

UNIVERSITY CURRICULUM COMMITTEE
COURSE REQUESTS AND ALTERNATIVE MODE OF INSTRUCTION APPROVALS

UNDERGRADUATE POLICY COMMITTEE
LIBERAL STUDIES AND COMPETENCY APPROVALS



FLORIDA STATE UNIVERSITY
FACULTY SENATE

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COURSE REQUESTS AND ALTERNATIVE MODE OF INSTRUCTION APPROVALS

The University Curriculum Committee (UCC) is responsible for approving courses in the following categories:

- New Course Requests
- Course Change Requests
- Course Deletion Requests
- Alternative Mode of Instruction Approvals (Form 2)

If you plan to submit a course request in one of these categories, you must complete the required forms, which can be found on the UCC website at <http://facsenate.fsu.edu/forms.html>, and submit them with the appropriate supporting documents. **You must first obtain all approvals within your department and/or college before forwarding your requests to the UCC.**

NEW COURSE REQUESTS

All new courses to be taught at the University for credit must be approved by the UCC before being offered. The following are necessary forms and information to be submitted to the UCC for review of a new course. Samples can be found in Appendix A.

1. Curricular Request Form (cc 153) (1/06)
2. FSU File Syllabus Form (cc 179) (1/06)
3. Syllabus
 - a. See Syllabus Check List in Appendix A.
 - b. For information on how to write measureable objectives, please see Appendix D.

Departments/Colleges are welcome to include information in addition to these items if they feel it would be helpful to the Committee in its deliberations. In particular, a statement describing how this new course will relate to courses already in the University's curriculum file. Examine carefully the relationship of the proposal to courses or programs elsewhere in the University. The UCC examines the proposal from an all-university perspective. Departments should check with other related departments or programs before submitting the request. A written statement from the other college or department increases the probability of approval.

After the department/college approvals are met, the original of each form and the syllabus should be forwarded to Melissa Crawford, Faculty Senate Coordinator, in the Office of the Dean of the Faculties, 314 Westcott, Mailcode 1480. Courses received by the materials due date listed

on the UCC website at <http://facsenate.fsu.edu/curriculum.htm> will be reviewed during that month's meeting. The UCC meets monthly September through April and once in the summer, generally in mid June.

When courses are approved by the UCC, the course is then signed by Dean of the Faculties, Anne Rowe and sent by Melissa Crawford to the Statewide Course Numbering System (SCNS) for course number assignment. Once notification that the course is on the SCNS file is received, the original course packet (the 2 forms and the syllabus) is stamped APPROVED and sent to Sheila Mitchell, Assistant Registrar. The course will be listed in the Master Curriculum File and Sheila will notify the appropriate departmental and college personnel via email.

If a course has to meet department, college, university and state numbering requirements it is easy to understand how it can take as much as six (6) months to go through these processes. If a department/college wishes to have certain courses or wholesale changes to a curricula package printed in publications, please keep this time frame in mind.

COURSE CHANGE REQUESTS

All course change requests must be approved by the University Curriculum Committee (UCC) before being offered. Course changes include changes to course hours, course title, course objectives, course content, course level and pre- and co-requisites. **You must first obtain all approvals within your department and/or college before forwarding your requests to the UCC.**

The following are necessary forms and information to be submitted to the UCC for review of a course change. Samples can be found in Appendix A.

1. Curricular Request Form (cc 153) (1/06)
2. FSU File Syllabus Form (cc 179) (1/06)
3. Syllabus: If requesting a change in course hours, objectives or content from a previously approved course, the old syllabus and the new syllabus must be submitted.

The same processes for new course requests are then followed.

COURSE DELETION REQUESTS

All course deletion requests must be approved by the University Curriculum Committee (UCC) before being deleted. **You must first obtain all approvals within your department and/or college before forwarding your requests to the UCC.**

The following is the necessary form to be submitted to the UCC for review of a course deletion request. Samples can be found in Appendix A.

1. Curricular Request Form (cc 153) (1/06)

The same processes for new course requests are then followed.

SPECIAL TOPICS COURSES

It is a university policy that a syllabus is forwarded to Sheila Mitchell, Assistant Registrar, (Mailcode: 2480), each semester for each Special Topics course taught that term. This is necessary so that student transcripts can be properly interpreted.

No course may be taught as a Special Topics course more than three times. If a department/college wishes to continue to teach the course, a new course request should be prepared and submitted to add it to the curriculum as a regular course.

ALTERNATIVE MODE OF INSTRUCTION (FORM 2)

An Alternative Mode of Instruction - Form 2 should be completed for only those courses utilizing a mode of instruction other than face-to-face for equivalent contact hours. A Form 2 is required for a "Combination Course" which is a class offered in a traditional face-to-face format on the main or branch campus combined with less than 75% of the total course content through the use of some alternative means, i.e., web site, video, I-chat, etc. The delivery of the instruction makes use of technology or instructional materials beyond those available or distributed in the traditional classroom. This course is often referred to as a Hybrid course. A Form 2 is also required for a distance-learning course where the delivery of some or all of the instructional content is reliant upon an alternative delivery method.

The following are necessary forms and information to be submitted to the UCC for review of a Form 2.

1. Alternative Mode of Instruction - Form 2 (1/06)
2. Syllabus: If the course is being offered both traditionally in the classroom and by distance learning, both syllabi must be submitted.

All Form 2 requests must be approved by the Chair of the UCC before being offered. **You must first obtain all approvals within your department and/or college before forwarding your requests to the UCC.** After the department/college approvals are met, the original of the form 2 and the syllabus/syllabi should be forwarded to Melissa Crawford, Faculty Senate Coordinator, in the Office of the Dean of the Faculties, 314 Westcott, Mailcode 1480. Form 2's are accepted throughout the year and are reviewed by the Chair of the UCC.

When the Form 2 is approved by the Chair of the UCC, the form is then signed by the Chair and the Dean of the Faculties, Anne Rowe. It is then stamped APPROVED and sent by Melissa Crawford to Sheila Mitchell, Assistant Registrar. Sheila will then assign a variant and the course will be listed as distance learning in the Master Curriculum File.

A Form 2 approval is active for 5 years at which time it will need to resubmitted. Special Topics courses that require a Form 2 must be submitted on a semester by semester basis. A sample Form 2 can also be found in Appendix C.

LIBERAL STUDIES AND COMPETENCY APPROVALS

The Undergraduate Policy Committee (UPC) is responsible for approving courses that are proposed to meet requirements in the following areas:

- Liberal Studies Area III - History/Social Science
- Liberal Studies Area IV - Humanities/Fine Arts
- Liberal Studies Area V - Natural Science
- Gordon Rule "W" Designation
- Computer Competency
- Multicultural Understanding
- Oral Communication

There is one common request form for Liberal Studies Areas III, IV, V and Gordon Rule. Multicultural Understanding, Computer Competency, and Oral Communication Competency each have a separate form. A department requesting more than one type of credit for a course (e.g., Liberal Studies Area IV and Multicultural Understanding) must submit all pertinent forms. Each request form indicates the materials that must accompany it and the method of submission.

Department representatives should submit request forms for courses already in existence well in advance of the term for which Liberal Studies or competency credit is desired.

New courses must receive approval from the University Curriculum Committee before they can be considered by the UPC. Once approval is granted by the Curriculum Committee, request forms can then be forwarded to the UPC

When a request is received by the Undergraduate Policy Committee, it will be placed on the agenda for the next monthly meeting and forwarded to the appropriate subcommittee members. After their initial review and discussion, the course is presented to the entire UPC for approval. If the UPC votes to approve credit, all requests for Multicultural Understanding, Computer Competency and Oral Communication Competency credit are then reported the following week to the Faculty Senate as information. The Senate must vote to confirm any course recommended for approval for Liberal Studies Areas III, IV, and V. The Faculty Contact person listed on the request form will be notified by email once the course is approved by the UPC. Courses approved for Liberal Studies and competency areas are effective for the term following their approval.

More information about the requirements and procedures of the UPC can be obtained from Ellen Crabtree in the Undergraduate Studies office at 644-2451 or ecrabtree@fsu.edu.

CRITERIA FOR LIBERAL STUDIES AREA III: HISTORY/SOCIAL SCIENCES

SCOPE

History: To study the past is to help mold the future by providing the basis for informed judgments. The study of history provides important personal, political, cultural, and social experience in the present. Liberal Studies should present a broad introduction to significant aspects of historical study. Courses in world history or in major regions of the globe should cover a relatively long extent of time and broad issues. Courses in United States history should be surveys either of our national history or of the experience of significant groups in that history.

Social Sciences: The Social Sciences deal with human behavior in its social and cultural aspects. The role of social science liberal studies courses is to provide individuals with the fundamental skills to critically examine and evaluate their place in society and, more generally, develop an understanding of the network of relationships of people at group, community, national, and world levels. An understanding of the ethical foundations, as well as behavioral components of social change, should also be provided. These courses systematically describe and analyze social, political, and economic reality and attempt to explain and predict outcomes of alternative social actions.

CRITERIA

Courses must fall within the scope of history or social sciences as described above.

- Courses should deal with fundamental concepts, principles, and processes stressing general disciplinary knowledge as opposed to narrower specialized knowledge, such as courses designed for upper division majors.
- Courses should have no prerequisites.

CRITERIA FOR LIBERAL STUDIES AREA IV: HUMANITIES/FINE AND PERFORMING ARTS

HUMANITIES

Following are criteria a course shall meet to be accepted for humanities liberal studies credit:

1. The course content shall fall within the humanities, including studies of culture and its intellectual and artistic expression, and studies of civilization.
2. The course shall examine a significant segment of material either by an introduction to a subject area or by a survey of a subject area.

3. The course shall communicate methods of analysis or interpretation so the student will not only learn the course content and how to assess it but will also gain analytical or interpretive skills to study similar materials in an independent and critical fashion.
4. While the precise method of evaluation in a course is the prerogative of the instructor, each humanities liberal studies course shall contain a significant essay component.
5. For a humanities course to satisfy the literature requirement, works of creative literature shall constitute the principal subject matter.

FINE AND PERFORMING ARTS

The function is to introduce the student to the fine and performing arts in such a way that he or she gains the basic understanding necessary to become an appreciative and discriminating audience of the fine and performing arts. Thus, the courses which warrant inclusion should emphasize:

1. The appreciation of the art under scrutiny, which could include a historical or critical component, or a study of the practice of the art, not limited to the acquisition of the skills of the art, but rather, an introduction to the skills which might be useful in further self-study or enjoyment of the art.
2. The acquisition of analytical and/or interpretive methods so the student will learn not only the content of the course and how to assess that content but also will gain the analytical and/or interpretive skills needed for similar arts related material in an independent and critical fashion.
3. Content and methods which are not dependent on a student's prior knowledge or experience with the subject matter. A student intent to pursue further formal study of the subject matter would not be essential. Therefore, no prerequisite skills or course work would be required in the subject area.

CRITERIA FOR LIBERAL STUDIES AREA V: NATURAL SCIENCE

SCOPE

The Natural Sciences cover a wide area of human experience, with a common ground of observations, hypothesis or model construction, and the use of experiment as a test against nature. Some sciences have detailed tested models, which have been extensively confirmed, while other disciplines rely heavily on observation and experiment to construct such models. In either case the area deals with the observed natural world, and with the evidence available for construction, testing and verification of models.

SPECIFIC CRITERIA

- Courses should deal with basic scientific constructs, including the role of observation and experiment in arriving at conclusions, and with the (economy to be observed) organization of thought and effort to be obtained in the construction of models.

- Courses should include more conceptual and theoretical material than applied material, should deal with broad perspectives of a discipline as opposed to narrow areas of specialized knowledge, and might serve as a foundation for further work in the area.
- Courses should examine a significant segment of material in the discipline, either as an introduction to the subject area or by a survey of outstanding examples in the area.
- Each course should include a significant component of methods of analysis and experiment or observation, so that mastery of content will also carry with it an increase in increased understanding and appreciation of critical evaluation skills.

GORDON RULE “W” DESIGNATION

The purpose of the “W” designation for courses in Areas II, III, IV, and V is to assure that students are able to demonstrate satisfactory writing skills through their application in certain designated courses. Achievement of satisfactory writing skills must be clearly articulated as a central objective of any course with the “W” designation, along with other measured outcomes related to the subject matter itself. Such courses must provide students with opportunities to improve their ability to express themselves in writing, along with standards for evaluating achievement of satisfactory writing skills.

As part of their Liberal Studies writing requirements, students are required to complete four “W” courses from Areas II, III, IV and V, as well as the English composition requirement for Area II. The total number of required written words for each of the two courses in Liberal Studies Area II (English composition) will be 6,000, while courses in Areas III, IV, and V will require 3,000 words. The two required Area II English composition courses as well as two of the Area III, IV, or V courses designated by a “W” will also be used to satisfy the requirements of FAC Rule 6A-10.030 (the Gordon Rule). A minimum final course grade of C minus (C-) is necessary in all “W” courses in order to receive Gordon Rule and/or Liberal Studies credit.

To receive approval from the Undergraduate Policy Committee for “W” designation in Area II, III, IV, or V, courses must meet the following two criteria:

- Be approved by the UPC and the Faculty Senate as a Liberal Studies course;
- Include content in the syllabus as follows:
 - A statement about writing skills as a part of the course description
 - At least one course objective that specifies satisfactory writing as a measurable learning outcome
 - Descriptions of graded assignments that total a minimum of 3,000 words, (6,000 words for Area II, English Composition), excluding in-class exams or other assignments for which students do not receive feedback on the quality of their writing
 - Descriptions of ways in which students will receive feedback on their writing in order to improve their performance in subsequent assignments
 - A grading rubric that provides indicators of standards for satisfactory written work

- The following grading statement incorporated in the syllabus: *In order to fulfill FSU's Gordon Rule "W" Designation (writing) credit, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the required writing assignments for the course. If the student does not earn a "C-" or better on the required writing assignments for the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.*

A department requesting the "W" designation for a Liberal Studies course in Areas II, III, IV, or V should do the following:

- Complete the Liberal Studies/Gordon Rule forms **with appropriate signature(s)**;
- Submit a letter (if necessary) to the UPC showing justification for the request; and
- Submit a current syllabus that includes the information specified in #2 above.

Forward the Liberal Studies/Gordon Rule form **in hard copy** to the Undergraduate Policy Committee, A-3400 University Center, Mail Code 2360. The letter and syllabus must be submitted electronically to Ellen Crabtree, Secretary of the UPC, at ecrabtree@fsu.edu. Requests will be placed on an agenda for a UPC meeting as soon as possible. The UPC meets monthly, September through April.

The Faculty Senate must also approve all requests for Liberal Studies/Gordon Rule. Please allow at least 2-4 months from the time your request is received to meet UPC and Faculty Senate meeting schedules.

CRITERIA FOR COURSES SATISFYING THE COMPUTER COMPETENCY REQUIREMENT

Competence in the use of computers is exhibited in different ways in different disciplines. Requisite skills for a graduate of the School of Music are not the same as a graduate of the College of Engineering. But underlying each degree program is the need to demonstrate mastery of computer use in that discipline. In recognition of this skill diversity, a department or school is given the option of proposing a course to satisfy this requirement for its graduates.

To satisfy the Florida State University's Computer Competency Requirement, a course must require the student to demonstrate:

1. competent use of a discipline-useful software package, and
2. the ability to perform simple transactions using the web/Internet.

Faculty in the department teaching the course will collect data on student performance on a specific assignment (capstone activity) that reflects the above competencies. These data will be

submitted for review by June of each year to the Undergraduate Policy Committee as well as the Dean of Undergraduate Studies and the Associate Vice President for Planning, Budgeting, and Institutional Effectiveness.

The course must be approved by the Undergraduate Policy Committee. To be approved, the request must be accompanied by a:

- List of general computer skills required in the discipline or skills covered by the course if offered for multiple disciplines;
- Statement of how the given course provides the student with these skills, including a description of a sample *capstone activity** used to measure the competency;
- Complete syllabus which includes the following statement: *In order to fulfill FSU's Computer Competency Requirement, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the computer competency component of the course. If the student does not earn a "C-" or better on the computer competency component of the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.*
- Grading rubric for the capstone activity;
- Statement as to whether this course is for majors in that area, or open to all students;
- Statement that the school/department/program will evaluate requests from their own majors for transfer credit of the required computer competency skill for their discipline.

***Note:** A capstone activity could be assignments/activities which require students to search the Internet and submit results via an email attachment and demonstrate competent use of a software package. The corresponding grading rubric must specify assignment of credit for each component.

