate in all small-group discussions? This includes not using technology during this time.
- Did you listen (in the active sense) during the large group presentations? This includes not letting technology distract you.
- Did you turn in writing assignments on time?
- Did you put effort into your work throughout the course?

Liberal Studies Survey

- On the first day of class, students will be asked to complete an online survey about their knowledge about and expectations for liberal studies.
- This survey will be graded for completion.

Discussion Leadership

- Each student will be responsible for leading discussions about the readings. There will usually be 3-4 students assigned to a single day, but this is not to be understood as a group project. During class, students will be broken into groups with one leader per group; therefore; each student should prepare their discussion individually.
- Each student should prepare 15 in-depth analysis questions covering their assigned day's reading. These questions might:
    - Ask questions to ensure that other students understand the complexities of the major points of the article.
    - Analyze and ask others to analyze the author's position in relationship to other thinkers, other topics from class, and the class member's own personal beliefs/values.
    - Ask about strengths or weaknesses of the author's position.
    - Ask questions that relate the content of the article to daily life.
    - Bring any additional information about topics raised in the reading and ask for comparison between outside sources and course readings.
- Additionally, the students should be prepared to answer a few questions from the class about the reading.
- The student should be prepared to facilitate discussion for approximately 30 minutes.
- **Each student's list of questions should be emailed to the instructor by midnight before their assigned presentation date.**
- Discussion Leadership will be evaluated on the following criteria:
    - Did the leader successfully demonstration, through the composed questions, that she or he understood and had reflected on the reading prior to class?
    - Did the leader successfully facilitate a discussion that contributed to the learning of other students?
    - Did the leader keep the group's discussion on topic?
    - Was the leader able to successfully summarize their group's conclusions to the whole class?
- Every effort should be made not to miss class on the day of your discussion leadership; however, if extenuating circumstances will cause you to miss class, you need to let me know as soon as possible. If you are absent on the day you are supposed to lead and you have not contacted me ahead of time, you will receive a 0 for the assignment. However, if you contact me ahead of time and if there is space available, your leadership can be moved to a different day. If your leadership needs be rescheduled, you would be responsible for discussing the text assigned for the day of your rescheduled leadership (not the text assigned for the day you were originally going to lead). This means that you may have to prepare an entirely new set of questions, etc.

Twitter Project: Class Prep

- Each student is responsible for preparing 2 tweets for <u>every class session after the first one</u>.
- Your class prep tweets will be evaluated on successfully including at least one of the following:

- Did you make it obvious that you have read all of the assigned material & show that you have reflected thoughtfully about the topic for the day?
- Did you highlight something that you would like to discuss further in class?
- Did you ask a question or answer a question posed by a classmate?
- Did you link to a video, news article, infographic, organization, or other Twitter user that are relevant to the topic?

- Even if a student will be absent from class (for any reason, including sickness), these 2 tweets are still due. Not completing these tweets for any reason will result in the loss of points.

Twitter Project: Class Response

- Each student is responsible for preparing 2 tweets during or shortly after every class session.
- **These tweets may be posted during large group discussion/lecture but should not be posted during small group discussion time.**
- Your class response tweets will be evaluated on successfully including at least one of the following:
  - Did you demonstrate that you listened actively to the in-class presentations and discussion?
  - Did you reflect on how the class discussion made you think about the topic differently than you had before?
  - Did you relate the class discussion to another topic from class or some outside research?
- If a student is absent from class, that means that they will not be able to respond to the discussion/ presentations from that class session. This will result in the loss of points. This loss of points functions as an additional portion of the attendance/participation grade. Please note that the instructor reverses the right to refuse to grade response tweets that are posted for a class session where the student was obviously not paying attention during class (re: was absent).
- Please also know that if a student misses 1/5 of the class sessions, the student will not be able to pass the class.

Career Goals

Each student will prepare a 600+ word essay explaining their career goals and how a degree from UWW, and more specifically how the liberal studies major, will help them reach those goals.

Rationale for Focus Area or Minor

Each student will prepare a 600+ word essay in which they will identify and give a rationale for the focus area or minor that they have chosen to pursue. To ensure that the pursuit of this focus area or minor will be successful, it is strongly recommended that students correspond with their advisors while preparing this essay.

Degree Plan

Each student will prepare a plan for their Liberal Studies degree. This plan will include:

1) a list of several possible courses the student is interested in using to complete each of their remaining degree requirements
2) a tentative timeline for completing these courses

3) a tentative plan for the senior portfolio, including notes about what artifacts will need to be saved throughout their UWW career

More detailed directions for the formatting of this assignment will be given as the deadline approaches.

Final Essay & Presentation

Your final assignment for the course will be a 1200+ word research and personal perspectives essay in which you will create an agenda for spending a hypothetical sum of 100 million dollars on education (either directly or indirectly). The agenda articulated in the essay should include an argument for why this particular agenda would, in your opinion, be the most effective use of these funds for promoting education (domestically or internationally). The essay should also demonstrate an understanding for realistic economic, political, cultural, and disciplinary challenges and concerns.

	Topic (All readings can be found on D2L)	Presentations	Twitter #
Thurs Sept 4	Introductions Go through Syllabus Explain Liberal Studies Survey Assignment Liberal Studies Survey Due	Instructor	1 (C&D only)
Tues Sept 9	Is Education Ethical?- Johnson, “Inception & the Ethics of Idea-Giving”	1- 2- 3-	2
Thurs Sept 11	Bias in Education- 3 articles on D2L	1- 2- 3-	3
Tues Sept 16	Studying Math & Science- Keller, “Spirit and Reason at the Birth of Modern Science”	1- 2- 3-	4
Thurs Sept 18	Studying History- Said, *Orientalism*, “Introduction”	1- 2- 3-	5
Tues Sept 23	Studying Literature- *Literary Theory: A Very Short Introduction*, Chp 2	1- 2- 3-	6
Thurs Sept 25	Studying Philosophy- Plato’s Allegory of the Cave	1- 2- 3-	7
Tues Sept 30	Film- “Please Vote for Me” Career Goals Assignment Due	n/a	8 (all 4 tweets are response)
Thurs Oct 2	Education in Europe- 2 articles on Finland’s education system	1- 2- 3-	9
Tues Oct 7	Education in Africa- article on education after Rwandan genocide	1- 2- 3-	10
Thurs Oct 9	Discussion of D2L & other advice for your career	Instructor	11 (all 4 tweets are response)
Tues Oct 14	Education in Asia- Kristof & WuDunn, *Half the Sky*, Chapter 10	1- 2- 3-	12
Thurs Oct 16	Education in South America- article on Indigenous Language Use in Education	1- 2- 3-	13
Tues Oct 21	Education & Technology- 3 articles on controversy about iPads in LA public schools	1- 2- 3-	14
Thurs Oct 23	Funding Education- research current funding of Whitewater schools & UW schools	1- 2- 3-	15
Tues Oct 28	Educational Policies- article on No Child Left Behind	1- 2- 3-	16
Thurs Oct 30	Discussion of Focus Area & Minor Assignment	Instructor	17 (all 4 tweets are response)
Tues Nov 4	Education as a Practice of Freedom- hooks, *Teaching to Transgress*, Chapters 1-2	1- 2- 3-	18
Thurs Nov 6	Liberation from Racism and Sexism- hooks, *Teaching to Transgress*, Chapters 5-6	1- 2- 3-	19

	Topic (All readings can be found on D2L)	Presentations	Twitter #
Tues Nov 11	Film- “Waiting for Superman” Rationale for Focus Area or Minor Assignment Due	n/a	20 (all 4 tweets are response)
Thurs Nov 13	Discussion of Final Essay & Presentation Assignment	Instructor	n/a
Tues Nov 18	Learning Without Limits- hooks, *Teaching to Transgress*, Chapters 12-14	1- 2- 3-	21
Thurs Nov 20	Discussion of Degree Plan Assignment	Instructor	22 (all 4 tweets are response)
Tues Nov 25	The Value of Education for Girls- Yousafzai, *I Am Malala*, Chapters 5-8	1- 2- 3-	23
Thurs Nov 27	Thanksgiving— No Class	n/a	n/a
Tues Dec 2	Film- “Girl Rising” Degree Plan Due	n/a	24
Thurs Dec 4	What is a “liberal arts education”?	1- 2- 3-	25 (all 4 tweets are response)
Tues Dec 9	Living an Educated Life	1- 2- 3-	26
Thurs Dec 11	Film- “Two Million Minutes”	n/a	27
Tues Dec 17	Finals Week- Last Student Presentations Final Essay & Presentation Due	everyone	n/a

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **MATH 420** **Cross-listing:**
(See Note #1 below)

Course Title: (Limited to 65 characters) Applied Regression Analysis

25-Character Abbreviation: Applied Regression

Sponsor(s): Khyam N. Paneru, William T. Mickelson, and Julie Letellier

Department(s): Mathematics

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: **Mathematics majors and minors**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☒ Yes ☐ will be at future meeting

Prerequisites: Math 342 or consent of instructor

Grade Basis: ☒ Conventional Letter ☒ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** MATH

Instructor: Khyam Paneru
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☐ General Education Option: Select one:
Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

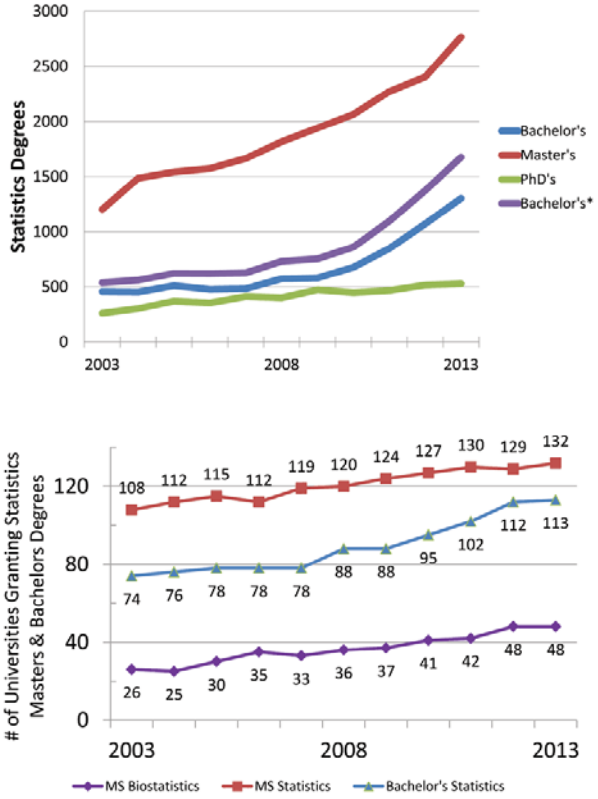
Total lab hours:	0	Total lecture hours:	48
Number of credits:	3	Total contact hours:	48

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Course justification:
Regression analysis is one of the most widely used statistical methods. Almost all universities who offer undergraduate degree in statistics (both major and minor) deliver at least one regression course. Regression analysis is also important part of predictive analytics and modeling (Davenport and Harris, 2007). *"The recently released 2013 statistics and biostatistics degree data from the National Center for Education Statistics show continued robust growth for bachelor's degrees, with a 21% jump over the 2012 number and a near doubling since 2009" ; see http://magazine.amstat.org/blog/2014/09/01/degrees/ for detail.*



As a result of the increasing demand for undergraduate statistics degrees, the Mathematics Department will be developing statistics courses which will be required in a new statistics minor, which is under development. Applied regression is one of the most popular statistics courses offered at the undergraduate and graduate levels. We anticipate that this course will draw students from other majors including Computer Science, Biology, Economics, Finance, Psychology and Sociology.

The current MATH STATS emphasis requires students to complete MATH 342 Applied Statistics, MATH 446 (346) Theory of Interest, MATH 441 Probability Theory, and MATH 442 Mathematical Statistics in addition to the Math Core. Three of the emphasis courses – MATH 342, 441 and 442 – are essential for students preparing for a career in either statistics or actuarial science. The other course, MATH 446 (346), is designed specifically for actuarial science students. Those students planning on pursuing either an advanced degree in statistics or an entry level position as a statistician are better served by this new course. In addition, a curricular revision to the MATH STATS major is being proposed in which either MATH 446 (346) or MATH 420 is required to complete the major.

Finally, a similar course is offered at many of the 4-year comprehensive UW campuses including UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stout.

Relationship to program assessment objectives: Students who successfully complete the course will:

- develop appropriate regression models for real data
- perform a variety of statistical procedures to analyze data through the use of statistical software
- correctly interpret the output from the regression analysis
- communicate statistical results both orally and in writing

Budgetary impact:

The Mathematics Department has two applied statisticians and one mathematical statistician. Current statistics faculty will cover the course as part of their teaching load. This course will be rotated with MATH 446 (346) every other spring.

Course description: (50 word limit)

This is a second course in regression analysis and its applications. Topics include correlation, simple and multiple linear regression, model assumptions, inference of regression parameters, regression diagnostics and remedial measures, categorical predictors, multicollinearity, and model selection. Real data are emphasized and analyzed using statistical software such as R or SAS.

Course objectives and tentative course syllabus:

The course objectives are contained in the tentative course syllabus on the pages that follow.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Abraham, B., & Ledolter, J. (2006). *Introduction to Regression Modeling*: Brooks/Cole, Cengage Learning. Print.

Chatterjee, S., & Hadi, A. S. (2012). *Regression Analysis by Example*: Wiley. Print

Fox, J. (2008). *Applied Regression Analysis and Generalized Linear Models*: SAGE Publications. Print.

Hay-Jahans, C. (2011). *An R Companion to Linear Statistical Models*: CRC Press. Print

Kleinbaum, D., Kupper, L., Nizam, A., & Rosenberg, E. (2013). *Applied Regression Analysis and Other Multivariable Methods*: Cengage Learning. Print.

Kutner, M., Nachtsheim, C., Neter, J., & Li, W. (2004). *Applied Linear Statistical Models*: McGraw-Hill Companies. Print.

Kutner, M. H., Nachtsheim, C. J., & Neter, J. (2004). *Applied Linear Regression Models*: McGraw-Hill Higher Education. Print.

Weisberg, S. (2014). *Applied linear regression*: John Wiley & Sons. Print.

Davenport, Thomas H., and Jeanne G. Harris (2007). *Competing on analytics: The new science of winning*. Harvard Business Press. Print

Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

MATH 420: ***Applied Regression Analysis*** ***Term: Spring 2016***

Instructor:	***Khyam Paneru, Ph.D.***
Office:	2228 Laurentide Hall
Contacts:	*E-mail:* paneruk@uww.edu *Phone: 262-472-3583(office)*
Office hours:	*Tuesday & Thursday 2:00 PM – 3:00 PM* *Monday & Wednesday 11:00 AM – 12:30 PM* **Other times available by appointment*

Required text: *Applied Linear Regression Models* **(**4th Edition) by Michael H. Kutner, Chris J. Nachtsheim, and John Neter.

Prerequisites: Math 342 (Applied Statistics) or Econ 345 (Business Statistics II) or Math 355 (Matrices and Linear Algebra) with any statistics cours

Course description and learning outcomes: Regression analysis is one of the most widely used statistical methods. This course on regression analysis will focus on simple and multiple linear regression models with topics that cover: correlation, simple and multiple linear regression, model assumptions, parameter estimation and hypothesis testing, parameter estimation using matrix approach, inference on regression model and model parameters, regression diagnostic, linear models with qualitative predictors, model selection, multicollinearity, and other topics as time permits. Students who successfully complete the course will:

- Understand concepts of scatterplot, correlation, simple linear regression and multiple linear regression
- Understand the theory of least square estimates
- Estimate regression parameters using a matrix approach
- Utilize regression to develop appropriate model using real life data
- Interpret the regression model and parameters correctly
- Perform a variety of statistical procedures to analyze data through the use of statistical software
- Correctly interpret the output from the regression analysis and communicate statistical results both orally and in writing

Course outline:

Part A: Simple Linear Regression

1. Simple Linear regression
   - Scatter plot, correlation, causality, and simple linear regression
   - Simple linear regression with distribution of error terms unspecified
   - Estimation of the regression function by the method of least squares
   - Estimation of variance of error terms
   - Simple linear regression with normally distributed error terms

- Estimation of the parameter my the method of maximum likelihood

2. Inference on simple linear regression model
   - Inference concerning model parameters
   - Confidence interval for mean response, $E(Y)$, at a specific value of predictor (X)
   - Prediction interval for new observation with known and unknown parameters
   - Analysis of Variance (ANOVA) results
   - Coefficient of determination (R^2) to measure linear association

3. Diagnostic and remedial measures
   - Diagnostic for predictor variable: dot plot, sequence plot, box plot
   - Diagnostics for Residuals: plot of residuals vs predictor variable, plot of residuals vs fitted values
   - Test of normality for residuals
   - Test of constancy of error variance
   - F-test for the lack of fit of model
   - Transformations: Transformation for nonlinear relation only, transformation for non-normality and unequal error variance, and Box-Cox transformation

4. Matrix Algebra Review
   - Definition of matrix, vector, square matrix, identity matrix , symmetric matrix, transpose of matrix, and diagonal matrix
   - Matrix addition and subtraction, matrix multiplication, scalar multiplication of matrix
   - Linear dependence and rank of matrix
   - Inverse of Matrix

5. Matrix approach to simple linear regression
   - Design matrix
   - Simple linear regression on matrix term
   - Least square estimation of parameters

Part B: Multiple Linear Regression

6 Multiple Linear Regression
   - Multiple linear regression in matrix term
   - Estimation of model parameters
   - ANOVA results
   - Inference concerning model parameters
   - Estimation of mean response and prediction interval for new observation

7. Diagnostic and remedial measures
   - Scatter plot matrix
   - Residual plots
   - Test of normality for residuals
   - Test of constancy of error variance
   - F-test for lack of fit
   - Remedial measures: Variable transformations

8. Multicollinearity
   - Uncorrelated predictor variables
   - Problem with perfectly correlated predictor variables
   - Effects of multicollinearity
   - Variance inflation factor for multicollinearity diagnostics

9. Regression model with categorical predictor variables
   - Qualitative predictor with two classes
   - Interpretation of regression coefficients
   - Qualitative predictor with more than two classes
   - Some consideration in using indicator variables
   - Modeling interactions with quantitative and qualitative predictors

10. Model Selection
   - Criteria for model selection
   - Search procedures for model selection
   - Model adequacy

Computing:
This course emphasizes data analysis and students will frequently use statistical software during the course. We use R as primary statistical software for data analysis in this course. The R Project for statistical computing is open-source and can be downloaded from http://www.r-project.org/. R will be introduced in the first week of class.

Homework: There will be 8-10 homework assignments consisting of some basic theoretical problems, data analysis, and interpretation. It is important that you do your homework to the best of your ability and ask questions either during class or during office hours if there is something that you do not understand. Students need to use R for statistical computing of homework problems. One lowest homework score will be dropped.

Project: Students will do a research project that requires intensive data analysis and developing regression models for real data. Project is expected to meet professional statistical report standards. Project requires: research topic in which you are interested, data collection, graphical presentation of data, statistical computing and data analysis that include most of the regression procedure learned in the course, interpretation, and conclusion. Students can choose their own data and research topic. However, students should get approval of topic before they start the project. Use R for any statistical computing included in the project.

