

Graduate Council Minutes

October 29, 2008 3:00 pm

Present: Drs. Holman (Saleh), Sustich, B. Gilbert, Traylor, E., Gilbert, Miao, McDaniel, Amienyi, Armah, Engelken (Cliff), Buchanan, Jones, Risch, Nathan Gastineau, and Erin Macchia (Andrew Peck)

1. New Course Proposals

ENGR 5703 Environmental, Safety, and Health Engineering **TABLED**

SCOM 5383 Computer Medicated Communication **APPROVED**

POSC 5143 Public Opinion and Public Policy **APPROVED**

PSSC 5513 Plant Biotechnology **APPROVED**

ELSE 6183 Inclusion of Individuals with Mild Disabilities in the Regular
Classroom **DENIED**

ELSE 5073 The Gifted, Talented, and Creative **DENIED**

2. Course Deletion

SCOM 5233 Storytelling for Children **APPROVED**

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
 Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

X New Course or Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SCOM 5383</p>
<p>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Computer Mediated Communication</p>
<p>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture and experiential learning</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter Grade</p>
<p>1. Is this course dual listed (undergraduate/graduate)? Yes</p>
<p>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) This course is not cross listed.</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin. This course considers how identities, relationships and communities are created and influenced by our use of computers and the internet. We will gain understanding of these processes by engaging new media scholarship and activities involving different forms of new media.</p>
<p>8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).</p>
<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Spring</p>

<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Matthew Thatcher, Department of Communication Studies, Arkansas State University, 360 Communication, mthatcher@astate.edu, 972-2677</p>
<p>11. Proposed Starting Term/Year Spring 2009</p>
<p>12. Is this course in support of a new program? If yes, what program? No</p>
<p>13. Does this course replace a course being deleted? Yes</p> <p>b. If yes, what course? SCOM 5233, Storytelling for Children</p> <p>c. Has this course number been used in the past? No</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. This course does not affect another program.</p>
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>Upon completion of this course students will possess a more critically informed understanding of the manner by which computer mediated communication differs from face to face communication. Through active engagement with different forms of new media, the students will also learn a deeper understanding of theoretical concepts associated with self-expression and social interaction. The combined skills and knowledge that students will acquire in this course will help them successfully negotiate expanding social and professional networks and prepare them for future personal and professional success.</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>This course fits within the mission established by the department in that it will strengthen the student's abilities to describe, interpret and evaluate a key type of communication experience. This course also stresses both the theoretical and functional aspects of communication.</p> <p>C. Student population served.</p> <p>This course will serve communication studies graduate students and other students interested in the course content..</p> <p>D. Rationale for the level of the course (lower, upper, or graduate).</p> <p>This course is an upper division and graduate level course. The rationale for situating this class at this level is that it expands on foundational principles within the communication studies curriculum. Through this course the student will gain a more complex understanding of these foundational principles, gain an understanding of how communication in this context differs from face to face communication and learn how to apply these principles within a specific communication context.</p>
<p>16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.) Week One: Introduction to the field of CMC. Discussion of technology and discussion of scholarship that addresses key defining principles of the field of computer-mediated communication. Major Unit One: Identity Week Two: Understanding identity: This week we will discuss key theories of identity associated with the communication studies curriculum. Week Three: Online Identity: Consideration of the connection between online and offline identities. This week we will critically engage theories of disembodiment and online identity play. Week Four: Presentation of the cyber-self: This week we will consider the manner by which we enact the presentation and performance of self in cyberspace. Week Five: Special Issues associated with cyber-identity: This week we will consider specific case studies involving issues of cyber-identity. Week Six: Review and Assessment of Unit One Major Unit Two: Communities Week Seven: Understanding Community and Social Connection: This week we will critically engage key theories of community and social connection associated with the communication studies curriculum. Week Eight: Online Communities and Social Connection: This week we will consider the connection between online social connections and offline social connections. We we also critically engage existing thought regarding community and online activity. Week Nine: This week we will consider theories of community and social network theory. Week Ten: Special Issues associated with online communities. This week we will consider specific case studies of social engagement in cyber communities. Week Eleven: Review and Assessment of Unit Two</p>