CRITERIA FOR COURSES SATISFYING THE MULTICULTURAL UNDERSTANDING REQUIREMENT

SCOPE

"Culture" may be described in its broadest sense as all socially patterned, symbolically mediated, learned behavior among humans. It covers everything from technology to aesthetic judgments. Students who would be truly educated must have an appreciation of the interrelatedness of and the diversity within cultural traditions on a regional and global scale. They must also recognize that issues of culture are not limited to the societal level but include race, class, and gender.

The multicultural understanding requirement recognizes and reflects the full range of human groupings and cultural perspectives as well as the complex relationships among them. Its role is to enhance students' self-understanding and their understanding of the contemporary

cultural context, a context characterized by a rich diversity of cultures and experiences in which the Western European intellectual tradition figures as one among many.

To satisfy this requirement, students will be required to take one course from each of the two categories described below. Such courses will be selected from among courses marked with an "x" or "y" in the Undergraduate Bulletin. While the content of individual courses might address concerns outlined in both categories, no course may be designated as fulfilling both.

SPECIFIC CRITERIA

1. Cross-cultural Studies ("X")

Courses will introduce students to cultural variation around the globe. Courses will examine differences among cultures in general or will examine in detail one or more cultural traditions outside the dominant currents of European civilization.

2. Diversity in Western Experience ("Y")

Courses will introduce students to the diversity within Western culture by examining the nature of the relations among the many groups that have contributed to Western experience. Courses will focus primarily on one or more groups whose contributions traditionally have been undervalued. Topics such as race, class, gender, or ethnicity will be explored.

GENERAL CRITERIA

To be approved for multicultural credit, the instructor must:

1. include an activity/assignment that requires students to demonstrate the ability to analyze and synthesize knowledge about cultural variation within and/or between cultures;
2. develop and submit a common rubric for evaluating students' performance on this assignment; and
3. agree to submit students' scores on this rubric to the Undergraduate Policy Committee for inclusion in its annual report to the Southern Association of Colleges and Schools (SACS).

CRITERIA FOR COURSES SATISFYING THE ORAL COMMUNICATION COMPETENCY REQUIREMENT

Scope: Competence in oral communication is indicated by demonstrating the ability to clearly transmit ideas and information orally in a way that is appropriate to the topic, purpose, and audience. It also involves demonstrating the ability to discuss ideas clearly with others, to hear and respond to questions, and to assess critical response appropriately. Competence in oral communication cannot be accomplished through a single speaking experience but requires multiple occasions spread out through the course of the term. These experiences may be discrete and independent or cumulative, culminating in a final presentation. The specific type of oral skill (for example: debates, formal lecture/presentations or interviewing) may vary from

discipline to discipline, though a minimal level of oral competence is required. Courses satisfying the oral communication competency requirement must enable the student to develop the requisite skills through application of theoretical concepts and analytical structures basic to successful oral communication. Thus, instruction in the theory and practice of oral communication must be an intrinsic part of the course, as evidenced in course objectives, course readings, activities, and evaluation.

Specific criteria: While the precise method of instruction and examination is the prerogative of the instructor, approved courses must contain the following elements:

1. The course must provide instruction and the student must demonstrate competence in the following:
 - generation of an original oral message which clearly presents ideas and/or information;
 - making effective use of both vocal and physical delivery in the presentation;
 - adapting the presentation to the particular audience; and,
 - being receptive to questions and/or criticism.
2. Among the course requirements there must be provision for the student to demonstrate the ability to perform according to the above criteria using standard American English.
3. The syllabus should contain course readings and/or lectures related to instruction in the theory and practice of oral communication.
4. The course syllabus must contain the following statement: *In order to fulfill FSU's Oral Communication Competency Requirement, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the oral communication competency component of the course. If the student does not earn a "C-" or better on the oral communication competency component of the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.*
5. Evaluation criteria for the "oral communication" components of the class and the resulting impact on the course grade should be apparent to the students. Grading rubrics are highly recommended.
6. Faculty assigned to teach the course must be certified by their department as having the experience and/or training to evaluate oral communication competence as defined herein.
7. Courses in the oral performance of literature will not satisfy this requirement.

APPENDIX A
SYLLABUS CHECKLIST FROM THE CENTER FOR TEACHING AND
LEARNING



SYLLABUS CHECKLIST

"The course syllabus... should be a document that captures the scope of the discipline and identifies the contribution of the course to that discipline. " Larry Abele, April 13, 2001

- Course Information
 - Course Name, Number & Section
 - Class Meeting Time
 - Class Meeting Place
- Contact Information
 - Your Name & Title
 - Office Number/Building
 - Your Office Hours (both asynchronous & synchronous)
 - Office Phone & Fax Number
 - Email Address
 - Class Email Address (Listserv)
 - Information about your grad. assistant if you have one.
- Material
 - Required Readings/Texts
 - Suggested Readings
 - Email Account & other Instructional Technologies
 - Course packs
 - Other Materials
- Course Description
 - Goal/Rationale of the course:
 - How the course will benefit the student; how the course relates to the content, primary concepts and principles of the discipline (where it fits into the overall intellectual area);
 - type of knowledge and abilities that will be emphasized;
 - how and why the course is organized in a particular sequence.
 - Learning Objectives:
 - What the students will gain from your course.
 - Why you chose these objectives as the most important skills/knowledge.
 - It is helpful to include objectives for each of the class meetings or topics.
- Teaching Philosophy – What is your approach for teaching this course? What do you think students should do to best benefit from the course? You may include your expected teaching methods and a statement regarding students' responsibility for learning and your responsibilities as their instructor.
- Student Responsibilities
 - Participation
 - Homework
 - Other daily responsibilities
 - Projects- including information on group processes
 - Tests/Exams

- Course Content & Outline (may be in the form of a course calendar)
 - Class Meeting Dates
 - Holidays/Other non-meeting dates
 - Major Topics
 - Due dates for readings, assignments, tests, projects etc.
 - Grading Method & Scale: A clear explanation of evaluation, including a clear statement on the assessment process and measurements. Be explicit! You may include format, number, weight for quizzes and exams, descriptions of papers and projects as well as how they will be assessed and the overall grading scale and standards.
 - Resources
 - Web-based
 - Labs
 - Study groups/halls
 - Other types of help
 - Essential Policy Information (Accompanying each item should be a statement on how each will impact on grades.)
 - Attendance/lateness policy
 - Policy for late work
 - Policy for missed tests
 - Policy for extra credit
 - Florida State Honor Policy: [Suggested language from the Faculty Senate]

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." ([Florida State University Academic Honor Policy](#))
 - ADA Policy: [Suggested language from the Faculty Senate]

AMERICANS WITH DISABILITIES ACT:
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact:
[Student Disability Resource Center](#)
 874 Traditions Way
 Florida State University
 Tallahassee, FL 32306-4167
 (850) 644-9566 (voice)
 (850) 644-8504 (TDD)
sdrc@admin.fsu.edu
 - SYLLABUS CHANGE POLICY: [Suggested language from the Faculty Senate]

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
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APPENDIX B

SAMPLE NEW, CHANGE, AND DELETION REQUEST FORMS (CURRICULAR REQUEST FORM CC-153) AND INSTRUCTIONS

Submit one (1) original of this form with signatures and syllabi
to: The University Curriculum Committee, c/o Melissa Crawford, mail code 1480

Section I. Course Identification, Action, and Justification

A. Type of Request: Add New

Indicate year and semester you want this effective: Year: 2010 Semester: Fall

B. Complete this section if adding or changing a course.

Proposed Listing: Prefix: LIT Number: 4xxx (Note: The leftmost digit must be a number; the remaining digits may be represented by X's)

Full Title: Middle Eastern Literature in Translation

Semester Hours: Min: 3 Max: 3 Transcript Title (20 characters max): Mid East Lit Trans

C. Complete this section if changing or deleting an existing course.

Present Listing: Prefix: Number:

Full Title:

Semester Hours: Min: Max:

D. Justification for addition or change (not required if deleting a course):

This course provides a parallel to other existing 4000 level courses and will train students in the uses of theoretical languages and concepts in a broad spectrum of literary fields.

Other Examples: Hiring of a new faculty member who is a specialist in the area. This is a new required course for the major, etc. Obtaining a number for a previous special topics number is NOT sufficient justification. Please state how the course will fit with current curriculum and why it is needed.

E. Faculty Contact Information:

Name: Robin Goodman Phone: 644-9234 Email: rgoodman@english.fsu.edu

F. Is this course to be considered for satisfaction of University undergraduate degree requirements? No

Call Ellen Crabtree, Undergraduate Policy Committee, 644-2451 for processing information.

Considered for Multicultural designation? If "Yes" indicate whether an "X" or "Y" course. Yes - X

Is this course to be considered for satisfying Oral/Computer Competency? If yes, indicate which one. No

Section II. Course Information for Catalog and Scheduling Purposes – REQUIRED FOR NEW OR CHANGING COURSES

Grade Type (choose one): 1 - Letter Grade

Modes of Instruction: Primary: C - Class Lecture Secondary: D - Discussion

Repeat Information: Code: 00 Repeat only when topics vary? No Repeat only with instructor permission? No

Total semester hours may be taken for credit:3

Department Code (4 digit number): Primary: 1142 Secondary (list all):

Major codes (6 digit number; list all applicable): 114210, 114212, 114214, 114217 (Only need major codes to restrict course to majors.)

CIP Code (6 digit number, different from major code): 230101

Prerequisites: ENC 1101 (Example)

Corequisites: None

Are your department's course descriptions divided into subheadings in the Bulletin? If yes, state under which subheading this course is to be placed:

Course Catalog Description (This must be on all new or changed course requests.):

This course explores English translations of literature of various genres written in the Middle East. It is concerned with the ways in which Middle Easterners themselves describe, and/or have in the past described, the religious, cultural, economic, territorial, and geopolitical conflicts of the region.

Section III. Approval Signatures

Approved By:

Department	Department Curriculum Committee Chair Signature	Department Chair Signature
Department	Department Curriculum Committee Chair	Department Chair
Arts and Sciences	College Curriculum Committee Chair Signature	Dean's Signature
College or School	College Curriculum Committee Chair	Dean of College

This signature will be obtained by the Faculty Senate Coordinator upon approval by the University Curriculum Committee.
Vice President of Academic Affairs or Representative Date

Submit one (1) original of this form with signatures and syllabi
to: The University Curriculum Committee, c/o Melissa Crawford, mail code 1480

Section I. Course Identification, Action, and Justification

G. Type of Request: Change Existing

Indicate year and semester you want this effective: Year: 2010 Semester: Fall

H. Complete this section if adding or changing a course.

Proposed Listing: Prefix: ECH Number: 3854 (Note: The leftmost digit must be a number; the remaining digits may be represented by X's)

Full Title: Chemical Engineering Computations

Semester Hours: Min: 4 Max: 4 Transcript Title (20 characters max): ChemE Computations

I. Complete this section if changing or deleting an existing course.

Present Listing: Prefix: ECH Number: 3854

Full Title: Chemical Engineering Computations

Semester Hours: Min: 3 Max: 3

J. Justification for addition or change (not required if deleting a course):

We request the addition of one credit hour to accommodate the teaching of MATLAB and other prepatory subjects. Other examples: New course title better reflects course content. Update of course objectives to better reflect content. Change in pre/co requisites to align with other course in the curriculum.

K. Faculty Contact Information:

Name: Wright Finney Phone: 410-6309 Email: finney@eng.fsu.edu

L. Is this course to be considered for satisfaction of University undergraduate degree requirements? No

Call Ellen Crabtree, Undergraduate Policy Committee, 644-2451 for processing information.

Considered for Multicultural designation? If "Yes" indicate whether an "X" or "Y" course. No

Is this course to be considered for satisfying Oral/Computer Competency? If yes, indicate which one. No

Section II. Course Information for Catalog and Scheduling Purposes – REQUIRED FOR NEW OR CHANGING COURSES

Grade Type (choose one): 1 - Letter Grade

Modes of Instruction: Primary: C - Class Lecture Secondary: Choose one

Repeat Information: Code: 00 Repeat only when topics vary? No Repeat only with instructor permission? No

Total semester hours may be taken for credit: 4

Department Code (4 digit number): Primary: 5560 Secondary (list all):

Major codes (6 digit number; list all applicable): 556010, 556011, 556012, 556013, 556014 (Only need major codes to restrict course to majors.)

CIP Code (6 digit number, different from major code): 140701

Prerequisites: ECH 3023, ECH 3024, ECH 3301, all with "C" or higher

Corequisites: ECH 3101, ECH 3266, CHM 4410

Are your department's course descriptions divided into subheadings in the Bulletin? If yes, state under which subheading this course is to be placed: Chemical Engineering

Course Catalog Description (This must be on all new or changed course requests.):

Introduction to computational tools available for solution of chemical engineering problems. Primary focus will be on the use of spreadsheets, high-level programming languages such as MATLAB, and an introduction to the use of chemical process simulations.

Section III. Approval Signatures

Approved By:

Department Teaching Unit	Department Curriculum Committee Chair Signature Teaching Unit Curriculum Committee Chair	Department Chair Signature Teaching Unit Chair
Engineering	College Curriculum Committee Chair Signature College or School Curriculum Committee Chair	Dean's Signature Dean of College or School

This signature will be obtained by the Faculty Senate Coordinator upon approval by the University Curriculum Committee.
Vice President of Academic Affairs or Representative Date

Submit one (1) original of this form with signatures and syllabi
to: The University Curriculum Committee, c/o Melissa Crawford, mail code 1480

Section I. Course Identification, Action, and Justification

M. Type of Request: Delete Existing

Indicate year and semester you want this effective: Year: 2010 Semester: Fall

N. Complete this section if *adding or changing* a course.

Proposed Listing: Prefix: Number: (Note: The leftmost digit must be a number; the remaining digits may be represented by X's)

Full Title:

Semester Hours: Min: Max: Transcript Title (20 characters max):

O. Complete this section if *changing or deleting* an existing course.

Present Listing: Prefix: CEN Number: 4012

Full Title: Mentored Software Project

Semester Hours: Min: Max:

P. Justification for addition or change (not required if deleting a course):

Q. Faculty Contact Information:

Name: Theodore Baker Phone: 644-5452 Email: baker@cs.fsu.edu

R. Is this course to be considered for satisfaction of University undergraduate degree requirements? No

Call Ellen Crabtree, Undergraduate Policy Committee, 644-2451 for processing information.

Considered for Multicultural designation? If "Yes" indicate whether an "X" or "Y" course. No

Is this course to be considered for satisfying Oral/Computer Competency? If yes, indicate which one. No

Section II. Course Information for Catalog and Scheduling Purposes – REQUIRED FOR NEW OR CHANGING COURSES

Grade Type (choose one): 1 - Letter Grade

Modes of Instruction: Primary: Choose one Secondary: Choose one

Repeat Information: Code: 00 Repeat only when topics vary? No Repeat only with instructor permission? No

Total semester hours may be taken for credit:

Department Code (4 digit number): Primary: 1166 Secondary (list all):

Major codes (6 digit number; list all applicable):

CIP Code (6 digit number, different from major code):

Prerequisites:

Corequisites:

Are your department's course descriptions divided into subheadings in the *Bulletin*? If yes, state under which subheading this course is to be placed:

Course Catalog Description (This must be on all new or changed course requests.):

Section III. Approval Signatures

Approved By:

Department
Teaching Unit

Department Curriculum Committee Chair Signature
Teaching Unit Curriculum Committee Chair

Department Chair Signatur
Teaching Unit Chair

Arts and Sciences

College or School

College Curriculum Committee Chair Signature
College or School Curriculum Committee Chair

Dean's Signature
Dean of College or School

This signature will be obtained by the Faculty Senate Coordinator upon approval by the University Curriculum Committee.

Vice President of Academic Affairs or Representative

Date

INSTRUCTIONS FOR COMPLETING THE CURRICULAR REQUEST FORM (CC-153)

The current cc-153 MUST be used at all times. Outdated forms will be returned without review.

SECTION I. COURSE IDENTIFICATION, ACTION, AND JUSTIFICATION

- A. The effective semester is the first academic term in which the course will appear in the curriculum inventory; that is, the first term in which the course may be taught legally. Determine the effective semester not on the basis of when the request is initiated, or when the request is expected to be approved, but when the change is to take effect (presumably the first semester the department hopes to offer the course).
- B. Complete this section if adding or changing a course.
- C. Complete this section if changing or deleting a course.
- D. Justification is necessary for new or changed courses; it is not needed for course deletions.
- E. Complete this section, indicating the name, telephone number and e-mail address of the primary faculty contact person in the department that is proposing the course action detailed on the curricular request form.
- F. Please call Ellen Crabtree, Undergraduate Policy Committee, at 644-2451 for information on courses requesting consideration for satisfaction of University undergraduate degree requirements.