- Detail of the project will be posted in D2L.
- Project is due on **May 2nd, 2016.** Students should submit a printed copy at the beginning of class and electronic copy in Dropbox in D2L on this day.
- Students will receive the report of another group.
- During the last week of class and final exam time, students attends two sessions:
  Session I (5-10 minutes): Presentation of their own project (during **last week of class)**
  Session II (5-10 minutes): Critique of the work of another student/group **(**during **final exam day**).
- The grade of the project is based on report (40%), presentation (30%), and critique on the report of another group (30%).

Examinations: There will be two examinations. Each exam will have two parts: take-home part and in-class part. Take-home exam questions will be provided 2 days before in-class exam and take-home part is due at the beginning of in-class exam date. The format of the exams will be discussed in the class. Exam dates for Exam 1 and Exam 2 will be announced at least 2 weeks before the exam. Please note that examination dates may change but students will be given a week notice as to the exact date.

Grading:

Homework	20%
Class Participation and In-class activities	5%
Exam1	25%
Exam 2	25%
Project	25%

Course Grades will be assigned based on the following scale of the performance.

90% and above	A
85% - 89.9%	B^+
80% - 84.9%	B
75% - 79.9%	C^+
70% - 74.9%	C
60% - 69.9%	D
Below 60%	F

Make-ups and Absence Policy: You will need to contact me ASAP if you wish to take a make-up on an exam. *Make-ups will be granted for compelling reasons only.* Documentation may be required. Attendance will be taken at the beginning of class every day via an attendance sheet. It is the student's responsibility to sign the attendance sheet each day. If a student forgets to sign the attendance sheet, s/he will not be given credit for attendance that day. Please do not make tardiness a habit. (Excessive tardiness will be dealt with on an individual basis.) There are no excused absences. Please discuss extreme circumstances with me. Sleeping during class is considered an absence. At the end of the semester attendance points (out of 10 points) will be awarded as follows:

Number of Absences	Points Awarded
0-1	10
2-3	5
4 or more	0

Important dates: See 2016 Spring Deadlines of UW-Whitewater website for details.

Last day to add a course:	See 2016 Spring Deadlines
Last day to withdraw so that no 'W' grade is assigned:	See 2016 Spring Deadlines
Last day to change a class' Grading Basis to/from: Graded, S/NC, or Audit	See 2016 Spring Deadlines
Last day to drop a course -"W" grade assigned:	See 2016 Spring Deadlines

Pagers and cell phones: Turn off cell phones and pagers before coming to the class. Ringing, vibrating, blinking, dancing, singing etc. is distracting to both the instructor and the other students. Also, cell phones are not to be used as calculators.

Quick note from the instructor: As the instructor, I encourage questions both during class and outside of class. Please do not be afraid to ask questions and get help. To be successful in this course, the very important factors that you need to follow are: attend every class, do the homework on regular basis, seek help when needed, read the material before coming to the class, show all of your work in every assignments, learn from your mistakes, make note of every materials covered in the class, and be well prepared exams.

Academic misconduct: The University believes that academic honesty and integrity are fundamental to the mission of higher education and the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed

when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook titled, **Student Academic Disciplinary Procedures.**

Religious beliefs accommodation: It is the policy of the Board of Regents that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where: **a**. There is a scheduling conflict between the students' sincerely held religious beliefs and taking the examination or meeting the academic requirements; and, **b**. The students have notified the instructor, within the first three weeks of the beginning of classes (within the first week of Summer session and short courses), of the specific days or dates on which they will request relief from an examination or academic requirement. For additional information, please refer to the section in the University Bulletin and the Timetable titled, Accommodation of Religious Beliefs.

Absence for the university sponsored events: University policy adopted by Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate in university sanctioned-events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing class in order to participate in a university sanction- ed-event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

University statement: The University of Wisconsin – Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs, Discrimination, and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Weekly Tentative Schedule:

Week	Topics
1	Simple Linear Regression: Introduction Simple Linear Regression: Inference on simple linear regression model
2	Simple Linear Regression: Inference on simple linear regression model Simple Linear Regression: Diagnostic and remedial measures
3	Simple Linear Regression: Diagnostic and remedial measures
4	Matrix Algebra: Introduction Matrix approach to normal equations in simple linear regression
5	Multiple linear regression: Introduction, Estimation of model parameters
6	Multiple linear regression: ANOVA results, Inference of model parameters
7	Multiple linear regression: Interval estimation of parameters, Prediction intervals **Exam 1**
8	Multiple Linear Regression: Diagnostic and remedial measures
9	Multiple Linear Regression: Diagnostic and remedial measures Multicollinearity: Uncorrelated predictor variables
	Spring Break
10	Multicollinearity: Problem with perfectly correlated predictor variables, Effects of Multicollinearity, Variance inflation Factor for multicollinearity diagnostics
11	Regression model with categorical predictor variables
12	Regression model with categorical predictor variables Model Selection: Criteria for model selection
13	**Exam 2** Model Selection: Search procedures for model selection
14	Model Selection: Search procedures for model selection Model Selection: Model adequacy
15	**Project Presentation**
Final Exam	**Project Presentation**

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **Math 448** **Cross-listing:**
(See Note #1 below)

Course Title: (Limited to 65 characters) Actuarial Examination Preparation for Exam P/1

25-Character Abbreviation: Actuarial Prep Exam P/1

Sponsor(s): Julie Letellier, Khyam Paneru

Department(s): Mathematics

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: **Mathematics**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☐ Yes ☒ will be at future meeting

Prerequisites: Math 442 or concurrent registration

Grade Basis: ☒ Conventional Letter ☒ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Mathematics

Instructor: Julie Letellier
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☐ General Education Option: Select one:
Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours:	32	Total lecture hours:	0
Number of credits:	1	Total contact hours:	32

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:

No of times in degree: No of credits in degree:

Proposal Information: (***Procedures for form #3***)

Course justification: The Mathematics Department currently offers MATH 449 Actuarial Examination Preparation (1 unit) each spring. This course helps students prepare for one of the first two exams offered by the Society of Actuaries (SoA): Exam P/1 or Exam FM/2. The focus of the course is decided by the instructor and communicated to students informally. As a result, students do not know which exam the course will focus on when they register for the course. We are creating this course and retitling MATH 449 to Actuarial Examination Preparation for Exam FM/2 to help eliminate this confusion. MATH 448 and 449 will then be offered alternatively each spring.

Relationship to program assessment objectives: The mathematics emphases MATH STATS serves students wishing to pursue a career in either statistics or actuarial sciences. An entry level actuarial position requires students to pass a minimum of one of the first two preliminary exams: Exam P/1 or FM/2. The content of these exams is introduced in MATH 441/442 and MATH 446 (346), respectively. Students serious about passing either exam must put in significant additional time and effort including learning new material. Specifically, Exam P/1 questions require a good understanding of risk theory and Exam FM/2 requires knowledge of financial economics (derivatives, options, forwards and futures, and swaps). Neither risk theory nor financial economics is discussed in our courses.

Budgetary impact: Since we currently offer MATH 449 every spring, and MATH 448 and 449 will then be offered alternatively each spring, there will be no impact on the budget or resources as a result of approving this course.

Course description: (50 word limit)
The course is designed to prepare students for Exam P/1, the first actuarial exam which tests students' knowledge of and ability to use and apply fundamental probability tools in assessing risk. Basic concepts from risk theory are introduced, probability theory is reviewed, and sample questions from previous exams are discussed.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus: See syllabus below.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

ASM Study Manual for Exam P/Exam 1, 16th Edition (2nd printing), by Ostaszewski, ASM

A First Course in Probability (Ninth Edition), 2012, by Ross, S.M., Pearson.

Mathematical Statistics with Applications (Seventh Edition), 2008, by Wackerly, D., Mendenhall III, W., Scheaffer, R., Brooks/Cole Cengage Learning

Probability for Risk Management, (Second Edition), 2006, by Hassett, M. and Stewart, D., Actex Publications.

Probability and Statistical Inference (Eighth Edition), 2009, by Hogg, R.V. and Tanis, E.A., Pearson.

Probability and Statistics with Applications: A Problem Solving Text, 2010, by Asimow, L. and Maxwell, M., Actex Academic Series.

Probability: The Science of Uncertainty with Applications to Investments, Insurance and Engineering 2009, by Bean, M.A., American Mathematical Society.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures"(UWS Chapter 17).

Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

Math 448 Actuarial Exam Preparation for Exam P/1
Spring 2015

Instructor: Dr. Julie A. Letellier **Office:** 2235 Laurentide Hall

Office phone: (262) 472 – 1504 **e-mail address:** letellij@uww.edu

Office hours: I am available more than the times listed below. Feel free to drop by or send me an e-mail to schedule a time when we can meet.

Day	Time
M	10 – 10:45 am, 12 – 12:45 pm
T	4 – 5:30 pm
R	6 – 8 pm

Prerequisite: Math 442 Mathematical Statistics or concurrent registration.

A student may not earn credit for a course which is a pre-requisite for another course in which credit has been received unless prior departmental approval is obtained.

Text: ASM Study Manual for Exam P/Exam 1, 16th Edition (2nd printing), is the soft cover text for Math 448 which is available through Textbook Rental. **All course materials will be posted to D2L.**

Student Learning Outcomes: Upon completion of this course, a student should be able to:

- Understand the basic terms and concepts of risk theory; apply them to actuarial problems.
- Use the content of Math 441 Probability Theory and Math 442 Mathematical Statistics to correctly solve problems from previously administered Exam P/1 exams and practice exams from other sources.
- Pass Exam P/1 with additional preparation. The general rule of thumb for actuarial exams is that you should study 100 hours per hour of time allotted for the exam. Exam P/1 is a three-hour exam.

Class Periods: On Mondays, I will administer a quiz from the previous week's topic. After the quiz, I will review the topic for the week. On Wednesdays, we will work on and discuss problems from the text.

Technology: Calculators may be used on any quiz or exam. Cell phones, i-pods and other similar electronic devices must be turned off during class.

Quizzes: Nine 25-point quizzes will be given as indicated in the course outline. The lowest quiz grade will be dropped at the end of the semester.

Exams: One midterm worth 100 points will be given during week 8. The material covered on the midterm will be discussed the week before.

The final exam is cumulative, worth 100 points, and is scheduled during the assigned final exam period. It will consist of 20 multiple-choice questions similar to those on Exam P/1. As the final will not be scheduled earlier, plan your summer vacation accordingly!

Attendance: Attendance is encouraged. If you will be absent for a prolonged period of time, please contact me as soon as possible so that proper arrangements can be made.

Make-ups: Please contact me as soon as possible by e-mail, phone message, or note if you are unable to take a quiz, an exam or the final. Students with legitimate, documented excuses will be allowed to make-up quizzes and exams in a timely fashion.

Important Websites: The Society of Actuaries has two websites: www.soa.org and www.beanactuary.org. The Casualty Actuarial Society also has a website which you can use: www.casact.org.

Weekly Course Outline: Departures from the outline given in the table below may occur, but I will inform you ahead of time when that is the case.

Week:	Material to be Covered:
1	Review of Calculus
2	**Quiz 1**, Basic Probability Concepts
	Last Day to Change Grade Basis or Drop to Avoid a "W"
3	**Quiz 2**, Conditional Probability & Independence
4	**Quiz 3**, Combinatorial Principles
5	**Quiz 4**, R.V.'s & Probability Distributions
6	**Quiz 5**, Expectations and Other Dist. Parameters
	Last Day to Drop a Semester Course with a "W"
7	Expectations and Other Dist. Parameters (continued)
8	Review, **Midterm Exam**
9	Risk Management Concepts
	Spring Break
10	**Quiz 6**, Frequently Used Continuous Distributions
11	**Quiz 7**, Frequently Used Continuous Distributions (continued)
12	Joint, Marginal, and Conditional Distributions
13	**Quiz 8**, Joint, Marginal, and Conditional Distributions (continued)
14	**Quiz 9**, Transformations of R.V.'s
15	Review for the Final

Grading: I will do my best to grade and return your all grades assessments within one week or sooner of collecting them. Sometimes, it takes longer, and your patience is greatly appreciated.

Your course grade will be based on the number of points you earn out of a total of 400 points (200 points from the best 8 quizzes and 200 points from the exams).

Points earned	372 - 400	360 - 371	344 - 359	332 - 343	320 - 331	304 - 319	292- 303	280-291	264-279	252-263	240-251
Course grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-

Adjustments of this scale are made at my discretion and on a case-by-case basis only after the final exam has been graded. If you take and pass Exam P/1 no later than September 2015, I will change your course grade to an A provided your submit the appropriate documentation.

Important Dates: **Late drops (drops after Friday February 28th) will be recommended for students with extreme circumstances only. **Failing the course does not qualify as an extreme circumstance.**

Tuesday January 28	Last Day to Add this Course
Monday February 3	Last Day to Cancel this Course to Avoid a "W" or Change Grade Basis
Friday February 28	Last Day to Cancel this Course**

CSD students: Any student using the services of the Center for Students with Disabilities (CSD) should contact me early in the semester so that proper accommodations can be made in advance.

Students' Rights and Responsibilities: The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Academic Misconduct: Students who engage in academic misconduct on graded work will have a zero recorded as their score with no possibility of making up the work. Moreover, a written account of the misconduct will be submitted to the Office of Student Life and copied to the student(s). One example of academic misconduct occurs when student A allows student B to copy and turn in the work as his/her own. In this case, both students have engaged in academic misconduct.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4A

Change in an Existing Course

Type of Action (check all that apply)

☒ Course Revision (*include course description & former and new syllabus)*
☐ Contact Hour Change and or Credit Change
☐ Diversity Option
☐ General Education Option
area: Select one: *
☐ Grade Basis
☐ Repeatability Change
☐ Other:

* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): MATH 449

Current Course Title: Actuarial Examination Preparation

Sponsor(s): Julie Letellier, Khyam Paneru

Department(s): Mathematics

College(s): Letters and Sciences

List all programs that are affected by this change:
Mathematics

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☐ NA ☐ Yes ☒ They will be submitted in the future

Proposal Information: (***Procedures for form #4A***)

I. **Detailed explanation of changes** (use FROM/TO format)

FROM:

MATH 449 ACTUARIAL EXAMINATION PREPARATION

1 u

Designed for students preparing to take either the first (probability) or second (interest theory) actuarial examination, the course will review the mathematics required for the examination and bring the student through a series of exercises designed to give them the required training to pass their examination.

Prereq: MATH 441.

TO:

MATH 449 ACTUARIAL EXAMINATION PREPARATION FOR EXAM FM/2

1 u

~~Designed for students preparing to take either the first (probability) or second (interest theory) actuarial examination, the course will review the mathematics required for the examination and bring the student through a series of exercises designed to give them the required training to pass their examination.~~

~~Prereq: MATH 441~~

The course is designed to prepare students for Exam FM/2, the second actuarial exam which tests students' knowledge and understanding of the fundamental concepts of financial mathematics. Derivatives are introduced, interest theory is reviewed, and sample questions from previous exams and practice exams from other sources are discussed.

Prereq: MATH 346.

II. **Justification for action:** The Mathematics Department currently offers MATH 449 Actuarial Examination Preparation (1 unit) each spring. This course helps students prepare for one of the first two exams offered by the Society of Actuaries (SoA): Exam P/1 or Exam FM/2. The focus of the course is decided by the instructor and communicated to students informally. As a result, students do not know which exam the course will focus on when they register for the course. We are revising MATH 449 by specifying the content necessary to pass Exam FM/2, retitling the course from Actuarial Examination Preparation to Actuarial Examination Preparation for Exam FM/2, and creating MATH 448 Actuarial Examination Preparation for Exam P/1. This will help eliminate the confusion students experience due to not knowing which exam the course will focus on. Once approved, MATH 448 and 449 will be offered alternatively each spring.

III. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

FORMER SYLLABUS

Math 449 Actuarial Exam Preparation
Spring 2014

Instructor: Dr. Julie A. Letellier **Office:** 2235 Laurentide Hall

Office phone: (262) 472 – 1504 **e-mail address:** letellij@uww.edu

Office hours: I am available more than the times listed below. Feel free to drop by or send me an e-mail to schedule a time when we can meet.

Day	Time
M	10 – 10:45 am, 12 – 12:45 pm
T	4 – 5:30 pm
R	6 – 8 pm

Prerequisite: Math 441 Probability Theory.

A student may not earn credit for a course which is a pre-requisite for another course in which credit

has been received unless prior departmental approval is obtained.

Text: ACTEX Study Manual SoA Exam P/CAS Exam 1, 2009 Edition, is the soft cover text for Math 449 which is available through Textbook Rental. **All course materials will be posted to D2L.**

Student Learning Outcomes: Upon completion of this course, a student should be able to:

- Understand the basic terms and concepts of risk; apply them to actuarial problems.
- Use the content of Math 441 Probability Theory to correctly solve problems from previously administered Exam P/1 exams.
- Pass Exam P/1 with additional preparation; begin preparing for Exam FM/2.

Weekly Course Outline: Departures from the outline given in the table below may occur, but I will inform you ahead of time when that is the case.

Week:	Class Meets on MW:	Material to be Covered:
1	January 22	Section 0 Review of Algebra & Calculus
2	January 27, 29	**Quiz 1**, Section 1 Basic Probability Concepts
	Monday February 3rd	**Last Day to Change Grade Basis or Drop to Avoid a "W"**
3	February 3, 5	**Quiz 2**, Section 2 Conditional Probability & Independence
4	February 10, 12	**Quiz 3**, Section 3 Combinatorial Principles
5	February 17, 19	**Quiz 4**, Section 4 R.V.'s & Probability Distributions
6	February 24, 26	**Quiz 5**, Section 5 Expectations and Other Dist. Parameters
	Friday February 28th	**Last Day to Drop a Semester Course with a "W"**
7	March 3, 5	Section 5 continued
8	March 10, 12	Review, **Midterm Exam**
9	March 17, 19	Section 6 Frequently Used Discrete Distributions
	March 24 – 28	***Spring Break***
10	March 31, April 2	**Quiz 6**, Section 7 Frequently Used Continuous Distributions
11	April 7, 9	**Quiz 7**, Section 8 Joint, Marginal, & Conditional Distributions
12	April 14, 16	Section 8 continued
13	April 21, 23	**Quiz 8**, Section 9 Transformations of R.V.'s
14	April 28, 30	**Quiz 9**, Section 10 Risk Management Concepts
15	May 5, 7	Review for the Final
Final Exam	**Wednesday May 14**	**1 – 3 pm**

Class Periods: On Mondays, I will administer a quiz from the previous week's topic. After the quiz, I will review the topic for the week. On Wednesdays, we will work on and discuss problems from the text.

Technology: Calculators may be used on any quiz or exam. Cell phones, i-pods and other similar electronic devices must be turned off during class.

Quizzes: Nine 25-point quizzes will be given as indicated in the course outline. The lowest quiz grade will be dropped at the end of the semester.
Exams: One midterm worth 100 points will be given on **Wednesday March 12th**. The material covered on the midterm will be discussed the week before.

The final exam is cumulative, worth 100 points, and is scheduled for **Wednesday May 14th from 1 – 3 pm**. It will consist of 20 multiple-choice questions similar to those on Exam P/1. As the final will not be scheduled earlier, plan your summer vacation accordingly!

Grading: I will do my best to grade and return your all grades assessments within one week or sooner of collecting them. Sometimes, it takes longer, and your patience is greatly appreciated.

Your course grade will be based on the number of points you earn out of a total of 400 points (200 points from the best 8 quizzes and 200 points from the exams).

Points earned	**372 - 400**	**360 - 371**	**344 - 359**	**332 - 343**	**320 - 331**	**304 - 319**	**292- 303**	**280-291**	**264-279**	**252-263**	**240-251**
Course grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-

Adjustments of this scale are made at my discretion and on a case-by-case basis only after the final exam has been graded. If you take and pass Exam P/1 no later than September 2014, I will change your course grade to an A provided your submit the appropriate documentation.

Important Dates: **Late drops (drops after Friday February 28th) will be recommended for students with extreme circumstances only. **Failing the course does not qualify as an extreme circumstance.**

Tuesday January 28	Last Day to Add this Course
Monday February 3	Last Day to Cancel this Course to Avoid a "W" or Change Grade Basis
Friday February 28	Last Day to Cancel this Course**

CSD students: Any student using the services of the Center for Students with Disabilities (CSD) should contact me early in the semester so that proper accommodations can be made in advance.

Students' Rights and Responsibilities: The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Academic Misconduct: Students who engage in academic misconduct on graded work will have a zero recorded as their score with no possibility of making up the work. Moreover, a written account of the misconduct will be submitted to the Office of Student Life and copied to the student(s). One example of academic misconduct occurs when student A allows student B to copy and turn in the work as his/her own. In this case, both students have engaged in academic misconduct.

NEW SYLLABUS

Math 449 Actuarial Exam Preparation for Exam FM/2
Spring 2016

Instructor: Dr. Julie A. Letellier **Office:** 2235 Laurentide Hall

Office phone: (262) 472 – 1504 **e-mail address:** letellij@uww.edu
Office hours: I am available more than the times listed below. Feel free to drop by or send me an e-mail to schedule a time when we can meet.

Day	Time
M	10 – 10:45 am, 12 – 12:45 pm
T	4 – 5:30 pm
R	6 – 8 pm

Prerequisite: Math 346 Theory of Interest.

A student may not earn credit for a course which is a pre-requisite for another course in which credit has been received unless prior departmental approval is obtained.

Text: ASM Study Manual for Exam FM/Exam 2 Financial Mathematics & Financial Economics, 11th Edition, is the soft cover text for Math 449 which is available through Textbook Rental. **All course materials will be posted to D2L.**

Student Learning Outcomes: Upon completion of this course, a student should be able to:

- Understand the basic terms and concepts of risk; apply them to actuarial problems.
- Use the content of Math 346 Theory of Interest to correctly solve problems from previously administered Exam FM/2 exams and practice exams from other sources.
- Pass Exam FM/2 with additional preparation. The general rule of thumb for actuarial exams is that you should study 100 hours per hour of time allotted for the exam. Exam FM/2 is a three-hour exam.

Class Periods: On Mondays, I will administer a quiz from the previous week's topic. After the quiz, I will review the topic for the week. On Wednesdays, we will work on and discuss problems from the text.

Technology: Calculators may be used on any quiz or exam. Cell phones, i-pods and other similar electronic devices must be turned off during class.

Quizzes: Nine 25-point quizzes will be given as indicated in the course outline. The lowest quiz grade will be dropped at the end of the semester.

Exams: One midterm worth 100 points will be given in week 8. The material covered on the midterm will be discussed the week before.

The final exam is cumulative, worth 100 points, and is scheduled during the assigned final exam period. It will consist of 20 multiple-choice questions similar to those on Exam FM/2. As the final will not be scheduled earlier, plan your summer vacation accordingly!

Attendance: Attendance is encouraged. If you will be absent for a prolonged period of time, please contact

me as soon as possible so that proper arrangements can be made.

Weekly Course Outline: Departures from the outline given in the table below may occur, but I will inform you ahead of time when that is the case.

Week:	Material to be Covered:
1	Review Calculus
2	Quiz 1, Time Value of Money
	Last Day to Change Grade Basis or Drop to Avoid a "W"
3	Quiz 2, Annuities/Cash Flows
4	Quiz 3, Annuities/Cash Flows
5	Quiz 4, Loans
6	Quiz 5, Loans
	Last Day to Drop a Semester Course with a "W"
7	Bonds
8	Review, **Midterm Exam**
9	Bonds
	Spring Break
10	Quiz 6, General Cash Flows and Portfolios
11	Quiz 7, Immunization
12	General Derivatives
13	Quiz 8, General Derivatives
14	Quiz 9, Other Financial Instruments
15	Review for the Final

Grading: I will do my best to grade and return your all grades assessments within one week or sooner of collecting them. Sometimes, it takes longer, and your patience is greatly appreciated.

Your course grade will be based on the number of points you earn out of a total of 400 points (200 points from the best 8 quizzes and 200 points from the exams).

Points earned	**372 - 400**	**360 - 371**	**344 - 359**	**332 - 343**	**320 - 331**	**304 - 319**	**292- 303**	**280-291**	**264-279**	**252-263**	**240-251**
Course grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-

Adjustments of this scale are made at my discretion and on a case-by-case basis only after the final exam has been graded. If you take and pass Exam FM/2 no later than September 2016, I will change your course grade

to an A provided your submit the appropriate documentation.

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University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Submajor

Degree: BA/BS

Program Title: Mathematics

GPA Requirement for the Major/Submajor: 2.0 or higher

Sponsor(s): Julie Letellier, Khyam Paneru

Department(s): Mathematics

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 38 After change 38

1. Exact description of request:

Summary:
The current MATH STATS emphasis requires students to complete MATH 342 Applied Statistics, MATH 446 (346) Theory of Interest, MATH 441 Probability Theory, and MATH 442 Mathematical Statistics in addition to the Math Core. Three of the emphasis courses – MATH 342, 441 and 442 – are essential for students preparing for a career in either statistics or actuarial science. The other course, MATH 446 (346), is designed specifically for actuarial science students. Those students planning on pursuing either an advanced degree in statistics or an entry level position as a statistician are better served by the newly proposed MATH 420. The curricular revision to the MATH STATS

submajor will change the requirement of completing MATH 446 to completing either MATH 446 (346) or MATH 420.

From (as listed in catalog and on AR)

MATHEMATICS STATISTICS EMPHASIS (BA/BS)

MAJOR - 38 UNITS

1. Completion of the core
2. MATH 342, MATH 441, MATH 442, MATH 346

UNIQUE COMPUTER SCIENCE REQUIREMENT - 3 UNITS

1. SELECT ONE COURSE: COMPSCI 171 OR COMPSCI 172

WRITING REQUIREMENT - 3 UNITS

1. ENGLISH 370 OR ENGLISH 372

Students in this emphasis are encouraged to take courses in economics, accounting, and insurance offered in the College of Business and Economics. One suggested way of accomplishing this is by completing the Actuarial Mathematics minor.

To (to be listed in catalog and on AR)

MATHEMATICS STATISTICS EMPHASIS (BA/BS)

MAJOR - 38 UNITS

1. Completion of the core
2. MATH 342, MATH 441, MATH 442~~**, MATH 346**~~
3. **SELECT ONE COURSE: MATH 346 OR MATH 420**

UNIQUE COMPUTER SCIENCE REQUIREMENT - 3 UNITS

1. SELECT ONE COURSE: COMPSCI 171 OR COMPSCI 172

WRITING REQUIREMENT - 3 UNITS

2. ENGLISH 370 OR ENGLISH 372

Students in this emphasis are encouraged to take courses in economics, accounting, and insurance offered in the College of Business and Economics. One suggested way of accomplishing this is by completing the Actuarial Mathematics minor.

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

Adding a new course as an option in the Mathematics Statistics Emphasis is related to the University's Mission of providing "…a range of undergraduate programs and degrees, including interdisciplinary programs, in letters, sciences, and the arts as well as programs and degrees leading to professional specialization."

The new course offers improvement of a current program, which ties in with the University's Strategic Plan for Programs and Learning.
Finally, this new course relates to the College of Letters and Sciences and Department of Mathematics Missions of "[f]ostering personal and professional growth by offering challenging and relevant mathematics courses through the general education program, specialized and career-oriented majors and minors, and collaborative programs with other departments and colleges."

3. Rationale:

Our primary reason for proposing this change is to better prepare those majors in the MATH STATS emphasis whose goal is to pursue a career in statistics. The demand for undergraduate statistics degrees is increasing, and as a result, the Mathematics Department will be developing statistics courses which will be required in a new statistics minor, which is under development. The proposed new course, MATH 420 Applied Regression Analysis, is one of the most popular statistics courses offered at the undergraduate and graduate levels at other institutions. We anticipate that this course will draw students from other majors including Computer Science, Biology, Economics, Finance, Psychology and Sociology. Similar courses are offered at many of the 4-year comprehensive UW campuses including UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stout.

4. Cost Implications:

Currently the Department of Mathematics offers MATH 346 every spring. We will now offer MATH 346 and MATH 420 alternately, every other spring. Additionally, Dr. Paneru was hired to help grow the statistics program in the department by creating courses such as MATH 420. As a result, there will be no change in course load or increase in cost to make the above change.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

☐ Add Cross-listing *
☐ Course Deletion
☐ Number Change
☐ (other)
☒ Pre-requisite Change
☐ Technological Literacy
☐ Title Change
☐ Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): PHILSPHY 271

Cross-listing ***(if applicable)***:

New Course Number (*subject area and 3-digit course number*):

Cross-listing ***(if applicable)***:

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits:

Lab hours/week:

Contact hours/week:

Repeatable

Current Course Title: Introduction to Aesthetics

New Course Title:

25-Character Abbreviation *(if new title)*:

Sponsor(s): Crista Lebens

Department(s): Philosophy & Religious Studies

College(s): Letters and Sciences

List all programs that are affected by this change:

Liberal Studies major and minor
Philosophy minor
World Religions minor

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☒ NA ☐ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4R***)

I. **Detailed explanation of changes** (use FROM/TO format)
FROM:
Prereq: GENED 110

TO:
No prerequisite

II. **Justification for action**
Other 200-level philosophy courses do not have prerequisites. We are updating our curriculum to make this consistent across all 200-level courses.

University of Wisconsin-Whitewater
Curriculum Proposal Form #4R

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

☐ Add Cross-listing *
☐ Course Deletion
☐ Number Change
☐ (other)

☒ Pre-requisite Change
☐ Technological Literacy
☐ Title Change
☐ Writing Requirement

Effective Term: 2157 (Fall 2015)

Current Course Number (*subject area and 3-digit course number*): PHILSPHY 281

Cross-listing ***(if applicable)***:

New Course Number (*subject area and 3-digit course number*):

Cross-listing ***(if applicable)***:

***If adding a cross-listing, include the following:**

Required in the major:

Required in the minor:

Number of credits:

Lab hours/week:

Contact hours/week:

Repeatable

Current Course Title: Social Philosophy

New Course Title:

25-Character Abbreviation *(if new title)*:

Sponsor(s): Crista Lebens

Department(s): Philosophy & Religious Studies

College(s): Letters and Sciences

List all programs that are affected by this change:

Liberal Studies major and minor
Philosophy minor
World Religions minor

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?
(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

☒ NA ☐ Yes ☐ They will be submitted in the future

Proposal Information: (***Procedures for form #4R***)

I. **Detailed explanation of changes** (use FROM/TO format)
FROM:
Prereq: GENED 130

TO:
No prerequisite

II. **Justification for action**
Other 200-level philosophy courses do not have prerequisites. We are updating our curriculum to make this consistent across all 200-level courses.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **PSYCH 302** **Cross-listing:** **n/a**
(See Note #1 below)

Course Title: (Limited to 65 characters) The Biological Basis of Emotion

25-Character Abbreviation: Biol. Basis of Emotion

Sponsor(s): David Havas

Department(s): Psychology

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: **Psychology majors and minors**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☒ Yes ☐ will be at future meeting

Prerequisites: PSYCH 211

Grade Basis: ☒ Conventional Letter ☒ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Psychology

Instructor: David Havas
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☐ General Education Option: Select one:
Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours:	0	Total lecture hours:	48
Number of credits:	3	Total contact hours:	48

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Proposal Information: (***Procedures for form #3***)

I. Course justification:

The purpose of this new course is to introduce students in the psychology major to the scientific study of emotion and its influence on human behavior, emphasizing a biological perspective. After decades of neglect, emotions are increasingly becoming recognized as foundational in human behavior as advances in psychology and neuroscience have underscored the interdependency of learning, memory, cognition, social behavior, and well-being (both physiological and psychological) with affect/emotion. For two examples, consider that the neural pathways underlying emotional behavior are the very same pathways targeted by many clinically-prescribed drugs for behavioral treatment, or that children's emotional well-being is strongly predictive of academic achievement, satisfactory and productive experiences in the work and social environments, as well as physical health. In taking a biological perspective, the course focuses attention (although not exclusively) on efforts in exploring the physiological and neural components of emotion.

Within the field of psychology, the study of emotion provides a cross-cutting perspective on areas of psychological study (biological psychology, social psychology, cognitive psychology, developmental psychology, cross-cultural psychology, and abnormal psychology) that traditionally have been taught in a modular fashion. Students will encounter this cross-cutting perspective as they engage with long-standing questions about human behavior. In addition, the course provides students with exposure to biology-based (including psychophysiological and neuroscientific) research methods in psychology which are increasingly utilized as research tools across specializations.

The course is designed to engage students in answering a series of long-standing, "big" questions about the nature of human emotions like, What is emotion, What are emotions for, Are emotions universal, and Do emotions make us moral, among others. Each question also serves as an entré to one facet of the biological study of emotion. In the process of grappling with the organizing questions, students in the course will be expected to engage with readings that provide both a broader overview of emotion from diverse perspectives (as provided in the required course textbook) as well as primary literature in emotion research emphasizing a biological perspective (in the form of supplementary readings taken from the reference list below).

In posing these questions, the course provides ample opportunity for student self-reflection in the process of their intellectual growth. As an assessment tool, "Application Assignments" will guide students in applying course principles in their lives. Thus, the course addresses the LEAP Essential Learning Outcome of "Knowledge of Human Cultures and the Physical and Natural World." In addition, competence and understanding about emotions (ones' own, and more particularly those of others) is a key learning outcome desired by employers of college graduates (AACU, 2007).

The specific course objectives are: 1) understanding the evolutionary and behavioral functions of emotions and emotional behavior; 2) knowing how, at a biological level, emotion affects behavior and cognition, and vice versa (how behaviors and cognition affect emotion); 3) knowing how emotion is physiologically expressed and regulated in the brain and body; 4) understanding how the development of emotions in childhood affects individual differences in emotionality in adolescence and adulthood; 5) knowing how emotions can be scientifically measured and

manipulated; 6) knowing how scientists design hypotheses and experiments to explore the emotional foundations of behavior; and 7) to acquire the skills necessary to further students' own knowledge and understanding in the field.

The course is being introduced to address department curricular goals. One general area requirement in the major (currently Area IV; to be Area V as per the corresponding change of major proposal) is meant to expose students to biological approaches in psychology. This area has lost several courses as the field and the membership of the department has changed, and we currently have only a few courses in the area (PSYCH 301 - Behavioral Neuroscience, and to a lesser degree PSYCH 303 – Learning and Conditioning, PSYCH 305 – Psychology of Perception, and PSYCH 351 - Cognitive Psychology). This course helps keep the department current with changes in the field, allowing students additional breadth of study as well as increased flexibility in fulfilling the Area V requirement.

The course will provide an introduction to concepts that are explored in greater depth in another existing course (Cognitive Psychology), and in a possible future course (one that will provide detailed analysis in neuroscience, Affective Neuroscience), thus potentially contributing to the verticality of the curriculum.

II. Relationship to program assessment objectives:

The psychology department's assessment goals for 2013-14 include creating new academic programs that align with evolving workforce needs; requiring majors to think critically by evaluating evidence, assumptions, the validity of sources, and making logical arguments; and assisting majors to develop the ability to communicate proficiently. As described above and shown below in the revised syllabus, this revised course helps meet each of these assessment goals.

III. Budgetary impact:

The department will offer one fewer section of Cognitive Psychology every spring.

IV. Course description: (50 word limit)

Explores the biological function of emotion, the physiological, neural, and psychological structure of emotion, and the biological mechanisms by which emotion interacts with other aspects of human behavior. Understanding of how scientific researchers explore the biology of behavior, and skills in reading, summarizing, and critiquing primary literature will be developed.

V. If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)

N.A.

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

N.A.

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

N.A.

VI. Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

Fall 2015 PSYCH 302 THE BIOLOGICAL BASIS OF EMOTION

Instructor Information:
Dr. David Havas
Office: LAURENTIDE 1205
Office Hours: MW 2-3:30 and by appointment
E-mail: havasd@uww.edu (best method)
Phone: 262-472-1872

Course Meeting Time:
Tuesday and Thursday, 12:30 a.m. to 1:45 p.m. in WINTHER HALL 2013

Course Description:
Emotional Bases of Behavior: In this course on the psychology of emotion, we'll endeavor to answer long-standing questions about the function of emotion, the physiological, neural, and psychological structure of emotion, and the interaction of emotion with cognitive, social, developmental, and clinical aspects of behavior, all from a biological perspective. You'll learn how scientific researchers explore the biological nature of emotions, and you'll read, summarize, and critique primary literature.

Course Objectives: Upon completing this course, you will gain an understanding of:

1) The evolutionary and behavioral functions of emotions and emotional behavior
2) How, at a biological level, emotion affects behavior and cognition, and vice versa
3) How emotion is physiologically expressed and regulated in the brain and body
4) How development of emotions in childhood affects individual differences in emotionality
5) How emotion can be scientifically measured and manipulated
6) How scientists design hypotheses and experiments to explore emotional influences on behavior
7) The skills necessary to further your own knowledge and understanding in this field

Your Course Responsibilities and Requirements:
This course is structured around a series of questions that you'll tackle in class and in your assignments. Thus, your primary contribution is to engage yourself in addressing these questions. This includes attending class, participating in discussions, taking notes when necessary, doing assigned readings, and completing all assignments. Attendance is expected, except in cases of illness. Please don't ask for extensions on the deadlines, as they are a disservice to you and others.

The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus a 3-credit course will typically require a minimum of 9 hours of work per week (144 hours/semester).