SECTION II. COURSE IDENTIFICATION FOR CATALOG AND SCHEDULING PURPOSES

This section has been revised to facilitate the Master Curriculum File and the Course Schedule Master. Please fill out completely.

- Modes of Instruction: Use letters only. Required by the University Curriculum Committee and the Registrar's Office.
 - C—Class Lecture: Includes formal lecture; informal lecture; audio-visual presentation; special topics lecture courses.
 - D—Discussion: Courses are mostly interactive, designed to critically explore issues and concepts and to facilitate exchange of ideas and opinions. Includes special topics discussion courses and tutorial courses.
 - G—Graduate Dissertation: Credit offered for study, investigation, or research to result in a dissertation or equivalent product submitted in partial fulfillment of the requirements for a doctorate degree. The student must be admitted to doctoral candidacy to receive dissertation credit.
 - I—Internship: Training which provides the learner an opportunity to acquire or apply previously acquired knowledge and skills in a supervised situation that approximates or duplicates the conditions under which the knowledge will be used. The instruction is typically individualized with a high degree of interaction between the students and the supervisor.

- L—Laboratory: A course providing opportunity for experimentation, observation, or practice in a field of study.
 - M—Medical Science: Instruction within the College of Medicine.
 - O—Other: This category is only for cooperative education, dissertation defense, and graduate written and oral exams.
 - O1—Thesis Defense/Exam Masters
 - O2—Dissertation Defense/Exam Doctorate
 - P—Individual Performance Instruction: Studio and/or class lessons where mastery of the basic techniques of the performance medium are emphasized.
 - R—Supervised Research: A graduate student conducting research or learning research methodology under the direction of a faculty member.
 - S—Supervised Teaching: A graduate student teaching or learning teaching methodology under the direction of a faculty member.
 - T—Graduate Thesis: Credit offered for study, investigation, or research to result in a thesis, or equivalent product, submitted in partial fulfillment of the requirements for a master's degree.
 - Z—Directed Individual Study: Individual student projects directed by faculty on a one-to-one basis. Also covers honors thesis.
- Repeat Codes: Any code other than "00" indicates a repeatable course; list the maximum number of semester hours/times the course may be taken in the appropriate field and in the course description narrative. Required by the University Curriculum Committee and the Registrar's Office.
 - 00-May not be repeated.
 - 01-May be repeated from term to term with restrictions dependent on the student's major (To include thesis and dissertation, time restrictions to be noted in the descriptive narrative). May be repeated from term to term until a certain number of credit hours have been attained (limit to be noted in the descriptive narrative).
 - 02-May be repeated from term to term until a certain number of semester credit hours have been attained by the student for the course (limit to be noted in the descriptive narrative).
 - 03-May be repeated from term to term when content changes (certain number of hours/times to be noted in the descriptive narrative).
 - 04-May be repeated from term to term for a number of hours or times, with permission of instructor (limit to be noted in descriptive narrative).
 - 08-Duplicate registration allowed in the same term (hours/time limit to be noted in descriptive narrative).
 - Department Codes (4 digit number): ALL courses must belong to a department(s) for tracking and funding purposes. This number will tell the Course Schedule Master which department(s) can build the course sections. List all that apply. Department codes may be found on the Curriculum Committee forms website:

<http://facsenate.fsu.edu/forms.html>. Required by the University Curriculum Committee and the Registrar's Office.

- Major Codes (6 digit number): These numbers are not required if the course is to be open to all majors. To restrict the course to certain majors, list all major codes that apply. Major codes may be found on the Curriculum Committee forms website: <http://facsenate.fsu.edu/forms.html>.
- Classification of Instructional Programs (CIP) Code (6 digit number): ALL courses must belong to a CIP code for reporting and tracking purposes. List the 6 digit number of the primary degree to which the course belongs. CIP codes may be found on the Curriculum Committee forms website: <http://facsenate.fsu.edu/forms.html>. Required by the University Curriculum Committee and the Registrar's Office.

SECTION III. APPROVAL SIGNATURES

The form must contain the all required signatures up to and including the College Dean or it will be sent back to the college without being reviewed.

Check Sheet for Curriculum Materials		
Curricular Request Form (CC 153)	Satisfactory	What to look for
Section I:		
Parts A through C completed accurately		
Part D includes a clear justification or any addition or change		A clear, brief reason is required
Parts E through F completed accurately		
Section II:		
Grade type		1–Letter; 2–S/U; 3–P/F; 4–COM only HM/PM/F
Modes of instruction		C—Class Lecture; D—Discussion; G—Graduate Dissertation; I—Internship; L—Laboratory; M—Medical Science; O—Other; O1—Thesis Defense/Exam Masters; O2—Dissertation Defense/Exam Doctorate P—Individual Performance Instruction; R—Supervised Research; S—Supervised Teaching; T—Graduate Thesis; Z—Directed Individual Study
Repeat Information		00 May not be repeated; 01 May be repeated from term to term with restrictions; 02 May be repeated from term to term until a certain number of semester credit hours have been attained; 03 May be repeated from term to term when content changes; 04 May be repeated from term to term for a number of hours or times, with permission of instructor; 08 Duplicate registration allowed in the same term
Department Code		*Department codes are found on FS website
Major codes		*Major codes are found on FS website
CIP Codes		*CIP codes are found on FS website
Pre and co-requisites		
Course Catalog Description		This must be included
Section III:		
Approval signatures		College and Department Curriculum Committee Chair, Department Chair, and Dean
File Syllabus (CC 179)		
Course prefix, number, title, pre or co-requisites, and repeat code filled out		
Course objectives list		Objectives here must be the same ones on the syllabus
Outline of topics		Topics here must be the same ones on the syllabus
Evaluation criteria		Only one item should be checked
Syllabus		If changes are being requested from a course previously taught, both the old & new syllabus should be included. If this is a new course being requested only one syllabus is required.
Objectives		Objectives must be measurable*; "to understand" is not measurable
Grading and Evaluation Procedures		Percentage and clear criteria are required
Attendance Policy		*FSU lists policy for excused absences; If attendance/participation is graded, a criteria and evaluation must be specified
Honor Code		*FSU lists Honor code policy
ADA Statement		*FSU lists ADA Statement
Bibliographies		Desirable for Graduate-level courses
If a graduate and undergraduate course is being requested there must be a significant difference		Such as additional papers, meetings, readings, projects or presentations.

* The Faculty Senate Website has additional information that you may find helpful: <http://facsenate.fsu.edu/forms.html>

APPENDIX C

SAMPLE FSU FILE SYLLABUS (CC-179)

FSU CURRICULUM FILE SYLLABUS

DATE APPROVED _____ (COMPLETED AT UNIV LEVEL)

COURSE PREFIX/NUMBER: LIT 4xxx

REPEAT CODE: 00

COURSE TITLE: Middle Eastern Literature in Translation

PRE OR COREQUISITES: None

COURSE OBJECTIVES: **(Do NOT use the course description.)**

At the end of the course, the student will: be able to

- recognize the distinctive features, issues, conflicts and developments in the literature and culture of the Middle East;
- describe the relations between work of Middle Eastern literature and their historical contexts;
- apply theoretical concepts to their interpretation of Middle Eastern Literature;
- and write essays that analyze works of Middle Eastern literature and evaluate important topics, developments, and issues related to Middle Eastern literature and culture.

OBJECTIVES SHOULD BE BROADLY STATED TO ALLOW FACULTY DIFFERENCES AND ALLOW CHANGES IN MODE OF DELIVERY. ENOUGH DETAIL SHOULD BE GIVEN TO DISTINGUISH FROM OTHER COURSES IN ASSIGNMENT OF A SUS COURSE NUMBER. COMMITTEE APPROVALS ARE REQUIRED FOR A CHANGE IN OBJECTIVES.

GIVE BRIEF OUTLINE OF TOPICS TO BE COVERED (NO DATES):

Topics to be addressed include:

the way Middle Easterners themselves describe the religious, cultural, economic, territorial, and geopolitical conflicts of the Middle East;
theories of hybridity and Orientalism;
the politics of religion, fundamentalism, neoliberalism, colonialism, development;
the politics of difference;
and literature focusing on all these topics.

EVALUATION CRITERIA. CHECK ONE (CHANGE IN EVALUATION CRITERIA REQUIRES THE DEPARTMENT TO SUBMIT A NEW SYLLABUS FOR THE FILE)

EXAMS ONLY (THE NUMBER AND WEIGHT OF EACH TO BE REFLECTED ON THE STUDENT SYLLABUS)

EXAMS AND OTHER (SUCH AS LAB REPORTS OR ASSIGNMENTS, TERM PAPER OR WRITTEN PROJECT, ORAL PRESENTATION; THE WEIGHT OF EACH TO BE REFLECTED ON THE STUDENT SYLLABUS.)

NO EXAMS - ONLY ASSIGNMENTS (TO BE DESCRIBED CLEARLY ON THE STUDENT SYLLABUS)

APPENDIX D

SAMPLE ALTERNATIVE MODE OF INSTRUCTION FORM (FORM 2) AND INSTRUCTIONS

ALTERNATIVE MODES OF INSTRUCTION APPROVAL FORM

Form 2 (8/08)

Date: 9/10/2009 **Form Action:** New Change Delete Renew **Variant #** _____
If unsure about the variant #, contact the Office of the Dean of the Faculties.

Effective term: Fall **Effective year** 2007 through 2012
[eff. time frame may not exceed five years] [special topics courses are only effective for one semester and must be renewed accordingly]

College or School: College of Information **Department** _____

Course Submitted for Approval

Prefix & Number: LIS 5364 **Credit Hours:** 3

Course is taught by alternative mode of instruction only **Course is taught by traditional method or by alternative mode of instruction** **Course is a hybrid course**

Course Title: Website Development and Administration

Total # of Course Contact Hours: 45
ex: a standard lecture course has 45 contact hours, a 1 hour lab course has 30 or 45 contact hours.

Alternative Mode Requested

Note: All four steps in the following block *must* be completed for the Form 2 to be considered.

Step 1. Choose ONE Instructional Delivery Mode (see instructions for code descriptions)

Mode selected: M

Step 2. Select up to a maximum of THREE Instructional Delivery Codes. For each code selected, indicate the number of contact hours associated with or "replaced" by each code. The total number of hours should equal the total number of course contact hours listed above. (see back for code descriptions). Peer review committees must approve the contact hour equivalents. Equivalent replacements must be highlighted on the attached syllabi.

Delivery Code I: <u>9</u>	Contact Hour(s): <u>45</u>
Delivery Code II: <u>N/A</u>	Contact Hour(s): _____
Delivery Code III: <u>N/A</u>	Contact Hour(s): _____

Acceptable Code: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Step 3. Choose ONE Location Code (see back for code descriptions)

Code Selected: 4

Step 4. Attach the student syllabus for a) the course as approved (traditional) if it is taught in the traditional method and b) the alternative mode version. Objectives and means of evaluation must be clear on both.

Signatures:

Department and college/school level faculty committee signatures are required to verify that a peer review of the course finds it to be educationally equivalent to the original course as approved. **Administrative signatures will not substitute for a peer review. The department chair and dean's signature authorizes the substitution of alternative modes of instruction for face-to-face contact hours.**

 Department Curriculum Committee Chair Signature
 Department Curriculum or Equivalent Date

 Department Chair Signature
 Department Chair Date

 College Curriculum Committee Chair Signature
 Area or College Committee Date

 College Dean's Signature
 Dean Date

Forward this completed form, with all four signatures, to Melissa Crawford, 314 WES, mail code 1480. The University Curriculum Committee is charged with seeing that these procedures have been followed.

 These signatures will be obtained once the course has
 University Curriculum Committee Date

 been approved by the UCC chair.
 Dean of the Faculties Date

STEP 1. INSTRUCTIONAL DELIVERY MODE

Mode	Definition
S	Synchronous means that both the student and teacher are scheduled to "meet, tune in or log on" at the same time. Questions and responses generally are carried on at the same time through various means (fax, email, voice, chat room, etc).
A	Asynchronous means that instruction is not limited to the teacher and student "meeting" at the same time. The instructor may make available instructional materials or content (posting assignments, activities, tests, etc. to a Web site for example) and the student may access those materials whether or not the instructor is present at that time.
M	Mixed means that instructional activities take place both synchronously and asynchronously. A "mixed" time element occurs when neither element totals 80% or more of the total instructional delivery.

STEP 2. INSTRUCTIONAL DELIVERY CODES

Use the following matrix to help determine the correct technology to associate with the instructional delivery code you have selected. In some cases, the use of specific technologies, by their very nature, restrict acceptable instructional delivery indicator values. Once you have determined the appropriate technology, select the code from the list provided in the left hand column and transfer it to the front of this form. **NOTE:** Any technology can be part of mixed synchronous/asynchronous delivery in the context of a course or class section. The "X" under Asynchronous or Synchronous indicates that the technology is primarily used in this mode. All delivery modes are usually accompanied by print, i.e., textbooks and study guides.

Delivery Indicator Code	Technology Indicators	S	A	M
		80% or more synchronous	80% or more asynchronous	Less than 80% of either synch. or asynch.
0	Face to Face: On-campus or off-campus classroom instruction	X		X
1	Video: 2-way interactive	X		X
2	Video: 1-way video and 2-way audio	X		X
3	TV Broadcast: 1-way prerecorded video	X		X
4	TV Broadcast: 1-way live video	X		X
5	Prerecorded: Video tapes sent to students		X	X
6	Prerecorded: Audiotapes sent to students		X	X
7	Audio: 2-way, interactive (audio conference)	X		X
8	Audio: 1-way, (radio broadcast)	X		X
9	Internet: Chat, computer conferencing,	X	X	X

Delivery Indicator Code	Technology Indicators	S 80% or more synchronous	A 80% or more asynchronou s	M Less than 80% of either synch. or asynch.
	email, listservs, threaded discussion, lectures, slides, etc.			
10	CD-ROM		X	X

STEP 3. LOCATION CODE

Determination and selection of location codes should be based on the origination of the course content, i.e., from where is the *teacher* delivering the instruction? These codes *do not* document where students are when receiving the instruction. In cases where course delivery may occur at several locations, code selection must be documented as "Mixed use of scheduled space" (either 5 or 6) and will be determined by the origination point of **50% or more** of the instructional activities and content.

Code	Indicator Definition	Examples of Code Usage
1	Scheduled use of FSU main campus classroom space	Main campus: physical space owned by University and bordered by Westcott, Turnbull Conference Center, Stone Building, The Union and Landis Hall
2	Scheduled use of FSU owned space other than main campus	Sites and facilities physically owned by FSU including, London/Florence & other international program sites, Republic of Panama, Turkey Point, and Panama City Beach
3	Scheduled use of off-campus space not owned by FSU	Sites and facilities not owned by FSU that may be donated, leased or rented including, College of Engineering, hotels, hospitals, businesses, correctional facilities, and classrooms or computer labs at community colleges
4	No scheduled use of instructional space (e.g., Internet, CD-ROM, print)	No actual space is assigned. Occurs most often when faculty use their computer (office, home) in place of instructional space.
5	Mixed use of scheduled space (options 1 -3) and option 4	Delivery location is a combination of some type of scheduled physical local and non-physical local. Example: part of the instruction takes place in a hospital or classroom and part online, in print or from CD-ROM.
6	Mixed use of scheduled space: Options 1-3 only.	Delivery location is a combination of scheduled University space and scheduled non-University space. Example: instruction takes place in University owned space and a business.

APPENDIX E

HOW TO WRITE MEASUREABLE OBJECTIVES

Instructional Development Services, Office for Distributed and Distance Learning



TEACHING ENHANCEMENT

Florida State University Newsletter on Teaching

Fall 2004, Vol. 2, #1

Writing Meaningful Learning Outcomes for College Courses
Walter Wager, Professor

The concept of learning outcomes isn't difficult; simply state what it is you want the students to be able to do at the end of the course that they couldn't do when they came in. A learning outcome is aimed at knowledge and skills you are going to teach. A learning outcome might be something like; I want the student to be able to write an analysis of a poem, including how it uses analogy or metaphor. Or, the student should be able to calculate the energy transfer in a collision of two unequal masses. Note the action verbs – write and calculate. A good learning outcome contains an observable behavior.

Stay away from the word “understand”. Of course we want the student to understand but it is far too ambiguous for writing a learning outcome. What is the student to do when they “understand”?

Every learning outcome can be related to some sort of assessment. However, this should be as specific as possible. For example, the student will be able to construct a relational database with two or more tables using Oracle, is a very general statement. It gives the learner guidance that can be tested in many ways, and at many levels.