Point-earning opportunities:
It is possible to earn 200 points in this course. **Weekly In-class quizzes** – These are designed to help you perform well on the unit exams, and won't contribute to the course grade. **3 Unit exams** – These are non-cumulative, and are collectively worth 90 points (30 points each). **3 Discussion day (DD) assignments** – These are questions about course material that are designed to facilitate your study for the unit exams, and are worth 30 points (10 points each). **3 Application (APP) assignments** – These are designed to help you learn to apply class material in your daily life, and are worth 30 points (10 points each). **2 Writing Assignments** – These assignments are designed to engage your critical thinking about research in emotion, the first worth 20 points, and the second worth 30 points, for a total of 50 points. **Extra-credit opportunities** – Participation in extra-credit opportunities can add up to 5 points to your final grade. Final grades will be based on the following point distribution:

A	186-200 pts	B	166-172 pts	C	146-152 pts	D	126-132 pts
A-	180-185 pts	B-	160-165 pts	C-	140-145 pts	D-	120-125 pts
B+	173-179 pts	C+	153-159 pts	D+	133-139 pts	F	< 120 pts

Required Course Textbook: Keltner, D., Oatley, K., & Jenkins, J. M.. Understanding Emotions, 3rd Ed. (2013). ISBN: 978-1-118-54905-6 (*KOJ)

Brief Course Schedule:

TOPIC QUESTION	DATE	READING	ASSIGNMENT
	SECTION 1		
What is emotion?	T Sept 8	*KOJ ch 1	
	R Sept 10		
What are emotions for?	T Sept 15	KOJ ch 2	
	R Sept 17		
Are emotions universal?	T Sept 22	KOJ ch 3	
	R Sept 24		APP 1 due
Why do we laugh and cry?	T Sept 29	KOJ ch 4	
	R Oct 1		
Discussion Day	T Oct 6		DD 1 due
Exam I (covers Section 1 material)	R Oct 8		
	SECTION 2		
Are emotions in the body?	T Oct 13	KOJ ch 5	
	R Oct 15		
Are emotions in the brain?	T Oct 20	KOJ ch 6	
	R Oct 22		
Are emotions in the mind?	T Oct 27	KOJ ch 7	
	R Oct 29		APP 2 due
Are emotions our selves?	T Nov 3	KOJ chs 8, 11	
	R Nov 5		
Discussion Day	T Nov 10		DD 2 due
Exam II (covers Section 2 material)	R Nov 12		Paper 1 due
	SECTION 3		
Do emotions make us moral?	T Nov 17	KOJ ch 9	
	R Nov 19		
Do emotions make us think?	T Nov 24	KOJ ch 10	
	R Nov 26		
How do emotions go wrong?	T Dec 1	KOJ chs 12, 13	
	R Dec 3		APP 3 due
Can emotions make us well?	T Dec 8	KOJ ch 14	
	R Dec 10		
Discussion Day	T Dec 15		DD 3 due
Final Exam (covers Section 3 material)	F Dec 17, 1-3 pm		Paper 2 due

University Required Statement

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VII. Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Books:

Damasio (1994). *Descartes' Error: Emotion, reason, and the human brain*. New York: Grosset/Putnam.
Darwin (1872/2006). *Expression of emotions in man and animals*. New York: Oxford University Press.
Ekman & Davidson. *The nature of emotion: Fundamental questions*. New York: Oxford University Press.
Keltner (2009). *Born to be good. The science of a meaningful life.* New York: Norton & Co.
Keltner, Oatley, & Jenkins (2013). *Understanding Emotions*, 3rd Ed.. ISBN: 978-1-118-54905-6
Lane, R. D., & Nadel, L.. (2000). *Cognitive Neuroscience of Emotion*. ISBN-13: 978-0195155921
Lewis, Haviland-Jones, & Barrett (2010). *Handbook of emotions*, 3rd Ed.. New York: Guildford Press.

Background literature forming the basis for lectures for each chapter/discussion topic. In addition, students will be asked to draw from these references as part of their writing assignments:

Chapter 1 / What is emotion? (Definitions and measurement of emotion)

James (1884). What is an emotion? *Mind, 9*, 188-205.

Barrett (2012). Emotions are real. *Emotion, 12*, 413-429.

Bradley & Lang (2000). Measuring emotion: Behavior, feeling, and physiology. In Lane & Nadel (Eds.) *Cognitive Neuroscience of Emotion*.

Chapter 2 / What are emotions for? (Evolutionary functions and origins of emotion)

Panksepp & Panksepp(2001). A synopsis of "The seven sins of evolutionary psychology." *Evolution and Cognition, 7*, 1-5.

Panksepp (1982). Toward a general psychobiological theory of emotions. *The behavioral and brain sciences, 5*, 407-422.

Chapter 3 / Are emotions universal? (The search for basic emotions)

Darwin (1872). *Expression of emotions in man and animals*. London: John Murray.

Ekman (1992). An argument for basic emotions. *Cognition and Emotion, 6*, 169-200.

Russell, Bachorowski, & Fernandez-Dols (2003). Facial and vocal expressions of emotion. *Annual Review of Psychology, 54*, 329-349.

Nelson, N. L. & Russell, J. A. (2013). Universality revisited. *Emotion Review, 5*, 8-15.

Chapter 4 / Why do we laugh and cry? (Ethological approaches to emotion)

Cornelius, R. R. (2001). Crying and catharsis. In A. J. J. M. Vingerhoets & R. R. Cornelius (Eds.), Adult crying: A biopsychosocial approach (pp. 199–212). Hove, UK: Routledge.

Rottenberg et al. (2008). Is crying beneficial? *Current Directions in Psychological Science, 17*, 400-404.

Burgdorf, J., Knutson, B., Panksepp, J., & Ikemoto, S. (2001). Nucleus accumbens amphetamine microinjections unconditionally elicit 50-kHz ultrasonic vocalizations in rats. *Behavioral Neuroscience, 115*, 940-944.

Eisenberger, N. I., Lieberman, M. D., & Williams, K. D. (2003). Does rejection hurt? An fMRI study of social exclusion. *Science, 302*, 290-292.

Chapter 5 / Are emotions in the body? (The search for autonomic specificity)

Ekman, Levenson, & Friesen (1983). Autonomic nervous system activity distinguishes among emotions. *Science, 221*, 1208-1210.

Levenson (1994). The search for autonomic specificity. In P. Ekman & R.J. Davidson (Eds.) *The nature of emotion: Fundamental questions* (pp. 252-257). New York: Oxford University Press.

Zajonc & McIntosh (1992). Emotions research: Some promising questions and some questionable promises. *Psychological Science, 3*, 70-74.

Stemmler, G., Heldmann, M., Pauls, C. A., & Scherer, T. (2001). Constraints for emotion specificity: The context counts. *Psychophysiology, 38*, 275-291.

Chapter 6 / Are emotions in the brain? (Affective neuroscience approaches)

Davidson, R. J. (1992). Emotion and affective style: Hemispheric substrates. *Psychological Science, 3*, 39-43.

Ekman & Davidson (1993). Voluntary smiling changes regional brain activity. *Psychological Science, 4*, 342-345.

LeDoux, J. (2000). Emotion circuits in the brain. *Annual Review of Neuroscience, 23*, 155-184.

Chapter 7 / Are emotions in the mind? (Cognitive neuroscience approaches)

Smith C. A., & Ellsworth, P. C. (1987). Patterns of cognitive appraisal in emotion. *Journal of Personality and Social Psychology, 48*, 813-838.

Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist, 35*, 151-157.

Wilson-Mendenhall, C. D., Feldman Barrett, L., & Barsalou, L. W. (2013). Neural evidence that human emotions share core affective properties. *Psychological Science, 24*, 947-956.

Chapter 8, 11 / Are emotions our selves? (Biology of self-conscious emotions)

Tracy, J. L., & Robbins, R. W. (2007). Emerging insights into the nature and function of pride. *Current Directions in Psychological Science, 16*, 147-150.

Keltner & Anderson (2000). Saving face for Darwin: The function and uses of embarrassment. *Current Directions in Psychological Science,* 9, 197-192.

Campos (1989). Emergent themes in the study of emotional development and emotion regulation. *Developmental Psychology, 25*, 394-402.

Chapter 9 / Do emotions make us moral? (Biology of social emotions)

Haidt, J. (2003). The moral emotions. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of Affective Sciences*. Oxford: Oxford University Press (pp. 852-870).

Wheatley, T., & Haidt, J. (2005). Hypnotic disgust makes moral judgments more severe. *Psychological Science, 16*, 780-784.

Lamm, C., Batson, C. D., & Decety, J. (2007). The neural substrate of human empathy: Effects of perspective taking and cognitive appraisal. *Journal of Cognitive Neuroscience, 19*, 42-58.

Chapter 10 / Do emotions make us think? (Emotional modulation of cognition)

Damasio, A. R. (1994). Descartes' Error: Emotion, reason, and the human brain. New York: Grosset/Putnam.

Zajonc (1984). On the primacy of affect. *American Psychologist, 39*, 117-123.

Cahill, L., Haier, R. J., Fallon, J., Alkire, M. T., Tang, C., Keator, D., Wu, J. & McGaugh, J. L. (1996). Amygdala activity at encoding correlated with long-term, free recall of emotion information. *Proceedings of the National Academy of Sciences USA, 93*, 8016-8021.

Havas et al. (2010). Cosmetic use of botulinum toxin-A affects comprehension of emotional language. *Psychological Science, 21*, 895-900.

Chapter 12, 13 / How do emotions go wrong? (The biology of psychopathology)

Kring (2008). Emotion disturbances as transdiagnostic processes in psychopathology. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.). *Handbook of emotions* (3rd ed.)., (pp. 691-705). New York: Guildford Press.

Gross & Levenson (1993). Emotional suppression: Physiology, self-report, and expressive behavior. *Journal of Personality and Social Psychology, 64*, 970-986.

Bonanno (2004). Loss, trauma, and human resilience. *American Psychologist, 59*, 20-28.

Chapter 14 / Can emotions make us well? (The biology of emotional regulation)

Jackson, D. C., Mueller, C. J., Dolski, I., Dalton, K. M., Nitschke, J. B., Urry, H. L., Rosenkranz, M. A., Ryff, C. D., Singer, B. H. & Davidson, R. J. (2003). Now you feel it, now you don't: Frontal brain electrical asymmetry and individual differences in emotion regulation. *Psychological Science, 14*, 612-617.

Schaefer, S. M., Jackson, D. C., Davidson, R. J., Aguirre, G. K., Kimberg, D. Y., & Thompson-Schill, S. L. (2002). Modulation of amygdalar activity by the conscious regulation of negative emotion. *Journal of Cognitive Neuroscience, 14*, 913-921.

Pennebaker (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science, 8*, 162-166.

Gruber, Mauss, & Tamir (2011). A dark side of happiness? How, when, and why happiness is not always good. *Perspectives on Psychological Science, 6*, 222-233.

Sample Application Assignment:

Name (include on all pages) _____

Application Assignment 1
Biological Basis of Emotion – David Havas – Fall, 2015
Due Thursday 9/24 in class
10 points

Assignment Overview, Objectives, and Assessment: This assignment involves applying your knowledge about the biological bases of emotion to critically reflect on an emotional episode in your life. The assignment has two parts: First you will identify two emotional events or episodes in your life and describe them using the taxonomy provided by Charles Darwin (and summarized on page 6 of your textbook). For each event or episode, you should describe it in terms of the specific expressions and bodily systems that were involved, and in terms of its antecedents and consequences. Second, for each episode or event, you will explain it in terms of several leading theories of emotion (see below). For each theoretical explanation, be sure to include how (or whether) the theory accounts for the expressive and biological systems that were involved in your emotional experience.

Your reports will be assessed according to 1) how well they demonstrate evidence of insightful and analytical thinking about why and how the emotional episodes you experienced became manifest, 2) how clearly you articulate the points in your answers, and 3) how convincingly you distinguish the various theoretical positions in your explanation of your experiences. You are encouraged to utilize your textbook, lecture material, and the supplementary readings as background for the assignment.

A. For each of two emotional experiences you've had within the last week or so, describe the emotional experience using Darwin's expression-body system correspondences listed on page 6 of the textbook. What would you call the emotion you experienced? What bodily systems did you notice were involved? Did you notice yourself make any particular emotional expression during the event? In addition, what was the antecedent of the emotion, and what do you suppose was the function of the emotional response?

B. For each of the two emotional experiences you described above, compare and contrast how the James-Lange, Cannon-Bard, Schacter-Singer, and Frijda-Mesquita theories of emotion would explain the emotional experience.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **PSYCH 412** **Cross-listing:**
(See Note #1 below)

Course Title: (Limited to 65 characters) Comparative Psychology

25-Character Abbreviation: Comparative Psychology

Sponsor(s): Rachelle Yankelevitz

Department(s): Psychology

College(s): Letters and Sciences

Consultation took place: ☐ NA ☒ Yes (list departments and attach consultation sheet)
Departments: Biology

Programs Affected:

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☒ NA ☐ Yes ☐ will be at future meeting

Prerequisites: PSYCH 216 or BIO 303 or consent of instructor

Grade Basis: ☒ Conventional Letter ☒ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Psychology

Instructor: Rachelle Yankelevitz
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☐ General Education Option: Select one:
Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours:	0	Total lecture hours:	48
Number of credits:	3	Total contact hours:	48

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Proposal Information: (***Procedures for form #3***)

Course justification:

Comparative psychology is the study of the behavior of nonhuman animals. Other names for the field include animal psychology and comparative cognition. Studying nonhuman animals enables tackling fundamental questions about the nature of humanity. When asked what it means to be human, common student answers include morality, consciousness, intelligence, and language. Comparative psychologists conduct fascinatingly creative experiments on whether behaviors representing these constructs are displayed only by humans, or whether they extend to nonhumans as well. In this course, we will examine several constructs that seem to be among humans' more-specialized capabilities and survey the research on whether nonhumans share them. One purpose of studying animal behavior is therefore to understand what makes us human.

The course also examines why animals are interesting in their own right. We will continuously alternate between surprising realizations of similarity between humans and nonhumans, and equally surprising realizations of dissimilarity. Both of these will inspire respect for the unique abilities animals use to survive in their environmental niches. Studying, for example, the family dog's ability to follow humans' cues (e.g. pointing, grammatical sentences) shows that dogs can be bracingly in-tune with us. It also illustrates that dogs may be even more sensitive to some of our cues than we are (e.g. odors). Learning about dogs, nonhuman primates, birds, and other animals will reveal behaviors that are fascinating on their own.

A main goal of the course is to get students thinking scientifically about the other beings they encounter on a daily basis, regardless of species. They will realize that common tools enable the analysis of behavior, and oftentimes, common explanations apply across species. This will make them feel more connected to their surroundings, including the other people and other animals they live with. The course content suggests many service learning opportunities which may be added in future versions, which would relate to the university goal of encouraging social engagement and service to the community.

The content of this course intersects with other areas outside psychology. The first area of intersection is philosophy. For example, when asked to consider whether any nonhuman animals are capable of taking another being's perspective, students will be pressed to decide whether this is the same as empathizing. If so, does empathy require a complex behavioral history, complex neural equipment, and/or complex mental processes? What is complexity? How can we measure empathy while maintaining an empirical stance: what observable, countable behaviors would count as empathy? If we discover that an organism very different from humans – perhaps a so-called "simple" organism – can exhibit or learn these behaviors, do we need to reevaluate what empathy is? If empathizing makes you more human, do we need to reevaluate what humanity is? A second area of intersection outside psychology is with biology. Please see section below titled "relationship to program assessment objectives" for description of this complementary yet distinct offering.

This course is offered as a 400-level course with a prerequisite of PSYCH 216 Research Methods or BIO 303 Biostatistics. Skills students need to acquire beforehand in order to do well in this course include: basic knowledge of experimental methods and logic, a little experience reading primary literature, ability to do library research, and knowledge of APA style formatting rules. These skills are all addressed in PSYCH 216 Research Methods, and students who have had BIO 303 will be able to quickly acquire them. It is a 400-level course because of the depth of analysis expected. First, students are asked to read multiple research articles per course meeting, and to spend the entire class meeting discussing them in detail. The level of understanding required to properly criticize or extend these articles (via the discussion point assignments and in-class discussions) requires being somewhat experienced with psychology. This is a reasonable expectation because the articles themselves are not extremely technical, but the key is in thinking critically about the relation between their hypotheses and their outcomes. Students must also have good time-management and class participation skills, and familiarity with being expected to come to class having already attempted to analyze the assigned reading, which are more likely to have developed after taking Research Methods or

Biostatistics. Second, the course is a 400-level seminar because class meetings will be heavily comprised of student discussion, which is facilitated by the smaller enrollment of upper-level seminars.

Relationship to program assessment objectives:

Comparative psychology is a major branch of psychology which is currently not included in the psychology department's course offerings. Related courses such as learning & conditioning, behavioral neuroscience, and physiological psychology have only slight overlap. Comparative psychology has shifted focus over the years. From 1944 to 1995, Division 6 of the American Psychological Society was called Physiological Psychology and Comparative Psychology. In 1995 the name changed to Behavioral Neuroscience and Comparative Psychology. Recent meetings and publications associated with the Comparative Cognition Society have prominently featured studies on dogs and other domestic animals, reflecting the field's continued interest in whole-animal, behavior-environment relations. The current course focuses almost exclusively on this latter topic.

This course will echo major themes from across the current psychology curriculum while using previously-unrepresented content to approach those themes. The course fits well with the existing course offerings because our curriculum emphasizes rigorous experimental control, objectivity, hypothesis testing, operational definitions, the importance of objectivity, and critical thinking, and this course will use new content to explore these same ideas. This course is different from current offerings in that it may expand students' understanding of the breadth of psychology. Many students are very curious about the lives of their domestic animals, or of animals closely related to humans, but have only been exposed to psychology as the study of humans or laboratory rats. This will expand their psychology exposure into topics they may not have previously been aware could be scientifically analyzed. In addition, starting from a point of natural curiosity (such as the horses a particular student has kept for years) may make more-complex psychological themes more accessible.

This course contributes to the psychology department goal of "increasing student interest in basic science of psychology … and offering more courses focusing on basic science" while making contact with the more applied interests students often express. The department aims to "engage more undergraduate researchers in basic research," which this course may help accomplish if it inspires students to seek out basic research opportunities. It also relates to the goal of "increasing ... verticality in our program's neuroscience area (e.g., currently Psych 301 and 305)." This course is not a neuroscience or perception course, but it does increase verticality by requiring Psych 216 as a prerequisite, and it is aligned with the other courses in that group in terms of the emphasis on basic science and lab experimentation.

The biology department currently offers Bio 430, Animal Behavior. Bio 430's subject matter could also be called ethology, the study of animal behavior in the wild. Ethology and comparative psychology share many of the same historical figures and influences, and their perspectives have in common experimental rigor, a hypothesis-testing perspective, using multiple levels of analysis, and consideration of the animal's natural environment. However, Bio 430's topics (e.g. predator-prey relationships, mating systems, parental care, and aggression) do not overlap much with those of the currently-proposed course, which focuses more on topics traditionally considered psychological (e.g. problem solving, language, empathy, moral behavior, abstract thinking). A student who took both courses would learn meaningfully different material in each.

Budgetary impact:

This course will become part of the instructor's regular load, with one section taught approximately every other year. Classroom space would be needed, but no special classroom equipment is needed. Library

resources are currently sufficient, and no special technology needs are anticipated. This course is not replacing another course.

Course description: (50 word limit)

Comparative psychology is the study of animal behavior. Studying animals helps us understand what makes us uniquely human, and it also illuminates many areas of cross-species similarity. This course will examine the research on topics such as animal reasoning, language, and social behavior.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus:

PSYCH 412: Comparative Psychology
Semester, year go here
Days, times, location go here

Professor: Rachelle Yankelevitz, PhD
Contact: yankeler@uww.edu (best way to reach me; I'll respond within 48 hours). Telephone: 262-472-1804. Email is preferred.
Office & hours: Laurentide 1207, *(days and times go here)* or by appointment. Please utilize these! I want to help you become interested in the subject matter and do well in the course.

COURSE OVERVIEW

What does it mean to be human? One way to answer this is to look for similarities and differences with other species. Do humans have unique abilities other species lack? Is it our consciousness, our cooperation, our sense of self, our language ability, or something else entirely? Or is it nothing at all? This course surveys a range of candidate answers to the question of which behavioral and cognitive traits are displayed only by humans in one approach to more-fully understanding ourselves. We will compare humans and nonhumans on a range of tests meant to assess the boundaries and overlap between species' abilities. This human-centric perspective will be mixed with an ethological perspective which seeks to understand animal behavior in its own right – not necessarily as it is relevant to understanding only humans.

Of course, before we can decide which animals have a particular ability, we must carefully define the ability, and we must come up with creative ways to look for it. This course will consistently emphasize the importance of rigorous experimental methodology that tests alternative hypotheses.

This course also examines common pitfalls in interpreting behavioral data such as anthropomorphism, bias, and failure to focus on parsimony. Can we be objective in observing another species – or even another individual of our species – when we cannot access their umwelt, or perceptual world? How do we fairly test whether an animal has an ability, with consideration for its natural environment, while facilitating comparisons across species? What is the difference between asking whether an animal *has* an ability or *can acquire* an ability? These questions are relevant for many research applications beyond the study of animal

behavior.

STUDENT LEARNING OBJECTIVES

By the end of this course, you should be able to:

1.) describe the value of cross-species analyses from anthropocentric and ethological perspectives
2.) describe some points of comparison between human and nonhuman behavioral and cognitive abilities, using research to reach conclusions
3.) understand the importance of operational definitions in the study of psychological constructs such as consciousness, intelligence, and problem-solving
4.) describe how to carefully set up experiments to test alternative hypotheses
5.) understand anthropomorphism and bias as they apply to the study of both nonhumans and humans
6.) read and understand primary research articles and scholarly book chapters
7.) critically analyze research in this field, be prepared to apply these critical analysis skills to other topics, and creatively generate ideas for future research in this field

REQUIRED TEXT

Wynne, C. D. L. & Udell, M. A. R. (2013). *Animal Cognition: Evolution, Behavior, and Cognition* (2nd ed.). New York, NY: Palgrave Macmillan.

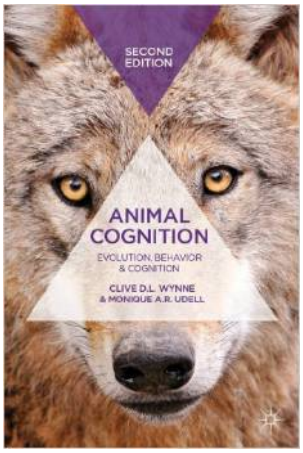
Bring the book to every class. Many other readings will be posted to D2L. They will include news articles and scholarly articles. You will need to print the readings and bring the readings to class. You should plan to have resources on hand to print the pages needed. Use of laptops and other electronics is prohibited in class.

COURSE REQUIREMENTS AND ASSESSMENT

There are many ways to do well in this course. The requirements are spread out across assessments so that you have several opportunities to succeed. Assignments are due as hard copies at the start of the day's class on which they are due, unless otherwise specified.

It is very important to do the reading in this course. A few meetings will be lecture based, and I will clarify more-complex topics; however, most class meetings will rely on your being prepared for class with thoughtful comments and discussion topics. Be ready for active engagement including asking questions, identifying how topics relate to one another, and critically evaluating the ideas contained in reading and encountered in class.

Discussion points and other assignments (20%) In order to encourage you to read thoughtfully, you are asked to create discussion points, based on the reading, to be turned in at the beginning of the class for which that reading is assigned. Readings requiring discussion points are the non-Wynne readings: the original research articles listed on the schedule below. Each day on which there is a primary research article to be read, one discussion point is due.



The purpose of discussion points is to encourage thoughtful reading, regularly-occurring writing, and critical thought. Discussion items should not ask for clarification of concepts or point out minor methodological issues; instead, they should reflect thorough understanding and analysis of the article. Discussion points may identify nonobvious conceptual links, creative extensions, incompatibilities, alternative approaches or viewpoints, or opinions supported by facts. I will give you examples of good discussion questions. This category may also include other assessments such as in-class writing assignments and group exercises.

For very chapter of the main book (Wynne), I will provide you with a study guide to help direct your reading. You should make a strong attempt to answer the study guide questions before coming to class. In class, your answers to these questions will guide our discussion. Sometimes I will collect your study guides to verify you are doing them before

class.

Exams (3 exams weighted 20% each) Exams will assess your knowledge of the material. Everything in the assigned reading and everything in class is subject to examination. Attending class, participating in class, taking good notes, and having good study skills are important aspects of the course. Exams will include multiple-choice, short answer, and essay questions. **Do not miss an exam.** You will receive a zero for that exam. See "course policies" below.

Final project (20%) Choose a topic not addressed in the class (or not addressed in depth) and learn about the current research on the topic. Possibilities vary widely, but here are some:

- identify a conflict or debate among researchers on a particular topic, present the opposing views, and synthesize a conclusion. This could be philosophical or empirical.
- choose an animal and describe its unique cognitive/behavioral abilities
- choose a cognitive/behavioral ability and describe how it has been defined and tested
- use Tinbergen's Four Questions, or any branch of psychology, to take a different approach to a topic from class; for example, what evolutionary mechanisms could contribute to a particular behavior? How does a developmental or neurobiological perspective help us understand the behavior?

The goal is to go into more depth on a topic in which you are interested. Relate your topic of interest to concepts from class, and *use primary research*. I am happy to help with your search for a topic and sources, and I encourage you to use my office hours or appointment times for this purpose.

The project has three main components. Much more information on the project will be provided in class, but please note the project-related due dates on the schedule below.

1.) Annotated bibliography: Identify 4 sources and describe how you will use them in your project.

2.) Final paper: It should be 10-15 pages long and refer to at least 5 scholarly sources (but probably several more than that). The paper should be in APA format. A grading rubric will be discussed in class. A solid draft is due before the final paper is due.

3.) Presentation: In the last unit of class, you will present your topic of interest to the class for 15 minutes including audience questions/discussion. Test questions on our last exam will assess knowledge from the presentations, so the presentations should prepare the class for this.

GRADING

Everyone can get an A (and I hope you do!). Some exams may include bonus questions. There will never be individual extra credit as this is incompatible with my firm goal of assessing all students fairly. Please come see me as soon as possible if you notice you are not doing as well as you would like. We can talk about study strategies, and there are many resources on campus for this situation.

A	B	C	D	F
90-100%	80-89%	70-79%	60-69%	Below 60%

COURSE POLICIES

Attendance

Attendance is required and is very important in this course. If you miss a class, even if it is for a very good reason, I cannot recap the class with you. It is your job to get notes from multiple classmates, and based on your review of those, we can talk about the material.

Late work policy

Assignments turned in late have 10% deducted from their grade per day of lateness, starting immediately after the deadline. Assignments are not accepted after the beginning of the class 1 full week from the date on which they were due. Computer problems are not a valid excuse for late work. **Back up your works in progress frequently**. Late assignments can be emailed to avoid further penalties, but an identical hard copy

must also be submitted to my mailbox in Laurentide as soon as possible, as this is the version that will prompt me to grade the assignment. Without a hard copy, you will not receive a grade.

Do not miss an exam. If you miss an exam, you will receive a zero for that exam. Some extreme and unavoidable situations such as serious family emergencies *may* be a basis for my considering granting a makeup exam. The following conditions must be fulfilled: 1.) You notified me before the exam that you were having an emergency, 2.) You provided written third-party verification that you were unable to attend the exam, and 3.) You take the makeup before the next class period following the exam. In some very extreme cases where this is impossible, your makeup exam may be very different from the original exam.

Academic misconduct

Cheating is a very serious issue and will not be tolerated in this class or in your life in general. Students caught cheating (examples: wandering eyes during exams; turning in work that is not your own) or plagiarizing work will receive an automatic 0 for the assessment and possibly in the class. They will also possibly experience University sanctions. Ignorance is not an excuse; if you are unsure whether your behavior would qualify as cheating, either don't do it, or ask me beforehand.

Other types of academic misconduct are perhaps more subtle but also affect your learning experience and the experience of classmates, and my experience:

1.) **Do not use your phone at all in class.** This means texting and checking email are prohibited. However, it is completely acceptable to leave the room if you need to do this type of thing or any other personal business. Class is a conversation between all of us, and while in the classroom you should be fully engaged in that conversation.

2.) Please do not have conversations with classmates while I am talking or while another student is asking the class a question.

3.) Do not use other electronics. Laptops are prohibited, even for note taking, unless you have a documented special accommodation.

University policies statement

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

As noted by the University Curriculum Committee, "The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of 9 hours of work per week (144 hours/semester)."

Students traveling with athletic teams or academic groups

If you will be required to miss class, please see me within the first two weeks of class to discuss plans for meeting all course requirements.

TENTATIVE COURSE SCHEDULE

It is likely there will be changes to this schedule along the way, and these changes will be announced in class. **It is your responsibility to be aware of any changes**, so if you miss class, be sure to check with a classmate for upcoming assignments. ●means one discussion point is due this day.

	Topic	Wynne reading due this day
Thurs 9/4	Introduction to the course	
Tues 9/9	Evolution, adaptation, cognition and behavior What are animal minds? Historical background	Wynne 1
Thurs 9/11	Evolution; the anthropocentric vs. ecological approaches What is the study of animal behavior for?	Shettleworth ch 1
Tues 9/16	Ethograms How to observe behavior	
Thurs 9/18	Other ways of seeing the world Perception: vision, smell, hearing, electric sense, others	Wynne 2
Tues 9/23	Concept formation Perceptual discrimination; object permanence; same/different	Wynne 3 (not stimulus equivalence)
Thurs 9/25●	*Related to ch2:* Kuczaj, S., Solangi, M., Hoffland, T., & Romagnoli, M. (2008). Recognition and discrimination of human actions across the senses of echolocation and vision in the bottlenose dolphin: Evidence for dolphin cross-modal integration of dynamic information. *International Journal of Comparative Psychology, 21*, 84-95. *Related to ch3:* Watanabe, S., Sakamoto, J., & Wakita, M. (1995). Pigeons' discrimination of paintings by Monet and Picasso. *Journal of the Experimental Analysis of Behavior, 63*, 165-174.	
Tues 9/30	Time & Number Time of day; time intervals; relative and absolute number; counting	Wynne 4
Thurs 10/2●	Hauser, M. (2000). What do animals think about numbers? *American Scientist, 88,* 144-151. Cantlon, J. F., & Brannon, E. M. (2007). Basic math in monkeys and college students. *PLoS Biology, 5(12)*, 2912-2919.	
Tues 10/7	**Exam 1**	
Thurs 10/9	Cause & Effect Pavlovian and instrumental conditioning; biological predispositions	Wynne 5
Tues 10/14	Cause & Effect	
Thurs 10/16	Reasoning Tool use; problem solving; insight; reasoning by analogy; transitive inference; linear ordering; fairness	Wynne 6
Tues 10/21●	Weir, A. A. S., & Kacelnik, A. (2006). A New Caledonian crow (Corvus moneduloides) creatively re-designs tools by bending or unbending aluminum strips. *Animal Cognition, 9,* 317–334.	
Thurs 10/23●	Tversky, A. & Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science, 211*, 453-458. Lakshminarayanan, V. R., Chen, M. K., & Santos, L. R. (2011). The evolution of decision-making under risk: Framing effects in monkey risk preferences. *Journal of Experimental Social Psychology, 47*, 689-693.	**Project topic and annotated bibliography due**
Tues 10/28●	Chen, M. K., Lakshminarayanan, V. R., & Santos, L. R. (2006). How basic are behavioral biases? Evidence from capuchin monkey trading behavior. *Journal of Political Economy, 114,* 517-537. (but mostly focus on pp. 523-526 subjects & method; pp.529-end main experiments)	

	Silberberg, A., Roma, P. G., Huntsberry, M. E., Warren-Boulton, F. R., Sakagami, T., Ruggiero, A. M., & Suomi, S. J. (2008). On loss aversion in capuchin monkeys. *Journal of the Experimental Analysis of Behavior, 89,* 145-155.	
Thurs 10/30	**Exam 2**	
Tues 11/4	Social cognition and self awareness Mirror self-recognition; sensitivity to others' actions and gazes; looking guilty; theory of mind; perspective-taking	Wynne 8 (not 7)
Thurs 11/6●	Plotnik, J. M., de Waal, F. B. M., & Reiss, D. (2005). Self-recognition in an Asian elephant. *Proceedings of the National Academy of Sciences of the United States of America, 103*, 17053-17057. Anderson, J. R., Kuroshima, H., Takimoto, A., & Fujita, K. (2013). Third-party social evaluation of humans by monkeys. *Nature Communications, 4*, 1-5.	
Tues 11/11●	Brosnan, S. F., & de Waal, F. B. M. (2003). Monkeys reject unequal pay. *Nature, 425,* 297-299. Wynne, C. D. L. (2004). Fair refusal by capuchin monkeys. *Nature, 428*, 140. (including Brosnan & de Waal reply to Wynne) Udell, M. A. R., Dorey, N. R., & Wynne, C. D. L. (2008). Wolves outperform dogs in following human social cues. *Animal Behaviour, 76,* 1767-1773.	
Thurs 11/13	Social Learning: imitation only Social facilitation; stimulus & local enhancement; goal emulation	Wynne 9
Tues 11/18	Social Learning: teaching only	Wynne 9
Thurs 11/20●	Leadbeater, E., Raine, N. E., & Chittka, L. (2006). Social learning: Ants and the meaning of teaching. *Current Biology, 16*, R323-R325. Thornton, A. & McAuliffe, K. (2006). Teaching in wild meerkats. *Science, 313*, 227-229. (and supplemental material)	**Project paper solid draft due**
Tues 11/25	Language Apes learning words and sentences; Alex the African Grey; dolphin symbol boards	Wynne 12 (not 10 or 11)
Thurs 11/27	Thanksgiving: no class	
Tues 12/2	Conclusions / Final presentations	Wynne 13
Thurs 12/4	**Final presentations**	
Tues 12/9	**Final presentations**	
Thurs 12/11	**Final presentations**	
Tues 12/17	**Final presentations**	**Final project paper due**
	Exam 3 noncumulative during final exam time	

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Alcock, J. (2013). *Animal behavior: An evolutionary approach* (10th ed.). Sunderland, MA: Sinauer Associates, Inc.

Bartal, I., Decety, J., & Mason, P. (2011). Empathy and pro-social behavior in rats. *Science, 334*, 1427-1430.

Cheney, D. (2011). Extent and limits of cooperation in animals. *Proceedings of the National Academy of Sciences, 108*, 10902-10909.

Bräuer, J., Schönefeld, K. & Call, J. (2013). When do dogs help humans? *Applied Animal Behaviour Science* 148, 138–149.

Bräuer, J., Bös, M., Call, J., & Tomasello, M. (2013). How domestic dogs (*Canis familiaris*) coordinate their actions. *Animal Cognition*, 16 (2), 273-285.

Cauchard, L., Boogert, N. J., Lefebvre, L., Dubois, F., & Doligez, B. (2013). Problem-solving performance is correlated with reproductive success in a wild bird population, *Animal Behaviour, 85*, 19-26.

Dennett, D. (1994). The role of language in intelligence. In J. Khalfa (Ed.) *What is intelligence? The Darwin College lectures,* Cambridge, Cambridge University Press.

Finn, J. K., Tregenza, T., & Norman, M. D. (2009). Defensive tool use in a coconut-carrying octopus. *Current Biology, 19,* R1069–R1070.

Harley, H. E., Putman, E. A., & Roitblat, H. L. (2003). Bottlenose dolphins perceive object features through echolocation. *Nature, 424,* 667-669.

Horowitz, A. (2010). *Inside of a dog: What dogs see, smell, and know.* New York: Scribner.

Lagorio, C. H., & Hackenberg, T. D. (2010). Risky choice in pigeons and humans: A cross-species comparison. *Journal of the Experimental Analysis of Behavior, 93*, 27-44.

McConnell, P. B. (2003). *The other end of the leash: Why we do what we do around dogs*. New York: Random House.

McKearney, J. W. (1977). Asking questions about behavior. *Perspectives in Biology and Medicine, 21*, 109-119.

Papini, M. R. (2008). *Comparative psychology: Evolution and development of behavior* (2nd ed.). New York: Psychology Press.

Shettleworth, S. J. (1993). Where is the comparison in comparative cognition? Altemative Research Programs. *Psychological Science, 4,* 179-183.

Shettleworth, S. J. (2009). *Cognition, evolution, and behavior* (2nd ed.). Oxford: Oxford University Press.

Shettleworth. S. J. (2012). *Fundamentals of comparative cognition*. Oxford: Oxford University Press.

Smith, J. D., Ashby, F. G., Berg, M. E., Murphy, M. S., Spiering, B. J., Cook, R. G., & Grace, R. C. (2011). Pigeons' categorization may be exclusively nonanalytic. *Psychonomic Bulletin and Review, 18*, 414-421.

Udell, M. A. R & Wynne, C. D. L., (2008). A review of domestic dogs' (*Canis familiaris*) human-like behaviors: Or why behavior analysts should stop worrying and love their dogs. *Journal of the Experimental Analysis of Behavior*. 89: 247-261.

Van de Waal, E., Claidiere, N., & Whiten, A. (2013). Social learning and spread of alternative means of opening an artificial fruit in four groups of vervet monkeys. *Animal Behaviour, 85*, 71-76.

Wasserman, E. A., & Zentall, T. R. (2009). *Comparative cognition: Experimental explorations of animal intelligence.* Oxford: Oxford University Press.

Wynne, C. D. L. (2007). What are animals? Why anthropomorphism is still not a scientific approach to behavior. *Comparative Cognition and Behavior Reviews, 2,* 125-135.

Wynne, C. D. L. (2007). Anthropomorphism and its discontents. C*omparative Cognition and Behavior Reviews, 2,* 151-154.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **PSYCH 416** **Cross-listing:** **BIOLOGY 416**
(See Note #1 below)

Course Title: (Limited to 65 characters) Advanced and Multivariate Data Analysis for the Life Sciences

25-Character Abbreviation: Multivar Analys Life Sci

Sponsor(s): Meg Waraczynski; Ellen Davis

Department(s): Psychology; Biological Sciences

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: **Psychological Sciences Graduate School Preparation Emphasis (BA/BS)**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☒ Yes ☐ will be at future meeting

Prerequisites: PSYCH 215 or BIO 303 or instructor's consent, and junior standing

Grade Basis: ☒ Conventional Letter ☒ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Psychology; Biological Sciences

Instructor: Meg Waraczynski
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☐ General Education Option: Select one:
Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours:	0	Total lecture hours:	48
Number of credits:	3	Total contact hours:	48

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Proposal Information: (***Procedures for form #3***)

Course justification:

This "new" course is actually a very substantive revision of an existing course, PSYCH 415 Research Design. When PSYCH 415 was first created several decades ago it emphasized the theory of complex experimental and non-experimental research designs. At that time, analyzing the resulting data required time consuming and frustratingly error-prone hand calculations as well as some knowledge of matrix algebra. This greatly limited opportunities for students to learn and practice analyses. Now that statistical software is readily available, undergraduates can learn the basics of these analyses without spending excessive time on computation details. The course will help students gain proficiency with such software, specifically the widely-used Statistical Package for the Social Sciences (SPSS).