Robert Mager, has devised a method for writing learning outcomes that follows the ABCs.

A stands for Antecedent

B stands for Behavior

C stands for Criterion

Using this format we might say: (A) After reading Chapter 1 in the text, the student will be able to (B) summarize in writing the principle of supply and demand, giving an example not presented in the book, (C) with at least 90% accuracy. Now, I'd have to define what I mean by 90% accuracy, but at least I have set a goal for performance.

The antecedent then is the learning activity, the behavior is the skill or knowledge being demonstrated, and the criterion is the degree of acceptable performance.

Types of Learning Outcomes:

There are different levels or types of learning outcomes. For example, the recall of knowledge is one type of outcome. Our students are responsible for learning many things for which they will have to recall knowledge. A second type of knowledge is skills, and there are many levels of skill. At the lowest level we teach concepts, next we teach rules or principles that use these concepts, and at the highest level we teach problem solving. Another kind of learning outcome is attitudes (choice behaviors) attitudes are a large part of ethical behavior. Some courses teach cognitive strategies (learning strategies) although usually not overtly or directly, and some courses teach motor skills (or you wouldn't want a nurse giving you an IV.)

Each of these types and levels of learning are represented with typical behaviors, for example:

The student will be able to *state* (recall) the formula for calculating the standard deviation of a set of numbers. (Knowledge)

The student will be able to *classify* (identify) a metaphor in a poem. (Concept)

The student will be able to *apply* the formula for calculating the standard deviation. (Principle/Rule)

The student will be able to *generate* an interpretation of a distribution of data for a given population. (Problem Solving)

The student will be able to *execute* a veinapuncture. (Motor skill)

The student will *adopt* the scientific method as a way of thinking. (Cognitive Strategy)

The student will *choose* to cite all literature sources used in writing a paper. (Attitude)

While the above examples don't include the antecedent and criterion, they represent the minimal statement of behavior that all learning outcomes must have. Obviously there are many action verbs that may be substituted for the ones I used. The intent is that when you show your learning outcomes to other knowledgeable persons, they should agree on what it is you expect from your students. Most important, when you give them to your students, you communicate to them what you expect of them, and if you test them on the outcomes you are teaching, you will find more students will meet your expectations.

Writing good learning outcomes is as simple as it looks – the hard part is figuring out what you *really* want your students to do.

W.W.

Action Words for Bloom's Taxonomy

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach	conclude	select	anticipate
omit	translate	act	correlate	test	arrange
read	ask	administer	criticize	argue	assemble
recite	cite	articulate	deduce	conclude	choose
record	discover	chart	devise	consider	collaborate
repeat	generalize	collect	diagram	critique	collect
retell	give examples	compute	dissect	debate	devise
visualize	group	determine	estimate	distinguish	express
	illustrate	develop	evaluate	editorialize	facilitate
	judge	employ	experiment	justify	imagine
	observe	establish	focus	persuade	infer
	order	examine	illustrate	rate	intervene
	report	explain	organize	weigh	justify
	represent	interview	outline		make
	research	judge	plan		manage
	review	list	question		negotiate
	rewrite	operate	test		originate
	show	practice			propose
	trace	predict			reorganize
	transform	record			report
		schedule			revise
		simulate			schematize
		transfer			simulate
		write			solve
					speculate
					structure
					support
					test
					validate

APPENDIX F

ACADEMIC HONOR POLICY, ADA STATEMENT, SYLLABUS CHANGE POLICY AND UNIVERSITY ATTENDANCE POLICY

All syllabi that the UCC reviews must contain the Academic Honor Policy and ADA Statements below. Syllabi that do not contain these statements will be sent back to the department/college without being reviewed. These statements can also be found online at <http://www.facsenate.fsu.edu>.

ACADEMIC HONOR POLICY:

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- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

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Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

UNIVERSITY ATTENDANCE POLICY

If an instructor counts attendance/participation as part of the grading of the course, the syllabus must specify that the instructor will adhere to the University Attendance Policy (see policy below) in regards to excused absences. The syllabus must also indicate how many unexcused absences will be allowed before the students' grade will be affected.

Statement for Syllabus

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

APPENDIX G
SAMPLE LIBERAL STUDIES AND COMPETENCY REQUEST FORMS

SAMPLE
LIBERAL STUDIES/GORDON RULE

**REQUEST TO APPROVE A COURSE FOR
LIBERAL STUDIES/GORDON RULE CREDIT**

Date Submitted: 3/12/07

Effective Term, if approved: Fall 2007

I. Department: English

II. Course #/Name: LIT 2010 / Introduction to Fiction

III. Faculty Contact: Andrew Epstein

Telephone #: 850-644-8110

AREA III, History/Social Sciences

AREA IV, Humanities/Fine & Performing Arts

AREA V, Natural Sciences

Gordon Rule, W designation

Does this course fulfill other requirements? (Check all that apply.)

Computer Skills*

Multicultural*

Literature

Oral Communication*

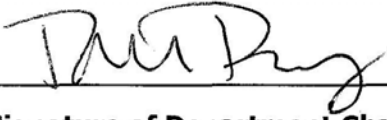
***Additional forms are required for these areas.**

IV. Based on the established criteria for courses in the proposed Liberal Studies area and/or Gordon Rule, W designation, demonstrate how this course meets those criteria. Be specific, referencing direct links to the syllabus submitted with this request.

Do not restate the objectives of the course.

This course meets the criteria for Liberal Studies and Gordon Rule / W designation for a number of reasons. First, this course is an introduction to the art of prose fiction, one of the pre-eminent areas of cultural expression and a medium at the center of the humanities itself – for centuries, narrative fiction has served as a cornerstone of Western civilization. Second, the course offers students a basic and thorough introduction to the basic modes of reading, interpreting, and analyzing fiction, and is designed to give them the tools they need to think and write critically about fiction in a variety of contexts, both within and beyond this course. Third, the course entails a number of analytical essays written in response to the fiction the students read. And fourth, this course should satisfy the literature requirement because it is almost entirely devoted to works of creative literature. Lastly, this course meets the criteria for the W designation because it requires more than 3000 words of graded writing, and writing (in the form of essays, essay exams, and reading responses) constitutes 90% of the final grade.

SAMPLE



Signature of Department Chair/Program Director

Area (if applicable)

Checklist for submission:

- 1) This request form with appropriate signature(s);**
- 2) Course syllabus, outline, and reading list;**
- 3) Separate memorandum to complete item IV, if needed.**

Item 1 must be submitted in hard copy to the Undergraduate Policy Committee, A-3400 University Center. Items 2 and 3 must be submitted electronically to Cheryl Oakley, Secretary of the UPC at coakley@admin.fsu.edu.

Revised: 05/04

Professor XXXXX
LIT 2010: Introduction to Fiction
Day/Time
WMS XXX

Office:
Office Hrs:
phone:
e-mail:

INTRODUCTION TO FICTION

Course Objectives

The primary objective of this course is to explore works of longer prose fiction and the ways they are analyzed and interpreted by students of literature. During the course of the semester, we will read a variety of novellas and novels, as well as critical interpretations of these works. The course is intended to build your working vocabulary of literary analysis, and will cover such narrative elements as point of view, characterization, setting, theme, and symbolism. The course will also emphasize the various approaches to writing about literature with a view toward mastering those concepts necessary to produce persuasive analytical essays about fiction. Thus, written assignments will require you to apply what you have learned in order to find your own approach to texts and to clearly communicate and support your ideas. In addition the course will cover the skills necessary to write longer research papers, including MLA documentation and the judicious use of outside sources. By meeting these objectives, you should come away from the course with a solid foundation for future work in English studies.

In general, the objectives of the course are:

- to encourage you to feel comfortable with and to enjoy reading a wide range of narrative fiction
- to develop a critical vocabulary for discussing fiction
- to become more familiar with various approaches to writing about fiction, to prepare you with the skills necessary to become an English major or capable student of literature
- to teach you to be knowledgeable about the development and history of fiction as a genre – and its importance as one of the pre-eminent areas of cultural expression and a cornerstone of the humanities
- to improve your writing skills: you will have the opportunity to work on your ability to critically analyze literary texts, to make an argument and support it with evidence, and to express yourself clearly and with confidence in your writing, and you will be assessed on your skills in these areas.

Course Requirements

- **Two five- to seven-page papers**, typed, double-spaced. Topics TBA. Late papers will be marked down 1/3 of a grade for each day late. No papers will be accepted if more than one week late. I will provide more detailed information about paper grading before the paper's due date. (10% each)
- **One ten- to twelve-page research paper**, typed, double-spaced. Topics TBA; **Works Cited required**. Late papers will be marked down 1/3 of a grade for each day late. Individual conferences (mandatory) will be held prior to the due date to discuss your research and progress. Failure to attend the conference with appropriate materials will result in a lowered grade on the final paper. Preliminary drafts are mandatory and will be counted as part of the final paper grade. No final papers will be accepted if a draft was not submitted, and no papers will be accepted beyond one week from the due date. (20%)
- **Midterm Exam**. The midterm will consist of an objective and essay portion. (15%)
- **Final Exam**. Part objective and part essay. (20%)
- **Annotated Bibliography**. (15%)
- **Participation**. Participation in class discussions is crucial to your success in this class. Attendance is considered part of participation, and will be considered in the calculation of your final grade. If you are absent for any reason, you're responsible for anything you missed in class—notes,

announcements, handouts, assignments, etc. (10%)

- **NOTE:** In order to fulfill FSU's Gordon Rule "W" Designation (writing) credit, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the Gordon Rule "W" designation component of the course. If the student does not earn a "C-" or better in the Gordon Rule "W" designation component of the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

NOTE: To receive a grade in this course, you must turn in all papers, the midterm, and final exam. Incompletes

Grades of Incomplete are permitted by the university only under very narrowly defined circumstances. Poor performance and / or excessive absence do not qualify you for an Incomplete.

Academic Honesty

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

The academic honor system of The Florida State University is based on the premise that each student has the responsibility 1) to uphold the highest standards of academic integrity in the student's own work, 2) to refuse to tolerate violations of academic integrity in the university community, and 3) to foster a high sense of integrity and social responsibility on the part of the university community. All work turned in for this class must be original; turning in work previously submitted for another class will be treated as plagiarism and subject to all applicable penalties. The instructor may use TurnItIn.com to check for plagiarism.

Disabilities and Accommodations: Americans with Disabilities Act

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and

(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

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97 Woodward Avenue, South
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(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Required Texts

Writing About Literature, Edgar V. Roberts (recommended) *Orlando*, Virginia Woolf
MLA Handbook (recommended) *Oroonoko*, Aphra Behn *Fantomina* (electronic reserve) *Benito Cereno*, Herman Melville *The Lifted Veil* and *Brother Jacob*, George Eliot *Daisy Miller*, Henry James

Schedule (Subject to Change)

Week 1

Writing about Plot
Fantomina

Week 2

Writing about Point of View
Oroonoko

Week 3

Writing about Theme
Benito Cereno
Deciding What To Write About

Week 4

Writing about Symbols
The Lifted Veil

Week 5

Writing about Fiction
Brother Jacob

Week 6

Writing about Character
Orlando

Paper 1 Due

Week 7

Orlando, con't.
Writing about Setting
Daisy Miller

Week 8

Writing about the Whole Text
The Awakening, Kate Chopin
Castle of Otranto, Horace Walpole
Life in the Iron Mills, Rebecca Harding
Davis
Autobiography of My Mother,
Jamaica Kincaid
Beloved, Toni Morrison
Alias Grace, Margaret Atwood
Course materials on Blackboard

Week 9

Awakening, con't.
Midterm Examination

Week 10

Kinds of Fiction Gothic Romance:
Castle of Otranto

Week 11

Social Realism:
Life in the Iron Mills
Library Trip

Week 12

Postcolonial Fiction
Autobiography of My Mother
Paper 2 Due

Week 13

Historiographic Metafiction
Alias Grace
Library Assignment Due

Week 14

Alias Grace, con't.

Week 15

Semester Review
Research Paper Due
FINAL EXAM: TBA

SAMPLE
LIBERAL STUDIES AREA V

LIBERAL STUDIES/GORDON RULE CREDIT

Date Submitted: 4/19/2007

Effective Term, if approved: fall 07

I. Department: Anthropology

II. Course #/Name: *ANTR 2301*: Evolution of Human Sexuality

III. Faculty Contact: Frank Marlowe

Telephone #: 850 644 8156

AREA III, History/Social Sciences
 AREA IV, Humanities/Fine & Performing Arts
 AREA V, Natural Sciences
 Gordon Rule, W designation

Does this course fulfill other requirements? (Check all that apply.)

Computer Skills* Multicultural* Literature Oral Communication*

*Additional forms are required for these areas.

IV. Based on the established criteria for courses in the proposed Liberal Studies area and/or Gordon Rule, W designation, demonstrate how this course meets those criteria. Be specific, referencing direct links to the syllabus submitted with this request.

Do not restate the objectives of the course.

See Attached Memo.



Signature of Department Chair/Program Director

Area (if applicable)

Checklist for submission:

- 1) This request form with appropriate signature(s);
- 2) Course syllabus, outline, and reading list;
- 3) Separate memorandum to complete item IV, if needed.

Item 1 must be submitted in hard copy to the Undergraduate Policy Committee, A-3400 University Center. Items 2 and 3 must be submitted electronically to Cheryl Oakley, Secretary of the UPC at coakley@admin.fsu.edu.

Revised: 05/04

ANT 2xxx Evolution of Human Sexuality

This course examines human sexuality in a cross-species, evolutionary perspective. Natural and sexual selection theory are used to understand traits from female orgasm to menopause to pair bonds to sexual orientation. Evolutionary theory is used to investigate the functional significance of a range of trait to determine whether they should be viewed as adaptations or merely by-products of selection from other traits.

Scope:

Evolutionary theory covers all forces responsible for evolution from mutation to migration/gene flow, genetic drift, and selection. Because selection is the force responsible for creating adaptations it justifiably receives the most emphasis. Selection is divided into natural and sexual selection, though it is not always easy to distinguish the two. Reproductive success is the ultimate factor determining evolutionary trends and while this entails mortality and thus, natural selection, it lies squarely at the heart of sexual selection theory. This course covers the broad scope of sexual selection theory (and natural selection to a lesser extent) thus introducing students to much of the spectrum of evolutionary theory (the foundation is covered in the first 4 lectures). Perhaps the main limitation in scope of the course is that humans are the primary species considered, though certainly not the only species (see readings for week 2,6,11,13,14).

Human sexuality, just as with sex among other species that are studied in the wild and in captivity, is a topic amenable to scientific investigation. Some aspects of human sexuality can be observed. For example, the mating system, at least the social mating system, as in types of marriage from polyandrous to monogamous to polygynous. Other aspects, such as genital mutilation, can also be observed under certain circumstances. Yet other traits related to sex can be observed and measured. For example, data exist on the size of men's testes, and testes size, relative to body size, is a good measure of the degree of sperm competition that occurs within a species when compared to other species within the same order.

With almost any aspect of human sexuality, testable hypotheses can be derived from evolutionary theory. The rules are simple: consider why a trait may have evolved. What is the trait's "function?" If the supposed function would have likely increased the reproductive success of the first few individuals with the mutant trait and the trait is partly heritable genetically, then this hypothesis can be tested in a variety of ways. It can be tested by analyzing data on the presence or absences of the trait in other species to see whether those with the trait also share some other feature, such as a particular mating system, or pattern of parental investment.

Models can also be used to test the plausibility of different explanations. For example, in the realm of sexual behavior, models have been used to test the idea that one parent, both parents or neither parent is likely to desert the offspring under a range of conditions. This course will introduce students to theory, hypotheses that have been tested and those awaiting the necessary data to test, as well as models, and empirical data on a wide range of issues regarding human sexuality.

SAMPLE

The material in this course will be presented in terms of evolutionary theory, often sexual selection theory in particular. Questions will often be framed in terms of whether a trait is rightly considered an adaptation or not. Once the topic has been properly framed for analysis in readings and in lecture, data will also be presented in readings and lecture using figures showing relationships between variables and reporting statistical significance, explained in simple enough terms for students to fully understand and appreciate what the statistics mean. The meaning of these data will be examined in lecture, especially through question and answer when possible. Students will be encouraged to think critically and never simply accept conclusions without seeing convincing evidence and reasoning. On each test there will be a component that demands students go through the process of critically evaluating evidence before drawing conclusions. For example, they will need to choose which of several possible flaws in an argument would be most damning and relevant to conclusions drawn.

While this lecture course does not allow for students to conduct experiments themselves, they will be exposed to some detailed descriptions of experiments that have been conducted to test hypotheses covered in the readings and lectures. Finally, whenever possible, students will be encouraged to suggest the sorts of data that would be required to adequately test hypotheses and then how one would go about collecting such data, what variables might need to be controlled for and what different outcomes of such an experiment would imply.

SAMPLE

ANT 2301

The Evolution of Human Sexuality (Fall 2007)

Undergraduate Lecture class

Professor: Frank Marlowe

Office: 1847 W. Tennessee, Room 111, 644-8156, fmarlowe@fsu.edu

Time:

Place:

Course Description

This course is an examination of human sexuality in evolutionary perspective. Sexual selection results from fundamental differences between the sexes but varies across a broad range of niches occupied by different species, as well as across different human societies. Sexual selection theory is the lens through which we will view human sexuality. Topics include parental investment and mating systems, menstruation, concealed ovulation, female orgasm, sperm competition, sexual coercion, mate preferences, and sexual orientation.

Course Objectives

Students will answer questions on tests to demonstrate they have learned and appreciated the variety of ways in which humans are similar or different in sexual reproduction, morphology, physiology, mating system, and behavior from other species, especially other primates and apes in particular. Students will identify adaptive and by-product explanations related to human sexuality. They will discuss ways evolutionary hypotheses have been tested and propose ways they might be tested. Students will construct arguments regarding issues from sexually transmitted diseases to mate preferences. The final 15 minutes of each class will be devoted to discussion wherein students apply evolutionary logic to sexual topics that often appear in the popular media.

Text:

Ever Since Adam and Eve: The Evolution of Human Sexuality. M. Potts and R. Short. 1999. Cambridge: Cambridge University Press.

Other Required Reading:

See class schedule and list of readings below.

SAMPLE

Grading:

There will be four tests, each counting 25%. These tests will consist of multiple choice and true/false questions. Attendance at lectures is required as much material on the tests will only be covered in class.

Letter grades for the class will be:

A- = 90-92, A = 93-100

B- = 80-82, B = 83-86, B+ = 87-89

C- = 70-72, C = 73-76, C+ = 77-79

D- = 60-62, D = 63-66, D+ = 67-69

F = < 60

Other useful books:

1. Sex, Evolution and Behavior. Daly, M. Wilson, M. 1983. Belmont, CA: Wadsworth.
2. The Evolution of Human Sexuality. Symons, D. 1979. Oxford: Oxford Univ. Press.
3. Human Reproductive Behavior. Betzig, L., Borgerhoff-Mulder, M., Turke, P. 1988. Cambridge: Cambridge University Press.
4. Sexual Selection. Andersson, M. 1994. Princeton: Princeton University Press.
5. Anatomy of Love. Fisher, H. 1992. New York: W.W. Norton.
6. Eros in Evolution. Michod, R. 1995. New York: Helix.
7. What's Love Got To Do With It? Small, M. 1995. New York: Anchor.
8. Why Sex is Fun. Diamond, J. 1997. New York: Basic.
9. The Red Queen. Ridley, M. 1993. New York: Penguin.
10. Why Sex Matters. Low, B. 1999. Princeton: Princeton U. Press.
11. Myth of Monogamy. Barash, D. and Lipton, J. 2001. W.H. Freeman & Co.
12. Sperm Wars. Baker, R. 1996. New York: Basic.
13. Primate Sexuality. Dixson, A. 1998. Oxford: Oxford U. Press.
14. A Natural History of Rape. Thornhill, R., Palmer, C. 2000. Cambridge: MIT Press.
15. Promiscuity. Birkhead, T. 2000. Cambridge: Harvard University Press.

PROTECTING THE LEARNING ENVIRONMENT: Personal conversations detract from the ability of other students to focus on the lecture material and/or to ask questions and be heard by others. For similar reasons, do not leave early (or arrive late) unless you have provided prior notification of the reason to your DA. **The university prohibits eating or drinking in lecture rooms.**

SAMPLE

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**ACADEMIC DISHONESTY ON ALL ASSIGNMENTS AND EXAMS IS
GROUNDS FOR FAILURE IN THE COURSE.**

SAMPLE

Schedule and Reading List

Week 1:

Aug 28: Introduction and theoretical perspective

Aug 30: Sexual selection and Adaptation (*Potts & Short, chapter 1, 2)

Week 2:

Sept 4: Intra-sexual Selection (Alexander et al. 1979, Mitani 1996)

Sept 6: Inter-sexual Selection (Woodward and Richards 2004) (Stumpf and Boesch 2006)

Week 3:

Sept 11: Primary and Secondary Sexual characteristics (Marlowe 1998)

Sept 13: Secondary Sexual Characteristics (Thornhill and Grammer 1999) (Muscarella and Cunningham 1996)

Week 4:

Sept 18: Homosexuality: Adaptation? (*Potts & Short, ch 3)

Sept 20: Homosexuality: Adaptation? (Camperio-Ciani, Corna, and Capiluppi 2004)

Week 5:

Sept 25: Menstruation (Strassman 1997)

Sept 27: Menstrual synchrony: Does it exist? (McClintock 1998) (Hays 2003) (Strassman 1999) (Ziomkiewicz 2006)

Week 6:

Oct 2: Female orgasm: Adaptation? (Shackelford et al. 2000)

Oct 4: Female orgasm: Adaptation? (Hrdy 1996) (Thornhill and Gangestad 1996)

Week 7:

Oct 9: Concealed ovulation: Is it? (Pawlowski 1999) (Marlowe 2004a) (Singh and Bronstad 2001)

Oct 11: Concealed ovulation: Is it? (Brewis and Meyer 2005)

Week 8:

Oct 16: Mating systems (Reynolds 1996)

Oct 18: Mating systems *Potts & Short, ch 4, (Marlowe 2003)

SAMPLE

- Week 9:
Oct 23: Sperm competition: How important? (Goetz and Shackelford 2006), (Pound 2002)
- Oct 25: Sperm competition: How important? (Anderson 2006), (Gangestad 2006),
- Week 10:
Oct 30: Sexual coercion: Adaptation? (Palmer and Thornhill 2003), (Thornhill and Palmer 2000)
- Nov 1: Sexual coercion: Adaptation? (Lalumiere et al. 1996)
- Week 11:
Nov 6: Mate Preferences (Sear 2006), (Marlowe 2004b)
- Nov 8: Mate Preferences (Kenrick and Keefe 1992) (Muller, Emery Thompson, and Wrangham 2006)
- Week 12:
Nov 13: Attractiveness – face (Fink and Penton-Voak 2002)
- Nov 15: Attractiveness – body (Marlowe, Apicella, and Reed 2005)
- Week 13:
Nov 20: Marriage and Divorce (*Potts & Short, ch 5, 6, 7) (Cezilly et al. 2000) (Blurton Jones et al. 2000)
- Nov 22-25 Thanksgiving
- Week 14:
Nov 27: Allomothers and the Absent father effect: Does it exist? (Ellis et al. 1999) (Rohwer, Herron, and Daly 1999)
- Nov 29: Menopause: Adaptation? (*Potts & Short, ch 9, 10, 11) (Hawkes et al. 1998)
- Week 15:
Dec 4: Sexually Antagonistic Selection (Rowe and Day 2006)
- Dec 6: Sex and the Future (*Potts & Short, ch 12, 13)

SAMPLE

Readings

- Alexander, R. D., J. L. Hoogland, R. D. Howard, K. M. Noonan, and P. W. Sherman. 1979. "Sexual dimorphism and breeding systems in pinnipeds, ungulates, primates, and humans," in *Evolutionary Biology and Human Social Behavior: An Anthropological Perspective*. Edited by N. Chagnon and W. Irons, pp. 402-435. North Scituate: Duxbury Press.
- Anderson, K. G. 2006. How well does paternity confidence match actual paternity? Evidence from worldwide nonpaternity rates. *Current Anthropology* 47:513-520.
- Blurton Jones, N. G., F. W. Marlowe, K. Hawkes, and J. F. O'Connell. 2000. "Paternal investment and hunter-gatherer divorce rates," in *Adaptation and Human Behavior: An Anthropological Perspective*. Edited by L. Cronk, N. Chagnon, and W. Irons, pp. 69-90. New York: Aldine de Gruyter.
- Brewis, A., and M. Meyer. 2005. Demographic evidence that human ovulation is undetectable (at least in pair bonds). *Current Anthropology* 46:465-471.
- Camperio-Ciani, A., F. Corna, and C. Capiluppi. 2004. Evidence for maternally inherited factors favouring male homosexuality and promoting female fecundity. *Proceedings of the Royal Society of London B*.
- Cezilly, F., M. Preault, F. Dubois, B. Faivre, and B. Patris. 2000. Pair-bonding in birds and the active role of females: A critical review of the empirical evidence. *Behavioural Processes* 51:83-92.
- Ellis, B. J., S. McFadyen-Ketchum, K. A. Dodge, G. A. Pettit, and J. E. Bates. 1999. Quality of early family relationships and individual differences in the timing of pubertal maturation in girls: A longitudinal test of an evolutionary model. *Journal of Personality and Social Psychology* 77:387-401.
- Fink, B., and I. Penton-Voak. 2002. Evolutionary psychology of facial attractiveness. *Current Directions in Psychological Science* 11:154-158.
- Gangestad, S. W. 2006. "Evidence for adaptations for female extra-pair mating in humans: thoughts on current status and future directions," in *Female Infidelity and Paternal Uncertainty: Evolutionary Perspectives on Male Anti-Cuckoldry Tactics*. Edited by S. M. Platek and T. K. Shackelford, pp. 37-57. Cambridge: Cambridge University Press.
- Goetz, A. T., and T. K. Shackelford. 2006. "Sperm competition and its evolutionary consequences in humans," in *Female Infidelity and Paternal Uncertainty: Evolutionary Perspectives on Male Anti-Cuckoldry Tactics*. Edited by S. M. Platek and T. K. Shackelford, pp. 103-128. Cambridge: Cambridge University Press.
- Hawkes, K., J. O'Connell, N. G. Blurton Jones, H. Alvarez, and E. L. Charnov. 1998. Grandmothering, menopause, and the evolution of human life histories. *Proceedings of the National Academy of Sciences* 95:1336-1339.
- Hays, W. S. T. 2003. Human pheromones: have they been demonstrated? *Behavioral Ecology and Sociobiology* 54:89-97.
- Hrdy, S. B. 1996. The evolution of female orgasms: Logic please but no atavism. *Animal Behaviour* 52:851-852.
- Kenrick, D. T., and R. C. Keefe. 1992. Age preferences in mates reflect sex differences in human reproductive strategies. *Behavioral and Brain Sciences* 15:75-133.
- Lalumiere, M. L., L. J. Chalmers, V. L. Quinsey, and M. C. Seto. 1996. A test of the mate deprivation hypothesis of sexual coercion. *Evolution and Human Behavior* 17:299-318.
- Marlowe, F. W. 1998. The nubility hypothesis. *Human Nature* 9:263-271.
- . 2003. The mating system of foragers in the standard cross-cultural sample. *Cross-Cultural Research* 37:282-306.
- . 2004a. Is human ovulation concealed? Evidence from conception beliefs in a hunter-gatherer society. *Archives of Sexual Behavior* 33:427-432.
- . 2004b. Mate preferences among Hadza hunter-gatherers. *Human Nature* 15:365-376.
- Marlowe, F. W., C. L. Apicella, and D. Reed. 2005. Men's preferences for women's profile waist-hip-ratio in two societies. *Evolution and Human Behavior* 26:458-468.
- McClintock, M. K. 1998. Regulation of ovulation by human pheromones. *Nature* 392:177-179.
- Mitani, J. C., Gros-Louis, J., Richards, A.F. 1996. Sexual dimorphism, the operational sex-ratio, and the intensity of male competition in polygynous primates. *American Naturalist* 147:966-980.

SAMPLE

- Muller, M. N., M. Emery Thompson, and R. W. Wrangham. 2006. Male chimpanzees prefer mating with old females. *Current Biology* 16:2234-2238.
- Muscarella, F., and M. R. Cunningham. 1996. The evolutionary significance and social perception of male pattern baldness and facial hair. *Ethology and Sociobiology* 17:99-117.
- Palmer, C. T., and R. Thornhill. 2003. Straw men and fairy tales: Evaluating reactions to - A natural history of rape. *Journal of Sex Research* 40:249-255.
- Pawlowski, B. 1999. Loss of oestrus and concealed ovulation in human evolution: The case against the sexual selection hypothesis. *Current Anthropology* 40:257-275.
- Pound, N. 2002. Male interest in visual cues of sperm competition risk. *Evolution and Human Behavior* 23:443-466.
- Reynolds, J. D. 1996. Animal breeding systems. *Trends in Ecology and Evolution* 11:68-72.
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- Rowe, L., and T. Day. 2006. Detecting sexual conflict and sexually antagonistic coevolution. *Philosophical Transactions of the Royal Society B-Biological Sciences* 361:277-285.
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- Thornhill, R., and S. W. Gangestad. 1996. Human female copulatory orgasm: A human adaptation or phylogenetic holdover. *Animal Behaviour* 52:853-855.
- Thornhill, R., and K. Grammer. 1999. The body and face of woman: One ornament that signals quality? *Evolution and Human Behavior* 20:105-120.
- Thornhill, R., and C. T. Palmer. 2000. Why men rape. *Sciences-New York* 40:30-36.
- Woodward, K., and M. H. Richards. 2004. The parental investment model and minimum mate choice criteria in humans. *Behavioral Ecology* 16:57-61.
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SAMPLE
MULTICULTURAL

**REQUEST TO APPROVE A COURSE FOR THE
MULTICULTURAL UNDERSTANDING REQUIREMENT**

Date Submitted: 4/20/2007

Effective date, if approved: Spring 2008

I. Department Anthropology

II. Course #/Name ANT-2xxx/Anthropology of Food

III. Faculty contact: Joseph Hellweg

Telephone #: 645-1476

***Multicultural category (you must choose one):**

(X) Cross-cultural

(Y) Diversity in Western experience

"X" Cross-cultural Studies

Courses will introduce students to cultural variation around the globe. Courses will examine differences among cultures in general or will examine in detail one or more cultural traditions outside the dominant currents of European civilization.

"Y" Diversity in Western Experience

Courses will introduce students to the diversity within Western culture by examining the nature of the relations among the many groups that have contributed to Western experience. Courses will focus primarily on one or more groups whose contributions traditionally have been undervalued. Topics such as race, class, gender, or ethnicity will be explored.

IV. Explain how this course demonstrates the scope and specific criteria for the multicultural understanding designation you have chosen. Show specific references, direct links to materials, readings, or lectures as stated in the syllabus.

Do not restate the objectives of the course.

Please see the attached memorandum.



Signature of Department Chair/Program Director

Area (if applicable)

Checklist for submission:

- 1) This request form with appropriate signature(s);
 - 2) Course syllabus/outline and reading list, description of activity/assignment which reflects student ability to analyze and synthesize knowledge about cultural variation, and grading rubric for the assignment;
 - 3) Separate memorandum to complete item IV, if needed.
- Item 1 must be submitted in hard copy to the Undergraduate Policy Committee, A-3400 University Center, M.C. 2360. Items 2 and 3 should be submitted electronically to Cheryl Oakley, Secretary of the UPC at coakley@admin.fsu.edu.

Revised: 05/04

ANT 2460 Anthropology of Food – Multicultural Credit

IV. This course examines the diversity of human diets and food production systems to illustrate the ways human societies are shaped by food. The course readings include information on Asian, African, European, Native American, Pacific Island and Caribbean food culture and there are videos about food systems in Asia and Africa. A sampling of specific readings on food systems in other cultures, in addition to selected articles from the cross-cultural reader *Food and Culture*, is:

Benedech M, Chauleac M, Malvy DJM. 1997. Assessment of dietary intake at home and outside the home in Bamako (Mali). *Ecology of Food and Nutrition* 32:135-162.

Brink PJ. 1995. Fertility and fat: the Annang fattening room. In: de Garine I, Pollack NJ editors. *Social Aspects of Obesity*. Luxembourg: Gordon and Breach. p. 71-85.

Johns T. 2000. Well grounded diet. In: Goodman AH, Dufour DL, Pelto GH, editors. *Nutritional Anthropology*. Mountain View: Mayfield. p. 122-126.

Gladwell M. 2000. The Pima paradox. In: Goodman AH, Dufour DL, Pelto GH, editors. *Nutritional Anthropology*. Mountain View: Mayfield. p. 358-368.

Lepowsky M. 1985. Food taboos, malaria and dietary change: infant feeding and cultural adaptation on a Papua New Guinea island. *Ecology of Food and Nutrition* 16:105-126.

Nabhan GP. 1998. Food, health, and Native-American farming and gathering. In: Scapp R and Seitz B, editors. *Eating Culture*. Albany: State University of New York Press.