The course will familiarize students in the life sciences with multifactorial and multivariate data analyses. Students will encounter these analyses in their reading of the research literature and will use or at least read about them in their future education and/or profession. Because of interest from the Department of Biological Sciences, the course will be crosslisted between Psychology and Biological Sciences. The analyses that the course introduces are rooted in the pioneering work of biostatisticians such as Ronald Fisher, Karl Pearson, and Sewall Wright. Although their analyses were first developed to solve particular problems in genetics and taxonomy, the techniques have been adapted to, expanded for, and are widely used in other branches of biology (especially ecology) as well as the social sciences, particularly psychology.

The specific course objectives are: (1) knowing how to choose the research design and data analysis appropriate to testing particular hypotheses or answering particular research questions; (2) knowing how to use data analysis software correctly; (3) knowing how to interpret the output of computerized analyses appropriately and in a way understandable to those not versed in statistics; (4) acquiring the foundational knowledge that will allow students to continue mastering these analyses on their own. Analyses to be explored include analysis of variance and covariance including their multivariate variations, multiple regression, foundations of structural equation modeling such as path analysis and factor analysis, and group membership prediction techniques such as discriminant analysis and logistic regression. As time permits, students will be introduced to Bayesian analyses, as these are becoming more common in many fields.

While the course emphasizes practical skills and knowledge the students will be introduced to some basic mathematical theory behind the analyses. However, they do not need to understand the intricacies of the calculations that SPSS does in order to understand how to use the analyses appropriately. That is, this course recognizes renowned statistician John Tukey's distinction between data analysis and statistical analysis. For example, students will be introduced to the requirement that the predictor variables in a multiple regression are linearly independent of each other by explaining what "independent" means in this context, showing them how to check for independence among the predictors, and giving guidance about what to do if they are not independent. To achieve this understanding students do not necessarily need to know that the matrix of predictor variable values must be invertible or how having linearly dependent predictors renders that matrix singular and therefore non-invertible. Those whose interest is piqued will be encouraged to expand their education with appropriate mathematics course work. (Mathematics educators debate the balance between pure and applied math, but most agree that familiarity with practical application motivates learning the underlying theory.)

Students who continue on to graduate training and plan to become researchers will receive instruction in the mathematical bases of these analyses in graduate school. They can use this course as a launch point. For students who are not going on to graduate school – which is the clear majority of UW-Whitewater students – skill with data analysis is skill with data-based decision making and critical thinking.

It provides the background necessary to become an informed consumer of research and the domain-specific context so important to achieving quantitative literacy.

A final and developing course goal is to connect successful students with data analysis internships in local agencies and businesses. As a start, I have created a partnership with Dr. David Thompson, a forensic psychologist who is the deputy director of the Walworth County Department of Health and Human Services. Dr. Thompson – who has a background and interest in teaching statistics -- is eager to sponsor students in unpaid internships. They will help analyze data collected to assess intervention programs such as truancy abatement and drug treatment diversion in juvenile courts. If this partnership proves successful, I plan to contact other agencies such as the Department of Natural Resources to develop similar internships. In short, this revised course meets liberal education objectives *and* enhances students' employability.

Relationship to program assessment objectives: The psychology department's assessment goals for include creating new academic programs that align with evolving workforce needs, providing a range of opportunities for students to apply course concepts in research and field settings, requiring majors to think critically by evaluating evidence, assumptions, the validity of sources, and making logical arguments; assisting majors to develop the ability to communicate proficiently. The biological sciences department goals addressed by this course include achieving quantitative and information literacy and improving teamwork and problem solving. This department also expects students to be able to present effective written persuasive arguments, read and understand scientific articles and texts, develop hypotheses, collect and analyze data, and report results scientifically. As described above and shown below in the syllabus, this course helps meet each of these assessment goals for both departments.

Budgetary impact: We anticipate offering one section of the course every other fall semester or possible every fall semester, depending on student interest. When the course is offered the Department of Psychology will offer one section fewer of PSYCH 215 Basic Statistical Methods. All course materials are accommodated by existing budgetary, library, and classroom instructional technology resources.

Course description: (50 word limit)

An introduction to multifactorial and multivariate data analyses commonly used in life sciences such as psychology and biology. Analyses include analysis of variance and covariance, multiple analysis of variance and covariance, multiple regression, foundations of structural equation modeling (path analysis and latent factor analysis), discriminant analysis and logistic regression.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)
N/A

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
N/A

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)
N/A

Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):
(Note: this course is being taught as PSYCH 415 this semester, fall 2014)

Course syllabus: PSYCH/BIO 416 Advanced and multivariate data analysis for the life sciences

Instructor: Dr. Meg Waraczynski
Contact info: Office: Upham Hall 368; phone: 472-5415; email: waraczym@uww.edu
Office Hours: MTWRF 9:30 to 10:30 and also by appointment
Course text: Advanced and Multivariate Statistical Methods: Practical Application and Interpretation, Mertler and Vannatta, **5th edition**
Prerequisite: Psychology 215 or Biology 303 or instructor's consent, and junior standing

Course goals

Upon successfully completing this course the student will have a basic, foundational knowledge of using the SPSS statistical package to conduct and interpret the following data analyses:

1) single- and multifactor analysis of variance to compare the performances or characteristics of more than two groups of subjects affected by one or more independent variables;
2) repeated measures analysis of variance to assess the performance or characteristics of one group of subjects tested across several conditions;
3) analysis of covariance to control the effects of extraneous variables in the analysis of variance;
4) multiple analysis of variance and covariance to compare the performances or characteristics of multiple groups of subjects on multiple dependent variables;
5) multiple regression to identify the optimal combination of predictors of a criterion or outcome variable;
6) basic techniques of structural equation modeling: (a) path analysis to test causal models about the relationships among multiple variables; (b) factor analysis and principle component analysis to identify the principle factors underlying the patterns of scores on a group of variables;
7) discriminant analysis and logistic regression to determine the optimal combination of variables that predict group membership.

If time permits students will also be introduced to the logic of Bayesian data analysis.

Brief course calendar

Topic	assigned reading	tentative dates
Introduction to the course; orientation to SPSS	(skim Ch.2)	Sept. 3
Review of hypothesis testing: t tests and single factor analysis of variance	Ch. 1, pgs. 7-12; Ch. 4, pgs. 69-72	Sept. 8-10
Introduction to the general linear model and analysis assumptions	Hoekstra et al. paper	Sept. 10
Factorial analysis of variance	Ch. 4, pgs. 72-92	Sept. 15
Repeated measures analysis of variance		Sept. 17-22
Analysis of covariance	Ch. 5	Sept 24-29
Multiple analysis of variance and of covariance	Ch. 6	Oct. 1-8
Multiple regression	Ch. 7; Bianchi paper	Oct. 13-22
Path analysis	Ch. 8	Oct. 27-Nov. 3
Factor analysis and principle component analysis	Ch. 9	Nov. 5-12

Discriminant analysis	Ch. 10	Nov. 24-Dec. 1
Logistic regression	Ch. 11	Dec. 3-8
Introduction to Bayesian approaches		Dec. 8-10
There is no final exam. At our scheduled meeting during finals week – Wed. 12/17, 5:30 – 7:30 -- students will share brief presentations on an analysis that is of particular interest to them.		

The calendar on page 1 is tentative and should be seen as an agenda rather than a strict schedule. We can spend more or less time on a particular topic depending on the class's interests and needs.

Please bring your textbook to each class. We will be making heavy use of SPSS in each class meeting. You may use your own laptop computer or one of the laptops available in the classroom to do so. Also, have a calculator handy or be familiar with the calculator functions of your cell phone or laptop.

Grade basis.

Your grade is based principally on the quality and type of the analysis skills portfolio you complete, modified by your success on periodic quizzes. Portfolio requirements are laid out below. If your quiz average is 85% or above, a plus will be added to the grade for the portfolio level you complete (except for A level as there is no A+; just consider yourself an overachiever). If your quiz average is 75-84%, the portfolio grade will remain unchanged. If your quiz average is below 75%, a minus will be added to the portfolio grade. I will try to announce quizzes a class period ahead of time. You may use your notes and textbook during quizzes but you will have a limited time to complete them so you must arrive prepared. Quizzes cannot be made up but I will drop your lowest quiz grade before calculating the quiz average.

Your portfolio will be comprised of a series of analysis reports. An analysis report template is at the end of the syllabus and is also available on the course's D2L site. Reports will be graded as "competency demonstrated (CD)" or "competency not demonstrated (CND)" and you will be given feedback on each report. You may resubmit for re-grading revisions of any analysis reports that receive a CND grade. Only one resubmission per report is allowed and it must be turned in within two weeks of the date on which graded reports are returned.

In these reports, when you interpret the analysis take on the role of a professional whose contribution to an organization is his or her knowledge of data analysis. Your job is to explain to people who are intelligent but who have not studied statistics exactly what your analysis shows. While you may certainly work and consult with other class members -- collaboration is an important skill – the report you turn in must be your own, written in your own words. If multiple reports substantially overlap in wording or other content no students involved will get credit for the report.

You may maintain your reports and portfolio either in hard copy (collected in a binder or other document storage item) or electronically, or both. Maintain a table of contents for your portfolio. Electronic reports should be submitted to the D2L drop box; please do not email them.

A level portfolio: demonstrates superior competence with multivariate analyses

The portfolio includes analysis reports with a CD grade for each of the following:

1) a factorial analyses of variance;
2) a repeated measures analysis of variance;
3) an analysis of covariance;
4) a multiple analysis of variance OR of covariance;
5) a multiple regression analysis;
6) a path analysis;
7) a factor analysis;
8) a discriminant analyses

In addition, an A level portfolio will include **two** reports graded CD based on datasets that you obtain yourself, testing a hypothesis or exploring a research question of your own creation. Suggestions about data sources are given later in this syllabus. You are not restricted to the analyses covered in class; you may use this opportunity to learn a new analysis. These two reports must use *two different* analysis types. Please check with me to make sure you are doing this appropriately. Independent reports may be submitted at any time but no later than December 8th.

<u>B level portfolio: demonstrates notable competence with multivariate analyses</u>
The portfolio includes analysis reports with a CD grade for each of the following:
1) a factorial analysis of variance;
2) a repeated measures analysis of variance;
3) an analysis of covariance;
4) a multiple analysis of variance OR of covariance;
5) a multiple regression analysis;
6) a factor analysis;
7) a discriminant analysis

In addition, a B level portfolio will include **one** analysis report graded CD based on a dataset obtained or created by the student, testing a hypothesis or exploring a research question of your own creation. See instructions for an A level portfolio for this analysis report.

<u>C level portfolio: demonstrates adequate competence with multivariate analyses</u>
The portfolio includes analysis reports with a CD grade for each of the following:
1) a factorial analysis of variance;
2) a repeated measures analysis of variance;
3) an analysis of covariance;
4) a multiple regression analysis;
5) a factor analysis;
6) a discriminant analysis.

<u>D level portfolio: demonstrates knowledge of but less than desirable competence with multivariate analyses</u>
The portfolio includes analysis reports with a CD grade for each of the following:
1) either a factorial or repeated measures analysis of variance;
2) an analysis of covariance;
3) a multiple regression analysis;
4) either a factor analysis or a discriminant analysis.

Course policies and expectations.

Performance expectations

Students are expected to devote six hours of work each week outside of class to this course. This is a standard expectation for all college courses. This course is designed to be a collegial seminar with a substantial hands-on component rather than a lecture course, and you are expected to participate actively. To be able to participate you must ***read textbook assignments and attempt associated analysis examples in the text before coming to class.*** I will conduct each class meeting with the expectation that you have read and made notes on the assigned reading and have attempted any associated examples provided in the text. We will discuss the material together but you will not benefit from that discussion if you are unprepared. You should also expect to spend considerable time outside of class conducting and reporting on data analyses. SPSS is available on any UWW General Access Lab computer and you may also download software to a personal laptop that will give you access to UWW's licensed copies of SPSS.

Attendance

Attendance at every class is expected but not monitored. Students are responsible for making up notes for missed classes by contacting other students but be advised that others' notes are a poor substitute for your own. Your absence will be noticed, and, I hope, your contributions will be missed!

Email policy

Email can substitute for office hours on some occasions but please **do not** use email for the following:

1) requesting a summary of missed classes. I cannot summarize a class in an email. Instead, it is up to you to ask another student in the class to update you on what you missed and to use the assigned readings to help you catch up. Once you have done so I will be happy to answer follow up questions.

2) requesting grade information. Because of privacy concerns I do not give grade information by email or over the phone. If you are absent when a quiz or and analysis report is handed back please stop by my office during office hours to pick it up.

3) debating course policies or grades. These discussions are better had face-to-face.

Reasonable accommodations

Students with disabilities who need accommodations in the classroom, to take exams, or in obtaining course materials are responsible for making their needs known. I am an enthusiastic supporter of the Center for Students with Disabilities and will happily work with students to devise reasonable accommodations that will maximize their opportunities for success.

Dataset resources.

The datasets used by the textbook are on the course D2L site (Content > Datasets > Mertler and Vannatta datasets) and are also available for download from www.Pyrczak.com/data. We will use these in class and you should have them available as you follow along with textbook examples on your own. You may use them to construct your own dataset for independent reports. Also available on D2L are some large datasets and associated codebooks you may use for independent reports. The National Survey on Drug Use and Health SPSS file is over 300 MB so it is not on D2L. If you want to use extracts,

search its codebook for variables of interest and contact me to arrange retrieval of those data.

For independent reports you may also want to explore datasets pertinent to your own interests. You might start by asking faculty members with expertise in your area of interest whether they have any datasets that you could use or whether they know of access to pertinent online data repositories. (I am always on the lookout for these resources so please share!) Or, you may peruse online data repositories yourself. Here are links to some repositories I've found useful for constructing class exercises. They get you to data from all kinds of disciplines.

(1) The Simmons College Open Access Directory: http://oad.simmons.edu/oadwiki/Data_repositories

(2) Databib, another open access repository: http://databib.org/index.php

(3) Open Science Framework: http://osf.io

(4) And finally, a search engine to help you find repositories: Registry of Research Data Repositories: http://service.re3data.org/search/results?term

Many repositories have datasets already in SPSS format. You may need to create an account to log in to some of these repositories but that should not create any problems. Happy hunting!

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TENTATIVE Detailed course calendar

Date	Topic	Reading	Notes
9/01	Labor Day; no class		
9/03	Intro to course and SPSS	Ch. 2	Read through chapter 2 for an orientation to the analyses we will explore together.
9/08	Review of hypothesis testing	Ch. 1 pgs. 7-12; Ch. 4 pgs. 69-72	Review of basics of hypothesis testing using a t test and continuing to single factor analysis of variance. Practice setting up datasets in SPSS.
9/10	Introduction to the General Linear Model and analysis assumptions	Hoekstra et al. Frontiers in Psychology paper (on D2L)	Complete an analysis report on the example single factor analysis of variance done in class on the dataset *sex age group and income.sav* (course datasets) as a guide to how these reports should be done. **Report due 9/15** for feedback only; not part of portfolio.
9/15	Two-factor analysis of variance	Ch. 4 pgs. 72-92	In class we will complete the example on pages 79-82 using the dataset *sex age group and income.sav* (course datasets). Follow along with the second example starting on

			page 82, using the dataset *career-d.sav* (M&V datasets). Report on two factor analysis using the dataset *binging first alcohol by sex.sav*. **Report due 9/22.** For additional practice try the analysis on *profile-a.sav* explained on pages 93-94.
9/17	Repeated measures analysis of variance	none	This analysis will be introduced in class using the datasets *drug effects .sav* and *drug effects by blocker2 type.sav* (course datasets).
9/22	Repeated measures analysis of variance		Report on repeated measures analysis using the dataset *sandhill crane populations.sav* (course datasets). Because of SPSS's peculiarities with repeated measures and two factor designs you can forego post-hoc tests and just give qualitative descriptions of the result patterns. **Report due 9/29.**
9/24	Analysis of covariance	Ch. 5 pgs. 95-103; look at pages 107-117 for a preview of what we'll do together in class	Read pages 95-103 for an overview of the analysis. We will do a single factor example in class on the dataset *science aptitude by major.sav* (course datasets). We'll then do the two factor example on pages 107-117 (dataset *career-e.sav* in M&V datasets) together.
9/29	Analysis of covariance		Complete two factor example. Randomized block design as an alternative to analysis of covariance. Report on analysis of covariance using the dataset *fluoride treatment .sav* (course datasets). **Report due 10/06**.
10/01	Multiple analysis of variance and covariance	Ch. 6 pages 119-137	The chapter's explanation of the relevant matrix algebra is pretty opaque . We will discuss the basics in class so you get a sense for how these analyses are conceptually the same as the corresponding analysis of variance and covariance, just more mathematically complex. Follow the multiple analysis of variance example on pages 130-137 using the *dataset career-f*.sav (M&V datasets) to become familiar with the mechanics but we will do a different example together in class using the dataset *antiretrovirals and HIV.sav* (course datasets).
10/06	Multiple analysis of variance and covariance	Ch. 6 pages 137-159	Start on multiple analysis of covariance. Follow along with the example on pages 147-155 using the *dataset career-f.sav* (M&V datasets) to become familiar with the mechanics. Again, we will do a different

			example in class using the dataset *antiretrovirals and HIV.sav* (course datasets).
10/08	Multiple analysis of variance and covariance		***Students aiming for an A or B level portfolio:*** Report on multiple analysis of variance **OR** multiple analysis of covariance using the dataset *sex role ID.sav* (course datasets). **Report due 10/15.**
10/13	Multiple regression: review of bivariate regression and partialling of variance		We will start this important topic by quickly reviewing bivariate correlation and regression; review any notes or other information you have on this from Psych 215 or Bio 303. The basics of bivariate regression will be related to the basics of multiple regression.
10/15	Multiple regression: assumptions and different types of regressions	Ch. 7 pages 163-173	Read these pages for an introduction to multiple regression techniques and assumptions.
10/20	Multiple regression: examples of regression types	Ch. 7 pages 182-190	Follow along with the example analysis using the dataset *country-a.sav* (M&V datasets). We will do additional example analyses in class using the dataset *previous arrests and sentence length.sav* (course datasets).
10/22	Multiple regression: practical matters; analysis of variance as multiple regression	Bianchi Psychological Science paper (on D2L)	We will evaluate the use of multiple regression in a recent research report that made headlines in the popular media. Report on multiple regression using the dataset *predictors of WHODAS score.sav* (course datasets). Be sure to explain and justify the method you choose for predictor entry as part of your report. **Report due 10/29**.
10/27	Path analysis	Ch. 8, pgs 195-218	Read through these pages to get acquainted with the basics of path analysis. We will explore the background together in class.
10/29	Path analysis	Ch. 8 pgs 218-233	We will go through the example analysis on these pages together in class using the dataset *country-b.sav* (M&V datasets).
11/03	Path analysis		***Students aiming for an A level portfolio:*** Report on path analysis using the dataset *nestling growth path analysis.sav* (course datasets). **Report due 11/10**.
11/05	Factor analysis and principle	Ch. 9, pages 237-254	We will expand on the background in pages 237-254 in class. NOTE! In their examples

	component analysis		M&V use principle component analysis only but we will use the principle factor axis extraction technique.
11/10	FA and PCA	Ch. 9, pages 254-266	We will review the example based on the dataset *schools-b.sav* (M&V datasets) and do a second example based on the dataset *health care factor analysis.sav* (course datasets).
11/12	FA and PCA		Report on factor analysis using the dataset *OthERS.sav* (course datasets). **Report due 11/24.**
11/17	No class		I will be at a conference. Use the time to catch up on analysis reports and to read ahead. The classroom is yours during regular class time.
11/19	No class		
11/24	Discriminant analysis	Ch. 10	We will review the background of this analysis and the example analysis using the dataset *profile-c.sav* (M&V datasets).
11/26	No class		Thanksgiving break; give thanks for software that does complicated arithmetic for us.
12/01	Discriminant analysis		We will finish reports with a tribute to Ronald Fisher, the founder of many multivariate analyses, by analyzing his classic dataset on irises. Report on discriminant analysis using the dataset *Fisher's iris data.sav*. **Report due 12/08.**
12/03	Logistic regression	Ch. 11	Time permitting, we will briefly explore logistic regression using the dataset *profile-d.sav* (M&V datasets).
12/08	Logistic regression; Introduction to Bayesian analysis		**Last date of acceptance for independent reports from students aiming for an A or B level portfolio**. Discriminant analysis reports will be returned before final exam week; revisions will be accepted on 12/17.
12/10	Introduction to Bayesian analysis		
12/17	Students aiming for an A or B portfolio will give a brief report on an independent analysis. Others will give a brief presentation on an analysis they found particularly interesting.		