Ohnuki-Tierney E. 2006. McDonald's in Japan: changing manners and etiquette. In: Watson JL, editor. *Golden Arches East: McDonald's in East Asia*. p. 161-183.

Rasmussen S. 1996. Matters of taste: food, eating, and reflections on the "body politic" in Tuareg society. *Journal of Anthropological Research* 52:61-83.

Speth JD 1990. Seasonality, resource stress and food sharing in so-called "egalitarian" foraging societies. *Journal of Anthropological Archaeology* 9:148-188.

Visser M. 1991. *The Rituals of Dinner: The Origins, Evolution, Eccentricities, and Meaning of Table Manners*. Toronto: Harper Collins.

Visser M. 1986. *Much Depends on Dinner*. Toronto: McClelland and Stewart.

Wright HT, Redding RW, and Pollack SM. 1989. Monitoring interannual variability: an example from the period of early state development in southwestern Iran. In: *Bad Year Economics: Cultural Responses to Risk and Uncertainty*. Cambridge: Cambridge University Press. p.106-113.

Yunxiang Yan. 2006. McDonald's in Beijing: the localization of Americana. In: Watson JL, editor. *Golden Arches East: McDonald's in East Asia*. p. 39-77.

Students in this class also have a written assignment on cross-cultural comparisons:

Food in Multicultural Perspective Assignment

In lecture and in videos and readings, we have examined that ways that people have used food to construct their cultural identity and social relationships. One of the most common ways this occurs is through the use of rituals (family and communal meals, life passage celebrations, and holiday celebrations), food preferences and food taboos.

Compare and contrast the uses of food in this way in the cultures we have studied,

drawing on examples from Asia, Africa, the Pacific and the Americas. Make sure that you give specific information for different cultures to answer the following questions. You may make contrasts with your own experiences to illustrate the points as well.

To organize your thoughts, you may find it useful to construct a table that lists different cultures, information on their ritual use of food, food preferences and taboos.

The best answers will draw upon a number of examples and synthesize the information. Your response should be no longer than 5 double spaced pages.

- 1 How does food function as the means of cultural identity in different cultures? What is the role of food preferences?
- 2 How do food taboos serve to create group identity? Are food taboos a cultural universal, occurring in all societies?
- 3 Describe how food functions in rituals to create a sense of community and identity. Provide 3 specific examples and describe what happens.

Grading: This assignment is worth 30 points. Each question is worth 10 points, with half of the value given for effective use of examples and the remaining points for successfully demonstrating that you can apply concepts from this course to illustrate the function of food in human cultures.

GRADING MATRIX FOR MULTICULTURAL PAPERS, Anthropology of Food

Papers are graded out of a total of 30 points according to the matrix below

Outline and overall structure: Does the paper's begin with a clear topic and thesis statement? Does the introduction outline the structure of the paper to come? Does the body correspond to that outline? Does the conclusion summarize the thesis and body of the paper and bring it to a compelling close? Does the author use a structure that achieves all of these goals in another way?		5 points
	Topic and thesis statement: TH	1
	Introductory outline: O	1
	Organization of body: B	1
	Conclusion: CL	2

Basic Requirements:		2 + points
	Required number of pages. Pages are numbered: PG	1 (for each missing 1/2 page)
	Submitted on due date	1 (for each day late)

Content: Does the author present ethnographic evidence from the readings to address the assignment questions? Does the author clearly explain the relevance of the evidence to the thesis at every point at every point? Does the author <i>interpret and analyze</i> the evidence rather than merely present it or include strings of quotations?		21 points
	Author presents relevant ethnographic evidence in support of thesis: SE	7
	Author answers each portion of the question, meeting the minimal requirements for the essay	7
	Author interprets and/or analyzes evidence: IA	7

Citations / Reference List (CIT / REF): Does the author show proper use of academic citation and reference form?		2 points
	Correct and consistent citation and bibliographic form	1
	All sources referenced	1

Point correspondence to letter grades:

A 30-27

B: 26-22

C: 21-18

D: 17-15

F: below 15 or failure to submit an assignment

ANTHROPOLOGY OF FOOD

ANT 2460

SPRING 2008

Prof: Lynne A. Schepartz

Office: 122A Anthropology, Varsity Plaza 1847 W. Tennessee St

Office Hours: By appointment and Wednesday 1-3

Email: lschepartz@fsu.edu

Phone: 645-7844

Course Description: The Anthropology of Food examines the ways that anthropologists write and think about food in the past and the present and across cultures. We examine the archaeological record for early diets and the changes that have occurred since that time that contribute to modern cultural and biological diversity. Students participate in dietary data collection exercises to appreciate the difficulties of studying dietary variation. Selected topics are: the nature of the human diet, collection of diet and nutritional information, dietary changes, adaptations to food scarcity, diet and disease, and the role of food in the construction of individual, class and societal identities.

Course Objectives: Upon completion of this course, students will 1. be able to demonstrate general knowledge of human diets and how they have changed, 2. be able to explain how we are shaped by our food and its procurement, 3. develop a comparative familiarity with cross-cultural variation among foodways around the world, 4. have the skills to collect and analyze basic dietary data, and 5. have developed the analytical and critical reading skills to understand primary literature in anthropology and nutritional science.

Course Requirements:

Readings: All readings are required. The average reading load is one reading per lecture, but in some cases more are listed. There are two types of readings for this course:

- 1 Readings from the textbook *Food and Culture (1997)*, New York: Routledge, a reader compiled by C. Counihan and P. Van Esterik. Assigned readings from this work are listed in the Lecture and Reading Schedule.
- 2 Readings from books and articles on Blackboard. These are listed in the Lecture and Reading Schedule.

Technology Requirements Grade Assignment:

Technology	Expectations for Use
Blackboard	Each student must check Blackboard regularly to verify assignments, etc. Course information, readings, assignments, etc. will be available through the class web site accessible via https://campus.fsu.edu/webapps/login
Word Processing	All questions on readings must be typed in double-spaced format with a plain 10 or 12 point font.

Grade Assignment:

The following graded activities are required for this class:

1. **Two thoughtful questions about each reading** are due in class on each day there are assigned readings. **The questions, in the word processing format specified above, will be collected at the beginning of class only. No questions will be accepted at the end of class. Do not email questions unless you are specifically given permission to do so.** Questions will be graded on a 1-3 scale, with 1 as the highest; they may be used to stimulate class discussion or they may appear on the exams.
2. **Exercise** in dietary data collection and interpretation. Details and instructions are on Blackboard. Portions of the assignment will be completed during class.
3. **Writing Assignment** on cross-cultural comparison of food culture. . Details and instructions are on Blackboard.
4. **Midterm Exam**, mixed format with essay, listing, and possibly true-false questions. Exam material will be drawn from readings, videos, lecture, student questions and class discussions.
5. **Final Exam (non-cumulative)**, mixed format. Exam material will be drawn from readings, videos, lecture, student questions and class discussions.

Point distribution: Questions: 10% of total grade

Exercise: 15%

Writing Assignment: 15%

Exam 1: 30%

Exam 2: 30%

Course grades will be based on the following point system:

100-90= A range. Demonstrated mastery of all major and minor concepts

80-89 = B range. Demonstrated mastery of all major concepts and most minor concepts

79-70 = C range. Demonstrated mastery of most major concepts and few minor ones

69-60 = D range. Failure to demonstrate mastery of most major and minor concepts

Below 60 = F. Failure to demonstrate any mastery of major and minor concepts

Policies and Procedures:

Classes are primarily devoted to lectures and discussions with PowerPoint or video presentations. Much of this information is not in your readings, and to succeed in this course you will need to be present in class, be prepared by having completed your readings, speak up with your questions and ideas, and take careful notes. I will focus on putting the material in context, highlighting important points and current research, and filling in interesting details or debates.

Come to class promptly and attend each class session. You are expected to act in ways that are respectful to your fellow students: do not talk while others are speaking to the class, do not read, sleep or create any other disturbances or do work not relevant to the class. If you behave in disruptive ways you may be asked to leave.

Attendance is required. If you miss roll call or sign-in at the **beginning** of class, you will be recorded as absent that day. If you must leave early, notify me in advance and sit near an exit to avoid disturbing other students. Excused absences are determined by University regulations. In-class exercises may not be made up. A pattern of absences will affect your grade and result in a loss of 1% from your final grade for each unexcused absence after

three instances of missing class.

Do not fail to show up for exams or in-class exercises. If an officially excused circumstance prevents you from getting to an exam and you wish to be able to take a make-up exam, ***contact me prior to the exam and be sure to obtain a university authorization or doctor's certification for your absence.*** If you do not contact me beforehand, you will not be able to take a make-up exam unless you have been unexpectedly hospitalized.

ACADEMIC HONOR POLICY:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center 97
Woodward Avenue, South 108 Student
Services Building Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD) sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Tentative Lecture and Reading Schedule Readings listed by author only are in the Food & Culture reader; others are on Blackboard

1. Course Introduction; Food and its Functions

MacClancy: The Call of the Wild
Fisher
Intro

2. Humans and Cuisine

Wrangham et al.: The Raw and the Stolen

3. The Uniqueness of Human Dining

Visser: The Rituals of Dinner Chapter 3; Chapter 5

4. Uniqueness of the Human Diet; Produced Food

Milton: Diet and Primate Evolution
No Author: Cambodian Delicacies

5. Staples

Visser: Rice: The Tyrant with a Soul

6. The Study of Human Diet and Nutrition

Quandt: Nutritional Anthro: The Individual Focus
Lieberman: Nutritional Anthro: At the Household Level

7. Data Collecting in the Field

Bendeck et al.: Assessment of Dietary Intake at Home

8. Ethnographic videos

9. Interviewing

10. Interviewing

11. Early Human Diet and Society

Rose and Marshall: Meat Eating, Hominid Sociality

12. The Upper Paleolithic Diet; H-G Diets Re-Examined

Eaton & Konner: Paleolithic Nutrition
Speth: Seasonality, Resource Stress, and Food Sharing

13. Food Scarcity, Bad Year Economics

Wright et al.: Monitoring Interannual Variability: An Example from.....

14. Midterm

15. Trends in Dietary Variation and Change

Counihan
Mintz

16. Food Abundance

Brink: Fertility and Fat: The Annang Fattening Room Sobo

17. Dietary Change, Abundance and Disease

Gladwell: The Pima Paradox

Nabhan: Food, Health and Native American Farming and Gathering

18. Dietary Change and Modern Culture

Karim et al: Modifications in Food Consumption Patterns

19. Supersize Me Video

Yan: McDonald's in Beijing

Ohnuki-Tierney: McDonald's in Japan

20. Diet and Disease Interactions

Lepowsky: Food Taboos, Malaria and Dietary Change

Johns: Well-Founded Diet

21. Symbolism of Food

Levi-Strauss

Douglas

22. Cross-Cultural Perspectives: Anatomy of a Spring Roll

23. Food as a Cultural Construction

Meigs

24. Harris: India's Sacred Cow

25. Food Classificatory Systems

Anderson

26. Food and Social Status

Rasmussen: Matters of Taste: Food, Eating, & Reflections on "The Body Politic"

27. Food and Individual Power

Bordo

28. Bynum

29. Brumberg

30. The Future of Food

Fitchen

Moore Lappe & Collins

Bibliography

Benedict M, Chauleac M, Malvy DJM. 1997. Assessment of dietary intake at home and outside the home in Bamako (Mali). *Ecology of Food and Nutrition* 32:135-162.

Brink PJ. 1995. Fertility and fat: the Annang fattening room. In: de Garine I, Pollack NJ editors. *Social Aspects of Obesity*. Luxembourg: Gordon and Breach. p. 71-85.

- Eaton SB and Konner M. 2000. Paleolithic Nutrition. In: Goodman AH, Dufour DL, Pelto GH, editors. *Nutritional Anthropology*. Mountain View: Mayfield. p. 62-71.
- Johns T. 2000. Well rounded diet. In: Goodman AH, Dufour DL, Pelto GH, editors. *Nutritional Anthropology*. Mountain View: Mayfield. p. 122-126.
- Gladwell M. 2000. The Pima paradox. In: Goodman AH, Dufour DL, Pelto GH, editors. *Nutritional Anthropology*. Mountain View: Mayfield. p. 358-368.
- Karim N, Bloch D, Falciglia G and Murthy L. 1986. Modifications in food consumption patterns reported by people from India, living in Cincinnati, Ohio. *Ecology of Food and Nutrition* 19:11-18.
- Lepowsky M. 1985. Food taboos, malaria and dietary change: infant feeding and cultural adaptation on a Papua New Guinea island. *Ecology of Food and Nutrition* 16:105-126.
- Lieberman LS. 1986. Nutritional anthropology at the household level. Special Publication of the American Anthropological Association 20:21-40.
- McClancy J. 1993. Call of the wild. In: *Consuming Culture: Why You Eat What You Eat*. New York: Henry Holt Company. p.7-11
- Milton K. 2000. Diet and primate evolution. In: Goodman AH, Dufour DL, Pelto GH, editors. *Nutritional Anthropology*. Mountain View: Mayfield. p. 46-54.
- Nabhan GP. 1998. Food, health, and Native-American farming and gathering. In: Scapp R and Seitz B, editors. *Eating Culture*. Albany: State University of New York Press.
- Ohnuki-Tierney E. 2006. McDonald's in Japan: changing manners and etiquette. In: Watson JL, editor. *Golden Arches East: McDonald's in East Asia*. p. 161-183.
- Quandt SA. 1986. Nutritional anthropology: the individual focus. Special Publication of the American Anthropological Association 20: 3-20.
- Rasmussen S. 1996. Matters of taste: food, eating, and reflections on the "body politic" in Tuareg society. *Journal of Anthropological Research* 52:61-83.
- Speth JD 1990. Seasonality, resource stress and food sharing in so-called "egalitarian" foraging societies. *Journal of Anthropological Archaeology* 9:148-188.
- Visser M. 1991. *The Rituals of Dinner: The Origins, Evolution, Eccentricities, and Meaning of Table Manners*. Toronto: Harper Collins.
- Visser M. 1986. *Much Depends on Dinner*. Toronto: McClelland and Stewart.
- Wrangham RW, Jones JH, Laden G, Pilbeam D, and Conklin-Brittain NL. 1999. The raw and the stolen: cooking and the ecology of human origins. *Current Anthropology* 40: 567-594
- Wright HT, Redding RW, and Pollack SM. 1989. Monitoring interannual variability: an

example from the period of early state development in southwestern Iran. In: *Bad Year Economics: Cultural Responses to Risk and Uncertainty*. Cambridge: Cambridge University Press. p.106-113.

Yunxiang Yan. 2006. McDonald's in Beijing: the localization of Americana. In: Watson JL, editor. *Golden Arches East: McDonald's in East Asia*. p. 39-77.

SAMPLE

SAMPLE
COMPUTER COMPETENCY

**REQUEST TO APPROVE A COURSE FOR THE
COMPUTER COMPETENCY REQUIREMENT**

Date Submitted:	<u>1-16-07</u>	Effective date, if approved	<u>Fall 2007</u>
I. Department	<u>Communication Disorders</u>		
II. Course #/Name	<u>CGS 2082 Computer Use in Communication Disorders</u>		
III. Faculty contact:	<u>RICHARD MORRIS</u>	Telephone #:	<u>644-8459</u>
IV. Email address:	_____		

V. The following information/materials must accompany this form:

- List of general computer skills required in the discipline or skills covered by the course if offered for multiple disciplines;
- Statement of how the given course provides the student with these skills, including a description of a sample **capstone activity** used to measure the competency;
- Complete syllabus which includes the following statement: *To pass the course, the student must satisfactorily complete the computer skills competency component. In this context, satisfactory completion refers to a grade of "C-" or better.*;
- Grading rubric for the capstone activity;
- Statement as to whether this course is for majors in that area, or open to all students;
- Statement that the school/department/program will evaluate requests from their own majors for transfer credit of the required computer competency skill for their discipline.

APPROVAL SIGNATURES:



Signature of Program Director



Signature of Department Chair

Checklist for submission:

- 1) This request form with appropriate signature(s);
- 2) All six items listed above.

Item 1 must be submitted in hard copy to the Undergraduate Policy Committee, A-3400 University Center, M.C. 2360. Accompanying items must be submitted electronically to the Secretary of the UPC at coakley@admin.fsu.edu.

Department of Communication Disorders
CGS 2082 – Computer Use in Communication Disorders

Criteria for Courses Satisfying the Computer Competency Requirement

1. The following are the computer applications needed by professionals working in speech-language pathology and audiology.
 - Students will explain how to determine strength of information found on the internet.
 - Students will demonstrate the ability to use search engines to find a set of relevant research articles.
 - Students will exhibit the ability to use library based e-journals.
 - Students will demonstrate the ability to attach files to e-mail.
 - Students will exhibit the ability to use the various communication tools of a course BlackBoard site.
 - Students will demonstrate the ability to generate functional tables and useful graphs from the data in the spreadsheet.
 - Students will present an electronic presentation that incorporates graphics and illustrates principles of good presentations.
 - Students will exhibit the ability to import spreadsheet data into a functional table in a word processing document.
 - Students will exhibit the ability to format documents with items such as headers, indenting, page breaks, establishing tables, and inserting symbols, produced via a word processing program
2. Course lectures and readings are designed to help students learn the above listed skills. The students' acquisition of these skills will be evaluated by tests. In addition, the students will have the opportunity to exhibit these skills through a series of five capstone activities. Each of the activities will focus on one aspect of the skills listed above. The capstone activities are:

The first capstone activity will be an annotated bibliography of five resources on a specific topic. The topic will be discussed with the instructor before completing the exercise. The resources articles will be found by using at least two search engines. This will be submitted via digital drop box.

The second capstone activity will be a listing of the e-journals that the library has that are relevant to speech-language pathologists and audiologists.

The third capstone activity will be the creation of a spreadsheet from a set of data provided by the instructor. The data will be arrayed in a manner that will allow for determining meaningful means and standard deviations. Graphs appropriate to the types of data will be included. This assignment will be submitted as an attachment to an email.

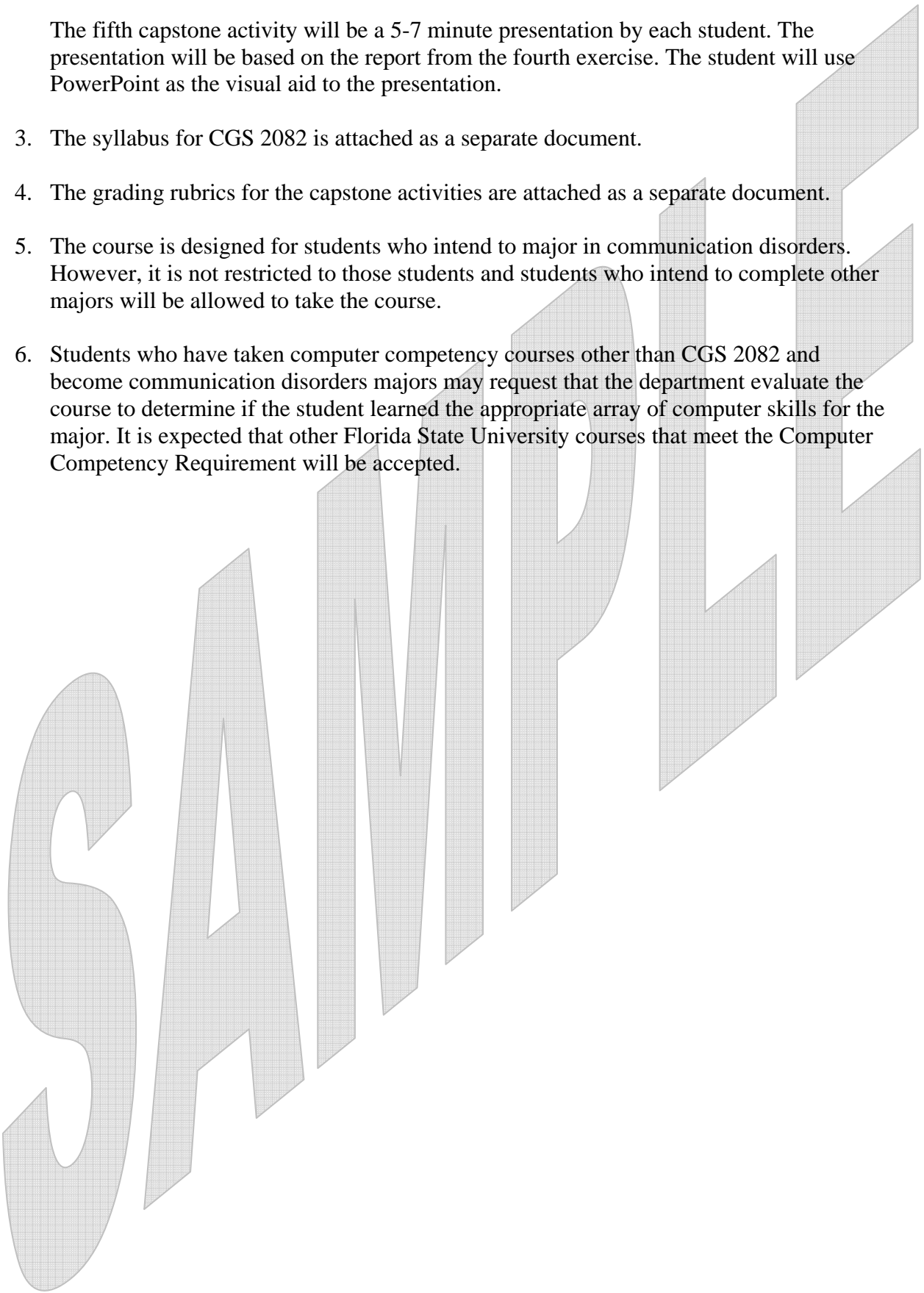
The fourth capstone activity will be the writing of a brief report based on the data from the third exercise. Headers with a running title and page numbers will be used as will other word processing formats. Figures and tables from the spreadsheet will be included

SAMPLE

in the report. This exercise will be submitted via digital drop box.

The fifth capstone activity will be a 5-7 minute presentation by each student. The presentation will be based on the report from the fourth exercise. The student will use PowerPoint as the visual aid to the presentation.

3. The syllabus for CGS 2082 is attached as a separate document.
4. The grading rubrics for the capstone activities are attached as a separate document.
5. The course is designed for students who intend to major in communication disorders. However, it is not restricted to those students and students who intend to complete other majors will be allowed to take the course.
6. Students who have taken computer competency courses other than CGS 2082 and become communication disorders majors may request that the department evaluate the course to determine if the student learned the appropriate array of computer skills for the major. It is expected that other Florida State University courses that meet the Computer Competency Requirement will be accepted.



**Computer Use in Communication Disorders
Department of Communication Disorders**

Instructor: TBA

Office Hours: TBA

Text: Atkinson, C. (2005). *Beyond bullet points: Using Microsoft PowerPoint to create presentations that inform, motivate, and inspire*. Microsoft Press: Seattle, WA.

Simon, J. (2005). *Excel Data Analysis (2nd Ed.)*. Wiley: Indianapolis, IN.

Other readings will be assigned and posted on the course BlackBoard site.

Course Description: In this course you will learn about the computer applications that are relevant to the professionals working in speech-language pathology and audiology. For gathering information you will learn to use web sources wisely and practice using electronic data bases to search for information. You will also develop your skills at using the e-journals available in the FSU library. For communicating information you will enhance your skills in using Microsoft Office programs such as Word, Excel, and PowerPoint.

Objectives:

- Students will explain how to determine strength of information found on the internet.
- Students will demonstrate the ability to use search engines to find a set of relevant research articles.
- Students will exhibit the ability to use library based e-journals.
- Students will demonstrate the ability to attach files to e-mail.
- Students will exhibit the ability to use the various communication tools of a course web site.
- Students will demonstrate the ability to generate functional spreadsheets and useful graphs from the data in the spreadsheet.
- Students will present an electronic presentation that incorporates graphics and incorporates principles of good presentations.
- Students will exhibit the ability to import spreadsheet data into a functional table in a word processing document.
- Students will exhibit the ability to format documents with items such as headers, indenting, page breaks, establishing tables, and inserting symbols, produced via a word processing program

SAMPLE

ASHA Standards: The following ASHA Standards are addressed in this course

STANDARD III-A: The applicant must possess skill in oral and written communication sufficient for entry into professional practice.

STANDARD III-F: The applicant must demonstrate knowledge of standards of ethical conduct.

STANDARD III-G: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

STANDARD III-H: The applicant must demonstrate knowledge of contemporary professional issues.

Goals: You will have the opportunity to practice using computer skills in gathering and sharing information. You will do so using electronic resources available through the FSU library and by using Microsoft Office products.

Course Contact:

Lecture The lecture periods will include presentation of new concepts and discussions of the relevant web sites and computer software. Discussions will center on how to improve the quality of web site searches, quality of information at the web sites and downloading information. They will also center on improving the effectiveness of documents and presentations.

Discussion Board Weekly discussion issues will be posted on the course BlackBoard site. Each student will be expected to contribute to the discussion of each issue posted.

Evaluation:

Tests There will be four equal weight tests, one for each section of the course. The tests will be worth 50 points each; approximately 25 points on each test will be fill in the blank and the other items on the tests will include demonstrations and essay. The test dates are included in the tentative course schedule.

Participation Participation in class discussions will be worth 50 points. Participation in the discussion boards will be worth 75 points.

Capstone For each section of the course there will be a capstone activity in which you

Activities demonstrate the focus computer skill. The first capstone activity will be an annotated bibliography of five resources on a specific topic. The topic will be discussed with the instructor before completing the exercise. The resources articles will be found by using at least two search engines. This will be submitted via digital drop box. This exercise will be worth 50 points. You must achieve at least 35 points on this activity to pass the course.

The second capstone activity will be a listing of the e-journals that the library has that are relevant to speech-language pathologists and audiologists. This exercise will be worth 35 points. You must achieve at least 25 points on this activity to pass the course.

The third capstone activity will be the creation of a spreadsheet from a set of data provided by the instructor. The data will be arrayed in a manner that will allow for determining meaningful means and standard deviations. Graphs appropriate to the

types of data will be included. This assignment will be submitted as an attachment to an email. This exercise will be worth 100 points. You must achieve at least 70 points on this activity to pass the course.

The fourth capstone activity will be the writing of a brief report based on the data from the third exercise. Headers with a running title and page numbers will be used as will other word processing formats. Figures and tables from the spreadsheet will be included in the report. This exercise will be submitted via digital drop box. This exercise will be worth 60 points. You must achieve at least 42 points on this activity to pass the course.

The fifth capstone activity will be a 5-7 minute presentation by each student. The presentation will be based on the report from the fourth exercise. The student will use PowerPoint as the visual aid to the presentation. This exercise will be worth 100 points. You must achieve at least 70 points on this activity to pass the course.

Grading Grades will be calculated using the following formula.

Tests, 4 @ 50 points each	200
Participation	100
Capstone Activities	345
Total	645

In order to pass the course, the student must satisfactorily complete each of the five capstone activities. The points needed to achieve satisfactory completion are stated above. The points for the class are cumulative across assignments and will be totaled in determining the grade for the class. Letter grades will be awarded based on the following point accumulations. There will be opportunities for students to earn extra credit points based on participation in research projects. These opportunities will be announced as they occur during the semester.

A = 600 - 645 points
 A- = 581 - 599 points
 B+ = 561 - 580 points
 B = 535 - 560 points
 B- = 516 - 534 points

C+ = 497 - 515 points
 C = 471 - 496 points
 C- = 452 - 470 points
 D = 419 - 451 points
 F = less than 419 points

Scoring Rubrics for Capstone Activities CGS 2082

<i>Annotated Bibliography</i>	<u>Points</u>
• Having at least five research articles	10
• Research articles are all appropriate for topic	5
• Using APA style correctly	10
• Two search engines correctly identified	10
• Successful use of digital drop box in BlackBoard	<u>15</u>
	50
 <i>e-journal List</i>	
• Complete list of journals	25
• Appropriate use of APA style to list the journals	<u>10</u>
	35

SAMPLE

Spreadsheet with Graphs

• Data array has dependent variables in columns	5
• Data array has independent variables in rows	5
• Data array has appropriate level of precision in all cells	10
• Successful use of group means in appropriate cells	10
• Successful use of standard deviations in appropriate cells	10
• Appropriate type of graph for the data in the spreadsheet	20
• Graph clearly depicts data	10
• Use of standard deviation bars in graph	15
• Successful use of email attachment	<u>15</u>
	100

Brief Report

• Report explains data in spreadsheet	10
• Appropriate use of running heads and page numbers	10
• Use of at least two 'Paragraph Formatting' tools	10
• Building of clear table in Word	20
• Importing of graph from Excel	<u>10</u>
	60

Oral/PowerPoint Presentation

• Fewer than one slide per minute of presentation	15
• Fewer than seven lines of text per slide	10
• Visual evidence on every slide	15
• Importing of graph from Excel	15
• Downloading of Department Graphic to run as footer on first and last slide	15
• Importing a photo into a slide	15
• Oral communication of content of report/slides	<u>15</u>
	100

SAMPLE
ORAL COMMUNICATION COMPETENCY REQUIREMENT
**REQUEST TO APPROVE A COURSE FOR THE
ORAL COMMUNICATION COMPETENCY REQUIREMENT**

Date Submitted: 4/13/2006

Effective term, if approved Spring 2007

Course #/Name: HEE 3103 Methods of Teaching Family and Consumer Sciences

Department/Unit proposing the course: Family and Child Sciences

Faculty Contact: Marsha Rehm

Telephone: 644-7776

Email: mrehm@mailers.fsu.edu

How many students can be enrolled in this course over a 12-month period at the current level of resources? 60

How many times per academic year is the course offered (indicate # of sections per semester)?

Fall 1

Spring


Summer

What faculty will teach these courses?

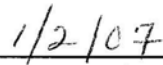
Marsha Rehm

The policy passed by the Faculty Senate on December 4, 1996 requires that the department chairperson or unit director certify that faculty teaching these courses have the experience and/or training to evaluate oral communication competence. The department chairperson's signature on this form constitutes that certification.

I hereby certify that the above named faculty have the experience and/or training to evaluate oral communication competence.



Department Chairperson/Unit Director



Date

Checklist for submission:

- 1) This request form with appropriate signature;
- 2) A statement indicating how the criteria for competence in oral communication are met;
- 3) A complete syllabus including assignments and activities.

Item 1 must be submitted in hard copy to the Undergraduate Policy Committee, A-3400 University Center, Mail Code: 2360.

Items 2 and 3 should be submitted electronically to Cheryl Oakley, Secretary of the UPC at coakley@admin.fsu.edu.

Revised: 05/04

Statement Indicating How the Criteria for Competence in Oral
Communication are Met

HEE 3103
Methods of Teaching Family and Consumer Sciences

The overarching purpose of this course is to develop oral communication and planning skills used on a daily basis by teachers in the Family and Consumer Sciences area. Oral competency is developed throughout the course with a variety of speaking and oral response projects: two microteaching assignments (one focusing on teaching strategies such as discussions, cooperative learning and demonstrations, and one focusing on meeting special learner needs such as students who speak English as a second language or basic reading development), leadership in simulating a meeting of a Family and Consumer Sciences student organization, and marketing and presenting Family and Consumer Sciences business and entrepreneurship information through a “career fair.”

Students regularly are given hands-on, in-class projects based on reading and lecture information that they present and discuss with each other; these small presentations are part of daily participation grades. Students also participate in service learning projects with teachers or other educational settings throughout the semester. Part of the field experience evaluation is based on the students’ ability to communicate with the teachers/educational leaders, communicate with learners as they provide mentoring and tutoring and short lessons, and share their experiences with classmates to discuss possible approaches to present the subject matter and solve classroom problems.

Oral competency assignments correspond to theory and principles related to instructional methods, particular goals and needs of students, and Family and Consumer Sciences subject matter as applied to the positive development of learners in a classroom or other educational setting.

**Florida State University
Tallahassee, FL
College of Human Sciences
Department of Family and Child Sciences
Spring Semester 2007**

HEE 3103 Methods of Teaching Family and Consumer Sciences

3 credits

M, W, F 9:05-9:55 AM Sandels 401

Instructor: Dr. Marsha Rehm

Office: 220 Sandels

Telephone: 644-7776

Office Hours: M and W, 10:00-11:00 AM, and by appointment Email: mrehm@mailers.fsu.edu

PREREQUISITES or CO-REQUISITES: None

COURSE DESCRIPTION

This course is intended to develop planning, teaching, and evaluation skills that characterize effective Family and Consumer Sciences teachers. Course material and projects introduce and augment teaching skills in four categories: thinking and planning for each day, delivering daily lessons including evaluations, incorporating inclusion principles to meet the needs of diverse learners, and making unique contributions within the educational system through Family and Consumer Sciences.