Name (if handing in hard copy)_____

Grade on report:

Analysis report

This analysis is based on the SPSS dataset .sav. This dataset is
☐from the textbook's files.
☐from the course files on D2L.
☐from the following repository:
☐from another source (explain):

This analysis is a(n)
(specify, e.g., analysis of covariance; multiple regression analysis; etc.)

State the hypothesis/ses you are testing and/or the research question(s) you want to answer.

State the variables involved in the analysis. Designate whether each variable is dependent or independent, a predictor or a criterion variable, a covariate, etc.

Explain why this analysis is appropriate to test your hypothesis/ses and /or answer your research question(s) and is appropriate to the variables involved (hint: use pages 18-19 of the text book).

Explain the assumptions important to your analysis and the results of your tests of whether those assumptions are true for this analysis. Explain how you addressed any violations of assumptions.

Copy and paste the *most relevant* SPSS outputs (e.g., analysis summary tables; graphs) below, or attach them to the report. State or summarize other output information as needed.

Clearly and completely interpret the SPSS outputs in a way understandable to someone who does not have a statistics background. What do you conclude about your hypothesis/ses and/or research questions?

What might be a useful follow-up study or analysis to explore what you found from your analysis?

Attach any additional information or documents. If this is a report on a dataset not supplied to you by the instructor please attach a link to or copy of the .sav SPSS file you used.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Agresti, A. Categorical Data Analysis, Wiley, 1990.

Cohen, J and Cohen, P. Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences, Lawrence Erlbaum, 1975.

Gelman, A, Carlin, JB, Stern, HS, and Rubin, DB. Bayesian Data Analysis, 2nd edition, Chapman and Hall, 2004.

Hoyle, RH. Handbook of Structural Equation Modeling, Guilford Press, 2012.

Keppel, G. Design and Analysis: A Researcher's Handbook, Prentice-Hall, 1973.

Keppel, G and Saufley, WH. Introduction to Design and Analysis: A Student's Handbook, W.H. Freeman and Co., 1980.

Pedhazur, EJ. Multiple Regression in Behavioral Research, 2nd edition, Holt, Rinehart, and Winston, 1982

Stevens, JP. Applied Multivariate Statistics for the Social Sciences, 4th edition, Lawrence Erlbaum Associates, 2002.

Tabachnick, BG and Fidell, LS. Using Multivariate Statistics, 6th edition, Pearson, 2013.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Psychology

GPA Requirement for the Major/Submajor: 2.0

Sponsor(s): Elizabeth Olson

Department(s): Psychology

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 35 After change 36

1. **Exact description of request:**
   Adding the new course PSYCH 302 as an option in Area 5 and rearranging Area 5 to increase student flexibility in completing the major. Adding the new course PSYCH 101, which brings the total credits to 36. Removing the unique requirement of PSYCH 216. Changes are listed below in bold italics.
   From (as listed in catalog and on AR)

MAJOR - ~~35 UNITS~~

1. PSYCH 211
2. PSYCH 215
3. PSYCH 216
4. ~~CHOOSE 1 COURSE FROM EACH OF 2 GROUPS BELOW:~~
   ~~GRP 1: PSYCH 301~~
   ~~GRP 2: PSYCH 303, OR PSYCH 351~~
   ~~GRP 3: PSYCH 305~~
5. CHOOSE 1 COURSE FROM EACH OF 2 GROUPS BELOW:
   GRP 1: PSYCH 304
   GRP 2: PSYCH 331 or PSYCH 332
   GRP 3: PSYCH 345
   GRP 4: PSYCH 355
6. SELECT SUFFICIENT UNITS OF PSYCHOLOGY ELECTIVES TO BRING TOTAL UNITS IN PSYCHOLOGY TO ~~35~~ (ELECTIVES MAY INCLUDE ANY UNUSED COURSES LISTED ABOVE)

~~MAJOR - WRITING & MATH - 5 UNITS~~
   ~~1. PSYCH 216~~
AN APPROVED MINOR IS REQUIRED FOR THIS MAJOR

To (to be listed in catalog and on AR)

MAJOR - ***36 UNITS***

1. ***PSYCH 101 (to be taken as early as possible in the major course of study)***
2. PSYCH 211
3. PSYCH 215
4. PSYCH 216 ***(Satisfies Major Writing Requirement)***
5. ***CHOOSE 2 COURSES FROM THE FOLLOWING: PSYCH 301, PSYCH 302, PSYCH 303, PSYCH 305, OR PSYCH 351***
6. CHOOSE 1 COURSE FROM EACH OF 2 GROUPS BELOW:
   GRP 1: PSYCH 304
   GRP 2: PSYCH 331 or PSYCH 332
   GRP 3: PSYCH 345
   GRP 4: PSYCH 355
7. SELECT SUFFICIENT UNITS OF PSYCHOLOGY ELECTIVES TO BRING TOTAL UNITS IN PSYCHOLOGY TO **36** (ELECTIVES MAY INCLUDE ANY UNUSED COURSES LISTED ABOVE)

AN APPROVED MINOR IS REQUIRED FOR THIS MAJOR

2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:

PSYCH 101 relates to the department goal of addressing needs of career-bound as well as graduate-school-bound majors. Additionally, increasing student flexibility in completing Area 5 requirements will better allow students to complete their major course of study on time, related to the goal of the University to ensure students complete their degrees on time.

3. Rationale:

PSYCH 101 is a new 'Introduction to the Psychology Major' – as such, it is designed to help students map their major experience and begin planning for potential careers; as such, we expect that majors will take it as soon as possible in their course of study.

The 'unique requirement' of PSYCH 216 was originally put in place to highlight the role PSYCH 216 plays as a writing-intensive class in the major. However, this is not the role of a unique requirement, and we are removing it as such and highlighting the writing-intensive nature of PSYCH 216 in a way that students will find more understandable.

Area 5 in the major (formerly Area 4) has lost courses over time as they were dropped from the curriculum due to changes in the discipline. As a result, students have increasingly reported difficulties in completing the area requirements in a reasonable time frame. To increase flexibility in this area and better reflect the current state of the discipline, we plan to add PSYCH 302 and decouple PSYCH 303 and PSYCH 351, since the historical reasons for grouping them together in the major are no longer a concern.

4. Cost Implications:

PSYCH 101 is currently being taught as part of existing faculty load and future sections may be taught above load. PSYCH 302 is expected to become part of a rotation of courses. The cost implications are expected to be minimal.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2

Change in Degree, Major, or Submajor

Effective Term: 2157 (Fall 2015)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Psychological Sciences Graduate School Preparation Emphasis (BA/BS)

GPA Requirement for the Major/Submajor: 3.00

Sponsor(s): Meg Waraczynski/Elizabeth Olson

Department(s): Psychology

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information:
(***Procedures for Form #2***)

Total number of credit units in program:

Before change 56 After change 56

1. **Exact description of request:**
   Summary
   Change requirement 5 from Psych 415 to Psych 416, in response to the accompanying new course proposal. No other emphasis in Psychology lists this course specifically as a requirement; it is an elective in all other majors, emphases, and minors. The change is indicated below in bold italics.

   From (as listed in catalog and on AR)

PSYCHOLOGICAL SCIENCES GRADUATE SCHOOL PREPARATION EMPHASIS (BA/BS)

MAJOR - 56 UNITS
1. PSYCH 211
2. PSYCH 215
3. PSYCH 216
4. PSYCH 391
5. PSYCH 415
6. SELECT 5 COURSES FROM AMONG:
PSYCH 301; PSYCH 303; PSYCH 304; PSYCH 305; PSYCH 331 OR PSYCH 332; PSYCH 351; PSYCH 355
7. SELECT 6 UNITS OF PSYCH 394 OR PSYCH 498 TO WORK WITH FACULTY Advisor ON CAPSTONE PROPOSAL
8. CAPSTONE REQUIREMENT: CAPSTONE PROPOSAL MUST BE APPROVED BY EMPHASIS COMMITTEE PRIOR TO BEGINNING COURSEWORK. SELECT 6-9 UNITS OF PSYCH 499.
9. SELECT 9 TO 12 UNITS OF ELECTIVES. CHOICES MUST BE APPROVED BY ADVISOR AND EMPHASIS COMMITTEE AND ARE NOT RESTRICTED TO PSYCHOLOGY COURSE WORK.
A MINOR IS NOT REQUIRED FOR THIS MAJOR

To (to be listed in catalog and on AR)

PSYCHOLOGICAL SCIENCES GRADUATE SCHOOL PREPARATION EMPHASIS (BA/BS)

MAJOR - 56 UNITS
1. PSYCH 211
2. PSYCH 215
3. PSYCH 216
4. PSYCH 391
5. PSYCH 416
6. SELECT 5 COURSES FROM AMONG:
PSYCH 301; PSYCH 303; PSYCH 304; PSYCH 305; PSYCH 331 OR PSYCH 332; PSYCH 351; PSYCH 355
7. SELECT 6 UNITS OF PSYCH 394 OR PSYCH 498 TO WORK WITH FACULTY Advisor ON CAPSTONE PROPOSAL
8. CAPSTONE REQUIREMENT: CAPSTONE PROPOSAL MUST BE APPROVED BY EMPHASIS COMMITTEE PRIOR TO BEGINNING COURSEWORK. SELECT 6-9 UNITS OF PSYCH 499.
9. SELECT 9 TO 12 UNITS OF ELECTIVES. CHOICES MUST BE APPROVED BY ADVISOR AND EMPHASIS COMMITTEE AND ARE NOT RESTRICTED TO PSYCHOLOGY COURSE WORK.
A MINOR IS NOT REQUIRED FOR THIS MAJOR

2. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:**
   This change does not alter the emphasis in any substantive way; the emphasis' relationship to

these items is not affected.

3. **Rationale:**
   This will make the catalog and AAR listings for this emphasis accurate.

4. **Cost Implications:**
   None.

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2157 (Fall 2015)

Subject Area - Course Number: **SOCWORK 370** **Cross-listing:** **SOCWORK 570**
(See Note #1 below)

Course Title: (Limited to 65 characters) Social Work Case Management

25-Character Abbreviation: SocWork Case Management

Sponsor(s): Jeannine Rowe

Department(s): Social Work

College(s): Letters and Sciences

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: **Human Services Foundation Minor**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☐ NA ☐ Yes ☒ will be at future meeting

Prerequisites: SOCWORK 371

Grade Basis: ☒ Conventional Letter ☐ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load
☒ On Campus ☐ Off Campus - Location

College: Letters and Sciences **Dept/Area(s):** Social Work

Instructor: Jeannine Rowe
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☐ Technological Literacy Requirement ☐ Writing Requirement
☐ Diversity ☐ General Education Option: Select one:
Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:
No of times in degree: No of credits in degree:

Proposal Information: (***Procedures for form #3***)

Course justification:

As part of the social work curriculum, students are required to complete an internship (SOCWORK 493) in a community agency working under the supervision of a practicing social worker. Approximately, 80% of social work students secure internship positions in community agencies in which they perform case management. Upon graduation an estimated 80% of students will assume social work roles in case management services. Delivery of case management requires students have knowledge of the activities in involved in case management as well as the practice skills important in the case management process. While social work practice courses prepare students to work with individuals, groups, and communities, the courses provide little instruction on practice skills important to case management and include little application of the case management role. This proposed course will prepare students to carry out the case manager role. The goal will be achieved by exposing students to the activities included in case management and carrying out the requisite activities. Additionally, the course will build upon the practice skills learned in Social Work Practice 1 course; and enhance knowledge of practice skills by introducing practice skills, such as assessment and interpretation skills, linking skills, coordination skills, goal setting skills, and individualized case plan development skills, which are essential within a case management context.

This course fits with the UWW Strategic Plan emphasis on programs and learning, by developing an innovative curriculum that responds to the needs of learners. The course also aligns with the Department of Social Work's accrediting standards set forth by the Council on Social Work Education: "To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities", and the UWW Social Work Department's mission statement: "The University of Wisconsin social work department prepares students to be exceptional professionals who facilitate change with vulnerable and diverse individuals, families, and communities and promote social justice for all." The course is being taught with student enrollment and will be taught in spring semesters, beginning in Spring 2016.

Relationship to program assessment objectives:

The Social Work Department has adopted the Council on Social Work Education competencies and the 41 associated Practice Behaviors as its learning outcomes. This course is congruent with the following Practice Behaviors:

2.1.3, PB13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2.1.7, PB23: Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.

2.1.10, PB29: Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.

2.1.10, PB31: Develop a mutually agreed-on focus of work and desired outcomes communities.

2.1.10, PB33: Assess client strengths and limitations.

2.1.10, PB34: Develop mutually agreed-on intervention goals and objectives.

2.1.10, PB35: Select appropriate intervention strategies.

2.1.10, PB38: Help clients resolve problems.

Budgetary impact:

This course will be taught as part of the regular rotation of elective courses that are taught every semester. The elective courses are already a part of the course schedule. The addition of this new class will be built into the schedule. Additonally, the course will be taught in the summer; which is self-sustaining.

Course description: (50 word limit)

This course introduces students to case management and explores its utility as a service to assist a wide range of social work clients. The course goals include defining case management, carrying-out the activities, exploring legal and ethical issues, and developing practice skills. Students will perform activities core to case management.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)

Graduate students (i.e., those who enroll in course # 570) are required to write **two** 8-10 page papers, including: (1) a policy paper in which the student explore the role of case management within the healthcare arena; and (2) research paper, in which the student will review the case management literature to identify a case management model and discuss its effectiveness with a targeted client group(s). Both papers must be evidenced based and will follow current APA publications format.

Graduate students will also adhere to a more stringent grading scale. Individuals who enroll for graduate credit should communicate with the instructor the first week of class to discuss additional requirements and grading scale.

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

Graduate Students will be evaluated on 8 activities (total of 800 points) compared to undergraduate students who will be evaluated on 6 activities (total of 600 points).

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?) Graduate students will be required to complete two additional assignments/paper (listed above in content 1), which requires self-direction. The additional papers will require students to conduct library work, including finding literature to support the research and policy paper. Completion of these activities requires students have library skills and will complete the library work independently.

Course objectives and tentative course syllabus:

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

1. Describe case management as a delivery model within a social work context.
2. Apply ecological systems theory to case management delivery models.
3. Recognize the role of policy in case management delivery systems.
4. Discuss the role of ethics and boundaries in case management delivery.
5. Outline the steps in case management process.
6. Develop a case plan for a pseudo social work client using the steps core to case management, including assessment and interpretation, case planning and implementation, linking and service coordination, monitoring and follow-up, and case termination.
7. Evaluate client goals within a case management context.
8. Utilize critical thinking skills to interpret assessment information and make recommendations within a case management context.
9. Hone social work practice skills for use within a case management context.
10. Demonstrate effective documentation skills within a case management context.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Required Text:

Summers, N. (2015). *Fundamentals of Case Management Practice, 5th edition.* Belmont: Brooks/Cole.

Other Readings:

Commission for Case Manager Certification (CCMC). (2013). A team not a couple: Social Workers bring vital dimension to healthcare teams *4*(2). Retrieved from http://ccmcertification.org/media/media-kit/press-releases/issue-briefs

Day, A., Hardcastle, L., & Birgden, A. (2012). Case Management in Community Corrections: Current Status and Future Directions. *Journal of Offender Rehabilitation, 51*(7), 484-495. doi: 10.1080/10509674.2012.706245

Montgomery, R. J. V., & Kwak, J. (2008). TCARE: Tailored caregiver assessment and referrral process, An evidence-based model to target services for caregivers. *American Journal of Nursing, 108*(9), 54-57.

Naleppa, M. (2006). Case management services. In B. Berkman & S. D'Ambruoso (Eds.), *Handbook of Social Work in Health and Aging* (pp. 521-528). New York, NY: Oxford.

National Association of Social Workers (NASW). (2008). Code of ethics, from http://www.socialworkers.org/pubs/code/code.asp

National Association of Social Workers (NASW). (2014). Certified social work case manager. *NASW*. Retrieved from https://www.socialworkers.org/credentials/specialty/c-aswcm.asp

Rizzo, V. M., Rowe, J. M., Golden, R., & et al. (in process). The AIMS Model: Addressing the needs of complex medical patients. *Health and Social Work*.

Summers, N. (2012). Case management and mental illness *Fundamentals for Practice with High risk Populations* (4th ed., pp. xx-xx). Belmont, CA: Brooks/Cole.

Summers, N. (2012). Case management in the field of drug and alcohol dependence *Fundamentals for Practice with High risk Populations* (4th ed., pp. xx-xx). Belmont, CA: Brooks/Cole.

Summers, N. (2012). Case management with children and their families *Fundamentals for practice with high risk populations* (4th ed., pp. xx-xx). Belmont, CA: Brooks/Cole.

Williams, P. M. (2012). Integration of health and social care: a case of learning and knowledge management. *Health & Social Care in the Community, 20*(5), 550-560. doi: 10.1111/j.1365-2524.2012.01076.x

UNIVERSITY OF WISCONSIN WHITEWATER

Department of Social Work

SOCIAL WORK CASE MANAGEMENT

DAY(S), Time, Location

(SOCWORK 370/570-XX)

Semester YEAR

Instructor: Jeannine M. Rowe, PhD, MSW, CAPSW
Laurentide Hall, Room 5213
Email: rowej@uww.edu
Office #: 262-472-1162

Office Hours
Days & times

I. Course Description

This elective social work course introduces students to the concept of case management and how it used to service a wide range of social work clients. The goals of this course are to define case management and apply the steps involved in a case management process. An additional goal is to develop the practice skills that are important to effective delivery of case management service. To achieve the course goals students will complete a variety of applied exercises in which they will carry out the activities of case management, including intake, assessment, case plan development, linking clients with services and supports, monitoring, and termination. Students will also hone practice skills that are particularly important to a case management, including interviewing skills, supportive skills, linking skills, and documentation and record-keeping skills through the completion of applied exercises. Ethical and legal issues within a case management context will also be explored. This course is open to undergraduate and graduate social work students. Graduate students will be required to complete two additional assignments and adhere to a more stringent grading scale.