PERFORMANCE OBJECTIVES *Indicates oral competency (indicates AP supported in FCSE)

1. *Design and present lessons that:
 - a. incorporate objectives, content and skills, teaching strategies, learning experiences, instructional materials/resources, and assessments appropriate for use in selected Family and Consumer Sciences subject matter areas, grade levels, and instructional situations. (AP #1, 2, 8, 9, 10, 12)
 - b. utilize a variety of instructional methods such as discussions, demonstrations, laboratories, computer and other technologies, cooperative learning, and laboratories to teach Family and Consumer Sciences content and skills. (AP # 2, 7, 8, 9, 10, 12)
 - c. Exhibit motivational, management, organizational strategies that encourage students to participate in the learning situation and to apply Family and Consumer Sciences knowledge to their lives. (AP # 9)
 - d. Demonstrate use of discipline techniques, routines, learning environments, and management techniques (#9)
2. Develop various traditional and alternative assessment strategies as appropriate for Family and Consumer Sciences subject matter areas such as: electronic grade books, cooperative learning and team projects, test and quizzes, laboratory rubrics, and portfolio assignments. (AP #1, 4)
3. *Plan and present lessons related to inclusion, cultural and linguistic diversity, at risk challenges, and basic skill development in reading/math/science to the content area. (AP #2, 4, 5, 7, 8, 9, 10)
4. Evaluate self and others using criteria deemed important for effective classroom teaching

- and learning. (AP #3, 6, 11)
5. *Plan and conduct a business fair demonstrating how career education and entrepreneurship are incorporated into Family and Consumer Sciences. Can be related to a youth organization fundraiser (FCCLA) (AP #4, 8, 11)
 6. *Assist and work cooperatively with other Family and Consumer Sciences teachers and professionals to become familiar with responsibilities, work with students in a classroom or educational setting, and gain skills in instruction. (AP #2, 3, 6, 11)
 7. Create a beginning resource file and professional portfolio for use as a Family and Consumer Sciences educator. (AP #3, 11)
 8. Present a personal philosophy of the self as a teacher and role of students as learners based on an autobiographical reflection and classroom observations. (AP #3, 6)

REQUIRED TEXTS

Chamberlain, V. M., & Cummings, M. (2002). *Creative Instructional Methods for Family and Consumer Sciences, Nutrition and Wellness*. Peoria, IL: Glencoe.

Wong, H. K., & Wong, R. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

TOPICAL COURSE OUTLINE

- Writing detailed lesson plans for daily instruction in FCS: Learner outcomes, concepts and generalizations, teaching and learning strategies, instructional materials and resources, technologies, and daily assessments
- Purpose and principles of instructional methods to facilitate student growth such as: discussions/debates, demonstrations, computer and other technologies, cooperative learning, laboratories
- Characteristics and educational principles associated with diverse learners in terms of grade level, exceptionalities, and cultural and linguistic background
- Varieties of assessments in Family and Consumer Sciences: tests, portfolio assignments and assessments, projects, worksheets, cooperative learning, laboratories
- Youth development and leadership (Family, Career, and Community Leaders of America or 4-H)
- Motivating students every day: Philosophy and practice
- Family and Consumer Sciences classroom and FCCLA (youth organization) activities as a venue for developing basic and reading skills, creativity, and critical thinking
- Criteria for successful teachers and professional portfolios to demonstrate success
- Managing classroom environments, instructional resources, and time in the classroom.

TEACHING STRATEGIES

Student microteaching sessions, short presentations, and a field experience are major components of the course. Lectures, discussions, group activities, individual projects, in-class activities, audiovisual resources, role-plays, and text readings will be utilized throughout the semester.

ORAL COMMUNICATION COMPETENCY

In order to fulfill FSU's Oral Communication Competency Requirement, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the oral communication competency component of the course. If the student does not earn a "C-" or better in the oral communication competency component of the course, the student will not earn an overall grade of "C-" or better in the

course, no matter how well the student performs in the remaining portion of the course.

FIELD/CLINICAL ACTIVITIES

As part of the course, students in the state-approved Family and Consumer Sciences Education major or those who wish to pursue certification through the state are expected to work with a Family and Consumer Sciences teacher or county extension agent in Leon County on a weekly basis. The instructor will identify the field experience placements. Students in the Human Sciences major also will have practical teaching experience but it could be in a nonformal instructional environment other than a classroom or county extension program.

CLASS POLICIES

Class attendance is required. Attendance will be taken at the beginning of each class session. Students who are present at the time of roll will earn 2 attendance points. Students who arrive five or more minutes late will earn 1 attendance point. Attendance points for each semester will total 100 and will include participation in class discussion beyond simple presence in the class.

Students are expected to read text assignments, participate in class discussions and activities, and complete course assignments on designated days. Lectures, discussions, and in-class or small group work will supplement, illustrate, and extend—not simply repeat—required reading. Assignments must be turned in at the beginning of class in order to receive full credit. Assignments turned in at the end of class or after the designated class will be penalized a full letter grade.

Students who are absent for exams or presentations must provide a documented verification of illness, death in the family, or other emergency in order to have an opportunity to make up the work.

As part of the course, students in the state-approved Family and Consumer Sciences Education major are expected to work with a Family and Consumer Sciences teacher in Leon County or county extension agent on a weekly basis. It is the responsibility of the student to contact the teacher and meet the teacher at the assigned school each week. Students are expected to read and follow specific responsibilities and expectations for this assignment (available after the first day of class). Students are expected to display a professional, responsible, and mature attitude as well as appearance while working in the schools or county extension program. Students in the Human Sciences major will be assigned teaching responsibilities with alternative educational sites/options outside of school classrooms or county extension programs.

My role in the class will include: identifying schools, teachers, and other placements for observation and field experience, providing lecture information/discussion questions/other materials to support student understanding, providing illustrations and examples beyond the text, giving in-class mini-teaching experiences, sharing “real world” teaching experiences and issues, and answering student questions (or helping students find ways to answer them).

GRADING

90-92% A-	93-100% A	
80-82% B-	83-86% B	87-89% B+
70-72% C-	73-76% C	77-79% C+
60-69% D		

EVALUATION. *Indicates evaluation of oral competency skill in full or part.

Assignment	Points Possible
Attendance and participation *Students earn 1 point for attending class and 1 point for participating in group discussions and in-class activities each M/W session. (15 weeks X 2 days X 2 points)	60
*Field experience (Friday work in schools/educational sites) Students will work with a teacher/educator for one class period each week. Exact responsibilities will vary but general responsibilities will include tutoring, teacher support and help, grading papers, helping with class labs/projects, and short teaching segments. Students will be evaluated by the teacher/educator on ability to communicate with learners, teach concepts and skills at a beginning level, respond to student needs and questions, and show responsibility and enthusiasm with teaching and learning.	100
Three quizzes (10, 20, and 20 points)	50
*Teaching Session I. Lesson plan designed to teach a FCS topic or skill with selected teaching strategies (discussion, demonstration, cooperative learning, labs, etc). *Microteaching using specific strategies for selected target audiences.	24 52
*Teaching Session II. Lesson plan designed and specifically geared to support reading or other basic skills, cultural and linguistic diversity, critical thinking, and other special needs or focal areas. *Microteaching to demonstrate meeting special needs.	24 52
*Develop and lead creation and presentation of entrepreneurship/career project. (Project can relate to FCCLA fundraiser business idea or career course) Students will develop a business plan and pilot a business that demonstrates a FCS career area. Business will require interviews and other market analysis techniques, development of a plan, and pilot testing of the business with a small group of people. Students will work cooperatively to plan, market, and present a business fair that illustrates development of career and entrepreneurship skills in FCS programs.	100
Resource file/Portfolio pages 20 Students will create a resource file on topical areas and 5 general teaching areas (classroom management helps, bulletin boards, etc.). Students will also create 5 portfolio pages to include teaching plan, resources, and other evidence of teaching skill.	20
Personal philosophy Students will write a short paper about their personal philosophy of teaching, the FCS professional subject area, and learning/learners. *Toward the end of the semester, students will revise the philosophy and present the areas that remained stable, areas where philosophy changed based on field experiences/knowledge gained, and an explanation of why certain beliefs remained stable or changed.	20
TOTAL:	500

TOPICAL COURSE OUTLINE

BROAD THEME

What is daily life like for a Family and Consumer Sciences teacher? Setting the stage for effective habits of thinking and planning.

Week 1 January, 8, 10, 12

- M Introduction. National standards and state curriculum frameworks, especially as related to daily lessons. Philosophical traditions in the field.
- W Design Tools for Daily Lessons in Family and Consumer Sciences: Objectives, Concepts and Generalizations, Teaching and Learning Strategies and Activities, Materials, Resources, Assessments.
- **Read** Chamberlain, Chapters 2 and 3, as applied to detailed lesson plans
 - **Read** Chamberlain, Chapter 6, Lesson plan sections (pp. 46-47, 50-53)
- F Looking ahead
- **Sign up for all teaching sessions.**
 - **Instructor distributes Personal Philosophy assignment and Resource File assignment.**
 - **Field experience assignment overview.**

Week 2 Jan. 15 no class (Martin Luther King birthday), Jan. 17, 19

- W Skills and Practices of Effective Teachers: What skills can you develop now?
- **Read Chamberlain, Chapter 7 (Teaching Skills)**
 - **Read Wong, Unit A (pp. 2-31)**
- Daily Practices for Dynamic Classrooms: Motivational, Organizational, and Behavioral Leadership
- **Read Wong, Unit B (pp. 32-78)**
 - **Read Chamberlain, Chapter 20**
 - **DUE: Draft: "Current Philosophy of Self as a Teacher and the Role of Learners in Family and Consumer Sciences"**
- F Preparing for field experiences, expectations, and assignments. After this week you will have field experiences on Fridays. Students in the Family and Consumer Sciences Education major will work with a Family and Consumer Sciences teacher in a Leon County school for the semester.
- **10 point quiz.**

BROAD THEME

What is daily life like for a Family and Consumer Sciences teacher? Delivering lessons and evaluating student learning.

Week 3 Jan. 22, 24, 26

- M Students Present Lessons to Illustrate Common Instructional Strategies.

- **Student Presentations: Leading Discussions.**
- **Read Chamberlain, Chapter 9.**

W Students Present Lessons to Illustrate Common Instructional Strategies.

- **Student Presentations: Simulated Experiences.**
- **Read Chamberlain, Chapter 10.**

F Field Experience.

Week 4 Jan. 29, 31, Feb. 2

M Students Present Lessons to Illustrate Common Instructional Strategies.

- **Student Presentations: Demonstrations.**
- **Read Chamberlain, Chapter 11.**

W Students Present Lessons to Illustrate Common Instructional Strategies.

- **Student Presentations: Games for Learning.**
- **Read Chamberlain, Chapter 12.**

F Field Experience.

Week 5 Feb. 5, 7, 9

M Students Present Lessons to Illustrate Common Instructional Strategies.

- **Student Presentations: Display Media.**
- **Read Chamberlain, Chapter 13.**

W Students Present Lessons to Illustrate Common Instructional Strategies.

- **Student Presentations: Audio and Visual, Technology in the Classroom.**
- **Read Chamberlain, Chapter 14 and 15.**

F Field Experience.

Week 6 Feb. 12, 14, 16

M Students Present Lessons to Illustrate Common Instructional Strategies.

- **Student Presentations: Laboratories.**
- **Read Chamberlain, Chapter 16.**

W Overview of teaching sessions. **Self evaluation.**

F Field Experience.

Week 7 Feb. 19, 21, 23

M Assessment in Family and Consumer Sciences: Quizzes and tests.

- **Read Chamberlain, Chapter 8 (pp. 61-71).**
- **Read Chamberlain, Chapter 8 (pp. 71-75).**
- **20 point quiz.**

W Assessment in Family and Consumer Sciences: Alternative assessments, portfolios, rubrics.

F Field Experience.

BROAD THEME

How can Family and Consumer Sciences support meaningful learning for all students?

Week 8 Feb 26, 28, March 2

M Role of FCS in Critical and Creative Thinking.

- **Student presentations.**
- **Read Chamberlain, Chapter 4.**

W Role of FCS in Supporting and Developing Basic Skills.

- **Student presentations.**
- **Read Chamberlain, Chapters 18, 23.**
- **Due: Assessment Device.**

F Field Experience.

March 5-9 Have a safe spring break!!

Week 9 Mar. 12, 14, 16

M Contemporary Issues: Responding to Cultural and Language Diversity in FCS.

- **Student presentations.**
- **Read Chamberlain, Chapter 26.**

W Contemporary Issues: Inclusion and Special Learner Needs.

- **Student presentations.**
- **Read Chamberlain, Chapter 27.**

F Field Experience.

Week 10 Mar 19, 21, 23 M Cooperative

M Learning.

- **Student Presentations.**
- **Read Chamberlain, Chapter 19.**

W Students at Risk.

- **Read Chamberlain, Chapter 28.**
- **20 point quiz.**

F Field Experience/AAFCS conference

BROAD THEME

What are unique contributions of Family and Consumer Sciences classes to students and within the educational system?

Week 11 Mar. 26, 28, 30

- M Youth Leadership Development in and out of the classroom: FCCLA.
- **Read Chamberlain, Chapter 21 (thinking about specific concepts and skills to teach during individual meetings).**
 - **Read www.fcclainc.org**
- W **Students lead FCCLA Meeting** on selected topic.
- F Field Experience.

Week 12 Apr. 2, 4, 6

- M **Students lead a short FCCLA Meeting** on selected topic.
- W **Students lead a short FCCLA Meeting** on selected topic.
- F Field Experience: Last session.

Week 13 Apr. 9, 11, 13

- M Entrepreneurship and Career Development in Family and Consumer Sciences.
- **Read Chamberlain, Chapter 24.**
- W **Due: Student written projects on an entry level career** in child care, food service, production, and management, and design areas.
- F Recap and Summative Evaluation of Field Experiences.

Week 14 Apr. 16, 19, 20

M, W, F **Student teams plan, market, present business/career fair.**

Week 15 PRACTICAL FINAL: Thursday, April 26, 10:00 AM-12:00 noon

- **Due: "Current Philosophy of Self as a Teacher and the Role of Learners." Present to class: One feature of your philosophy that has stayed firm since first draft and why. Present one or two areas where you have changed or grown in your philosophy and assess why you have changed or grown.**
- **Due: Resource File Assignment and Portfolio Pages.**

ACADEMIC HONOR POLICY

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://www.fsu.edu/~dof/honorpolicy.htm>.)

AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the

Student Disability Resource Center
97 Woodward Avenue, South
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdr@admin.fsu.edu
<http://www.fsu.edu/~staffair/dean/StudentDisability/>

College of Human Sciences: A Breathe Easy Zone

In accordance with the mission and vision of the College of Human Sciences—“to improve the health, development, and economic well-being of individuals, families, and communities”, the Florida Clean Indoor Air Act designed to protect people from the health hazards of secondhand smoke, and the Florida State University Healthy Campus 2010 Goals, the College of Human Sciences is an established “Breathe Easy Zone”. There shall be no smoking in the Sandels Building, at any entrance to the building including the loading zone, or within 50 feet of the exterior of the building. A smoking area with seating, designated by a green post and green receptacle, is available adjacent to the patio along Legacy Way at the junction of sidewalks between Sandels, Jennie Murphree Hall, and Cawthorne Hall. This area is accessible from the south exit of level one.

BIBLIOGRAPHY

TEXTS

Chamberlain, V. M., & Cummings, M. (2002). *Creative Instructional Methods for Family and Consumer Sciences, Nutrition and Wellness*. Peoria, IL: Glencoe.

Wong, H. K., & Wong, R. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc. Chapters 11-16, pp. 80-194.

RECOMMENDED ADDITIONAL READINGS

Barton, M. (1997). Addressing the literacy crisis: Teaching reading in the content areas. *National Association of Secondary School Principals Bulletin*, 81, 22-30.

Bell, L., & Lee, C. L. (2005). Using reading in content area strategies to improve student understanding in family and consumer sciences. *Journal of Family and Consumer Sciences Education*, 23(2), available at <http://www.natefacts.org>

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Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.

Fisher, D., Frey, N., Williams, D. (2002). Seven literacy strategies that work. *Educational Leadership*, 60(3), 70-73.

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Jackson, T. (1993). *Activities that teach*. Cedar City, UT: Red Rock Publishing.

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Krovetz, M. L. *Fostering resiliency: Expecting all students to use their minds and hearts well*. Thousand Oaks, CA: Corwin Press.

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Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Curriculum Development.

Vaughn, S, Bos, C. S. Schumm, J. S. (1997). *Teaching mainstreamed, diverse, and at-risk students in the general education classroom*. Needham Heights, MA: Allyn & Bacon.

Winebrenner, S. (1996). *Teaching kids with learning difficulties in the regular classroom*. Minneapolis: Free Spirit.