Prerequisites

To participate in this course, the student have completed SOCWORK 371 (Practice I).

II. Course Objectives

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

1. Describe case management as a delivery model within a social work context.
2. Apply ecological systems theory to case management delivery models.
3. Recognize the role of policy in case management delivery systems.
4. Discuss the role of ethics and boundaries in case management delivery.
5. Outline the steps in case management process.

6. Develop a case plan for a pseudo social work client using the steps core to case management, including assessment and interpretation, case planning and implementation, linking and service coordination, monitoring and follow-up, and case termination.
7. Evaluate client goals within a case management context.
8. Utilize critical thinking skills to interpret assessment information and make recommendations within a case management context.
9. Hone social work practice skills for use within a case management context.
10. Demonstrate effective documentation skills within a case management context.

III. COURSE TEXT & READINGS

1. Summers, N. (2015). *Fundamentals of Case Management Practice, 5th edition.* Belmont: Brooks/Cole.
[Available for **rental** through bookstore: http://www.uww.edu/textbookrental/]

2. Additional readings included in Bibliography List on last page
[All also available on D2L]

RECOMMENDED

3. Sidell, N. (2011). *Social Work Documentation* (6th ed.). Washington, DC: NASW Press.
[Required for all social work practice courses; and available for **purchase** through bookstore: http://www.uwwhitewaterbookstore.com]

IV. COURSE FORMAT

Overview

The goal of this course is to learn and apply the steps of case management. To achieve this goal, much of class will be dedicated to in-class activities, discussions, videos, and role plays. The basic assumption is that the best way for students to learn how to apply case management is reading about it (outside of class), seeing and applying it (in-class), and testing knowledge after these steps (outside of class). The classroom is a "laboratory" for students to try their case management skills and hone the social work practice skills critical to case management delivery.

This course is traditional face-to-face class that is **web-enhanced.** This means the class will meet face-to-face as indicated in the course schedule, however, many components of the course will be accessible online at Desire to Learn (D2L), the university's online learning platform. Students will find the following, but not limited to, lecture notes, assignment sheets, videos, and readings on D2L.

Instructor Availability

Your instructor is available during office hours and by appointment. She checks email everyday and several times per day Monday thru Thursday. It is her goal to answer emails and discussion board questions within 1 business day. However, she does not check email on Fridays or

weekends. Any emails or questions posted on D2L Friday-Sunday will be answered the following Monday/work day.

Time Commitment

The UW system standard requires students in undergraduate courses complete one hour of academic work for every credit hour. Additionally, students enrolled in undergraduate courses are expected to invest 1 to 2 hours for every credit hour outside of class. Thus, students should expect to spend around 9-10 hours per week working on this course. This time might be spent completing readings, watching videos, meeting with classmates to plan and lead a group, finding literature to support evidence-based practice in the library, and completing other course related activities.

V. COURSE REQUIREMENTS

1. Attendance

Being in class is extremely important for social work classes since much of the learning takes place through interaction with other students. Social work is an art as well as a science and therefore takes a great deal of "rehearsal." Your commitment to attend class regularly is very important for your learning progress. Students will be allowed to miss two classes, so please "choose" your absences carefully.

Students who have more than 2 unexcused absences will lose a letter grade and will be required to have an individual meeting with the professor. After two absences, students will also be required to provide acceptable documentation (under discretion of the professor) for any further absences, such as a copy of an obituary or medical documentation. Missing more than 5 classes may be grounds for automatic failure. Students who are incapacitated or temporarily unable to perform classroom responsibilities due to chronic health issues or extreme family situations may contact the Dean of Students office at 472-1533.

Tracking Attendance*:* Attendance and participation will be tracked for every class. Students are required to sign in every class. Attendance information will be recorded in the "Attendance" record on D2L by the end of each week. **It is the responsibility of the student to check the accuracy of the attendance register (on D2L) each week.** Failure to check this information could result in being marked absent.

2. Reading

Please consult the class schedule at the end of this syllabus for assigned readings. Students are expected to read each week's readings **before** class. Student participation and student led discussions are integral to this class structure. If the student does not read, he/she cannot participate. If the student is unable to participate, it is unlikely that he/she will do well.

3. Graded Activities.

Students are expected to complete all activities and/or assignments on time. Following is a description of each graded activity:

a. Class Participation (100 points)

Participation in the face-to-face classes is critical for understanding the material. Participation means the student will demonstrate *active* interest. Students who demonstrate *active* interest: complete assigned readings before class, listen intently and respectfully to others, fully partake in the role-play and class exercises, ask questions and offer opinions, and take responsibility for individual learning. To evaluate participation, attendance will be taken and class participation graded using the following scale:

- 0 = not present, arrives to class late, OR present and *fully disengaged*. This is defined as (i) fully refrains from class or small group discussion, (ii) sleeping in class, (iii) interested in external events such as texting, emailing outside members.
- 1 = arrives to class late OR present with *fair* participation. This is defined as (i) completes activities, (ii) discusses ideas in small groups, (iii) offers ideas to larger group, but seldom offers new direction for discussion
- 2= present and *good* participation. This is defined as (i) offers ideas that are substantive, (ii) completes activities and participated in discussion that ensues, (iii) provides major insights or direction for the class, (iv) demonstrates a leadership role.

Participation points for face-to-face classes will be sum totaled and weighted to 20% (equivalent to 100 points). Daily points will be logged in the gradebook on D2L.

b. Client Case Record (150 points)

Students will be required to develop a case management record for a pseudo social work client. Students will work pair with a class partner; with whom they will work with throughout the course to complete this assignment. The student will complete a case record for the social work class partner who will act as the pseudo client who has a problem situation. A portion of some of the classes will be dedicated for students to work on this required assignment. The student will be evaluated on the full final case record that will require: initial assessment and interpretation of assessment information, recommendations made, case plan, case notes/documentation documenting resources and referrals and follow-up, monitoring and evaluation of goals, case plan modification, evidence of social work advocacy, and documentation of client outcomes. An activity sheet outlining the specific requirement and grading rubric for this activity can be found on D2L.

c. Resource Directory (50 points)

Each student will create a resource directory of services for their pseudo social work client (above). The directory will identify formal services designed to address the problem for the pseudo social work client. The services must be geographically applicable to the individual client context. A minimum of 10 resources is required. An activity sheet outlining the specific requirement and grading rubric for this activity can be found on D2L.

d. Short Activities (60 points)

There are 6 activities worth 10 points. The activities are derived from the course text and each is designed to clarify, reinforce, or provide students with an opportunity to apply case management

concepts or steps. Each activity is due by the start of the assigned class and due to the respective dropbox on D2L. Students may be required to bring to class for discussion.

e. Weekly Quizzes (140 points)
There are 14 quizzes worth 10 points each. Each quiz contains ten one point items. Quizzes are time limited to 20 minutes and are based on the assigned readings and include a variety of question types including, but not limited to, multiple choice, matching, and true/false. All quizzes will be completed on D2L and must be completed individually on D2L. Each quiz will become available on D2L the week prior to the due date. The quiz is due at the start of class on the due date indicated in the course outline. Specific instructions for accessing and completing quizzes will be demonstrated in class.

g. Final Exam (100 points)
There is one cumulative final exam. The exam will be based on readings, videos, handouts, notes, and classroom activities. It will include short-answer, multiple choice, and matching questions. The exam will be completed on D2L during the final exam week. Additional details about the exam will be discussed in class.

VI. COURSE EVALUATION & GRADING

Although volunteerism and oral remarks are encouraged, there are no additional points awarded for these efforts. However, additional effort may be considered and taken into account at the instructor's discretion. With that said, final grades will be calculated based on points listed in the table below. **Final grades are not negotiable.**

Assignment	Points	Percent	Objectives Evaluated
Class Participation	100	16.7%	1-10
Client Case Record	150	25%	5, 6, 7, 8, 9, & 10
Resource Directory	50	8.3%	6
Short Activities	60	10%	5, 6, 7, 8, 9 & 10
Quizzes	140	23.3%	1-10
Final Exam	100	16.7%	1-10
Total	**600**	100%	

Final Course Grades will be computed using the following scale

Percent	Grade	Percent	Grade
94-100	A	76-73	C
93-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59≤	F

GRADUATE STUDENTS

Graduate students (i.e., those who enroll in course # XXX) are required to write **two** 8-10 page papers, including: (1) a policy paper in which the student explore the role of case management within the healthcare arena; and (2) research paper, in which the student will review the case management literature to identify a case management model and discuss its effectiveness with a targeted client group(s). Both papers must be evidenced based and will follow current APA publications format.

Graduate students will be evaluated using the on the eight activities outlined in the table below. Graduate students will also adhere to a more stringent grading scale. Individuals who enroll for graduate credit should communicate with the instructor the first week of class to discuss additional requirements and grading scale.

Assignment	Points	Percent	Objectives Evaluated
Class Participation	100	12.5	1-10
Client Case Record	150	18.75	5, 6, 7, 8, 9, & 10
Resource Directory	50	6.25	6
Short Activities	60	7.5	5, 6, 7, 8, 9 & 10
Quizzes	140	17.5	1-10
Policy Paper	100	12.5	1,3,4
Research Paper	100	12.5	1,3,4
Final Exam	100	12.5	1-10
Total	**800**	100%	

VII. COURSE AND UNIVERSITY POLICES

To ensure a safe and productive learning environment The University of Wisconsin-Whitewater is dedicated to a safe, supportive and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs

Accommodation, Discrimination and Absence for University Sponsored Events. (Note: For details please refer to the Undergraduate and Graduate Timetables; the *Rights and Responsibilities* section of the Undergraduate Bulletin; the *Academic Requirements and Policies and the Facilities and Services* sections of the Graduate Bulletin; and the *Student Academic Disciplinary Procedures* [UWS Chapter 14]; and the *Student Nonacademic Disciplinary Procedures* [UWS Chapter 17]). While important policies can be found within the bodies of literature identified above, I will restate some of the important policies below, as well as some important *course* policies:

1. Timeliness of Assignments
All assignments are expected to be completed on time. See due dates in course outline below. Except for an emergency (e.g., serious injury, major illness, or death), there will be no extension given for any of the assignments. The instructor reserves the right, however, to make an exception based on individual circumstances. If an exception is made, the following adjustments will be made:

- Class Participation: no modification will be made
- Client Case Record: 5 point reduction each calendar day late
- Resource Directory: 5 point reduction each calendar day late
- Short Activities: 2 point reduction each calendar day late
- Quizzes: 1 point reduction each calendar day late
- Final Exam: no modification will be made

2. Technology & D2L
This course will use technology to the fullest extent possible. Proficiency of technology aligns with CSWE EPAS requirements[1]. Many readings and assignments can be found on links posted on the D2L course site.

Students will need access to a computer (PC or Mac) and internet access. Ownership of a personal computer (PC or MAC) is not required for this course; however, it will provide greater flexibility to complete requisite activities. Students without a computer or internet access may utilize any of the computers on campus. . Campus computer labs are located throughout campus: http://www.uww.edu/icit/labs/index.html.

Many of the course materials can be found on D2L (Desire to Learn), the university's online learning platform. D2L will be used exclusively for required activity submissions, hosting primary and supplemental course material, and logging student grades. All assignments completed for this class must be submitted to D2L. Written papers/assignments will **not** be accepted via email.

3. Plagiarism
Your instructor uses ***Turnitin*** a *plagiarism detector* for all written assignments. With this said, please be certain the work you submit is your own. Committing acts of plagiarism constitutes a

[1] Competency 2.1.9, Practice Behavior 27, found at: www.cswe.org.

violation of the student code of conduct and may result in dismissal from the social work program and/or school.

4. Email & Communication
Email is recognized as an official mode of university correspondence. Therefore, students are responsible for reading their email for university and course related announcements. Students should check their email frequently. Your instructor recommends daily (Monday-Friday).

To protect privacy, students should only use their UWW email address. The instructor will only respond to emails received from UWW email accounts-this is to ensure student privacy. Students should read the netiquette and email statement located on D2L. Social work is a professional training program – one that requires students are adequately prepared to work with professionals. This includes working with professionals from other disciplines and in other settings. The ability to communicate in written fashion is critical and email is no exception. Appropriate email construction is a must and deference should be demonstrated. Emails that lack a salutation or inappropriate salutations (e.g., "hey, "yo") fail to include capitalization, or signature will be returned to sender.

5. Problem Solving/ "Two Before Me" Requirement
Social work requires the use of problem solving skills and to hone this skill, students must do some problem solving before reaching out to the instructor. **Students who have a specific question about an assignment or course material must apply two problem-solving techniques before reaching out the instructor.** This might entail asking a classmate to explain something or posting a question on the "Raise your Hand" section of D2L, re-reading assigned material, visiting the course textbook website, or checking understanding with a classmate.

If the question is not answered, the student should contact the instructor by email and indicate assistance is needed. In the email, the student must indicate what other two problem solving techniques he/she employed before reaching out to the instructor. To ensure clarity, the instructor will almost always invite the student to meet during her office hours or schedule an appointment. You instructor will not address questions by email that do not include a statement of "Two before Me" – that is the two things the student did to problem solve before contacting the instructor.

6. Respect for Others & Class: Ground Rules
Respect fellow students and your instructor. Topics in this class can become sensitive and someone (including myself) may say something with which you disagree. Critical discussions are encouraged, but please respect differences of opinion.

7. Classroom etiquette
If you use a cell phone, please silence or put it on vibrate before you enter the class. Please exit the class if you *must* use the text feature or phone function on your e-device. Using your phone, texting (reading or sending messages) is distracting to everyone and as such, is strictly forbidden in the classroom. If the student is observed using a cell phone to text, talk, or surf the web, he/she will be identified and asked to leave the class. The student will also receive zero participation points for the day. Use of these e-devices for personal communication in the classroom is impolite

and disrespectful. Please refrain from using e-devices during class unless encouraged to do so by your instructor.

8. Students Needing Additional Support: Social Work Standards & Support

The Social Work faculty very much wants to prepare its students for professional social work practice. Elective social work courses complement coursework, and help prepare students to be effective social workers. Occasionally concerns arise, such as in the following areas:

- Assertiveness (lack of or overly)
- Writing skills
- Academic misconduct (plagiarism, cheating)
- Verbal communication
- Proficiency of the English language
- Professional values
- Emotional self-control
- Class attendance/punctuality
- Behaviors inconsistent with the Social Work Code of Ethics

When concerns arise for a student, the faculty member will refer the student to the Standards and Support Committee of the Department. The reason for this referral is to identify areas of concern, develop an individualized plan in which the student will address the issues, and monitor student progress. A description of this Committee and additional areas of concern are presented in the *Social Work Student Handbook*.

9. Students with Disabilities / Modifications Requests

Individual students in need of modification to learning environment or materials should meet with the instructor **immediately** to discuss individual needs. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily available to the instructor, the student will be referred to *The Center for Students with Disabilities* (see website: http://www.uww.edu/csd/index.html). The CSD arranges, in consultation with instructional staff, to provide appropriate reasonable modifications. Upon referral to CSD, the student will be required to:

- Sign a request for services based on the presence of a disability
- Provide appropriate diagnostic information that establishes she/he is a qualified individual with a disability
- Request in writing the reasonable modification(s) sought to accommodate the qualifying disability

10. Religious Beliefs and Accommodations

Religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. If you believe you need to be accommodated, please notify your instructor at least 14 days in advance.

11. Academic Misconduct

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or

damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Student's work must be in their own words except where appropriately cited. Excerpts from authors may be used judiciously, but direct quotes involving even a few words must include the source and cited appropriately (APA format must be used). Failure to comply with these requirements constitutes plagiarism and is grounds for failure.

12. Intellectual Property

The content of this course and the course syllabus are the intellectual property of the course instructor. Course material may not be replicated and used without permission. Unauthorized use of course materials in written, video, or digital format is strictly prohibited.

13. Video and Audio Recording

To ensure a safe learning environment, the use of audio or digital, including, but not limited to, the recording of the instructor's course materials as well as the recording of guest lectures and/or discussion, is strictly prohibited. Students who violate intellectual property policies or video or audio recording rules will be removed from the course and referred to university administration for appropriate action.

14. Instructor Rights

Your instructor reserves the right to make changes to the course outline to better serve the class' needs. Any changes will be announced in class in advance.

VIII. COURSE SCHEDULE

	Date	Topic(s)	Required Readings/Videos Due by beginning of class	Activity Due Due by start of class
Week 1		1. Introduction 2. NASW Review 3. Micro and Mezzo Level Social Work Practice Skills	1. NASW (2008),Code of ethics 2. NASW (2014), Certified social work case manager 3. Case Video (on D2L)	
Week 2		Foundations for Best Practice in Case Management	1. Summers (2015), Chapter 1 2. Summers (2015), Chapter 2 3. Summers (2015), Chapter 3	1. Quiz 1
Week 3		Useful Clarification & Attitudes	1. Summers (2015), Chapter 4 2. Summers (2015), Chapter 5 3. Summers (2015), Chapter 6	1. Quiz 2
Week 4		Effective Communication in Case Management	1. Summers (2015), Chapter 7 2. Summers (2015), Chapter 8	1. Quiz 3 2. Short Activity #1
Week 5			1. Summers (2015), Chapter 9 2. Summers (2015), Chapter 10 3. Summers (2015), Chapter 11	1. Quiz 4
Week 6			1. Summers (2015), Chapter 12 2. Summers (2015), Chapter 13	1. Quiz 5 2. Short Activity #2
Week 7		Meeting Clients, Assessing, and Building Practice Skills	1. Summers (2015), Chapter 14 2. Summers (2015), Chapter 15	1. Quiz 6 2. Short Activity #3
Week 8			1. Summers (2015), Chapter 16 2. Summers (2012), Case management with children and their families 3. Summers (2012), Case management and mental illness	1. Quiz 7 2. Short Activity #4
Week 9			1. Summers (2015), Chapter 17 2. Summers (2015), Chapter 18	1. Quiz 8 2. Short Activity #5
Week 10			1. Summers (2015), Chapter 19 2. Summers (2015), Chapter 20	1. Quiz 9
Week 11		Developing a Case Plan	1. Summers (2015), Chapter 21 2. Summers (2012), Case management in the field of drug and alcohol dependence	1. Quiz 10 2. Short Activity #6

Week 12			1. Summers (2015), Chapter 22 2. Summers (2015), Chapter 23 3. Summers (2015), Chapter 24	1. Quiz 11 2. Resource Directory Due
Week 13		Monitoring, Termination, and Social Work in Health Care – the new trend	1. Summers (2015), Chapter 25 2. Summers (2015), Chapter 26 3. CCMC (2013), A team not a couple….	1. Quiz 12
Week 14			1. Summers (2015), Chapter 27 2. Williams (2012), Integration of health…. 3. Rizzo & Rowe (in process), AIMS…. 4. Naleppa (2006) Case management….	1. Quiz 13
Week 15		Taking Care of the Case Manager	1. Summers (2014), Chapter 28	1. Quiz 14 2. Client Case Record Due
Final Week		1. Final Exam on D2L (cumulative)		

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