Major Unit Three: Computer Mediated Communication in Context

Week Twelve: CMC and Political Communication

Week Thirteen: CMC and Health Communication

Week Fourteen: CMC and Organizational Communication

Week Fifteen: Assessment and Presentation of Final Projects.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

This course will require that students create their own sites for computer-mediated communication, i.e., blogs, social networking sites, and they will also be required to interact with sites created by others. The students will also be required to write analytical papers that discuss key concepts associated with the existing scholarship on computer-mediated social interaction. Graduate students will be required to write a paper that will include a comprehensive literature review.

There will also be tests in this course. The undergraduate examinations will consist of objective and written questions. The graduate students will respond to essay questions.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

This course will require a significant amount of work in which the students will be required to create computer-mediated communication and interact in virtual worlds.

19. Required reading

The course text will be Thurlow, C., Lengel, L., & Tomic, A. (2004). *Computer Mediated Communication: Social Interaction and the Internet*. Sage. In addition to this text, each undergraduate student will be assigned to read specific articles from the following reading list. Graduate students will read each reading from this list.

The proposed reading list is as follows:

Boyd, D.M. & Ellison, N.B. (2008). Social network sites: Definition, history and scholarship. *Journal of Computer-Mediated Communication*, 13, 1.

Boulos, M.N., Hetherington, L., & Wheeler, S. (2007). *Second Life: an overview of the potential of 3-D virtual worlds*.

Dahlberg, L. (2001). Computer-mediated communication and the public sphere: a critical analysis. *Journal of Computer-Mediated Communication*, 7, 1.

Goffman, E. (1959). Introduction. In *The presentation of self in everyday life*. Anchor books.

Hall, S. (1990). Cultural identity and diaspora. In J. Rutherford, (ed.), *Identity: community, culture, difference*. Lawrence and Wishart.

Huffaker, D., & Calvert, S. (2006). Gender, identity, and language use in teenage blogs. *Journal of Computer-Mediated Communication*, 10, 2.

Karetnick, R. (2003). Play matters: Playing with Identity in the MUD. In H. Mokros, (ed.), *Identity matters*. Hampton Press.

Kling, R. (1996). Hopes and horrors: technological utopianism and anti-utopianism in narratives of computerization. In *CMC magazine*, February.

MacKinnon, R. (1997). Virtual rape. *Journal of Computer-mediated communication*, 2, (4).

McKenna K. (2003). Social identity and the self on the internet. Paper presented at the 'Computer-supported Social Interaction' Conference, Miami University.

Mokros, H. (2003). A constitutive approach to identity. In H. Mokros, (ed.), *Identity matters*. Hampton Press.

Parks, M.R. & Floyd, K. (1996). Making friends in cyberspace. *Journal of Computer-Mediated Communication*, 1, 4.

Pew Report (2001). Teenage life online: the rise of the instant-message generation and the internet's impact on friendships and family relationships.

Roberts, L., Smith, L. & Pollock, C. (2000). "U r a lot bolder on the net": shyness and internet use. In W.R. Crozier (ed.), *Shyness: development, consolidation and change* (pp. 121-38). London: Routledge.

Rumsay, E. (2003). Support matters: A study of identity in an online cancer support group. In H. Mokros, (ed.), *Identity matters*. Hampton Press.

Sanderson, J. (2008). The blog is serving its purpose: Self-presentation strategies on 38pitches.com. *Journal of Computer-Mediated Communication*, 13, 4.

Stefanone, M. & Jang, C.Y. (2008). Writing for friends and family: The interpersonal nature of blogs.

Stommel, W. (2008). Mein Nick bin ich! Nicknames in a German forum on eating disorders. *Journal of Computer-Mediated Communication*, 13, 1.

Turnage, A.K. (2008). Email flaming behaviors and organizational conflict. *Journal of Computer-Mediated Communication*, 13, 1.

Yee, N., Bailenson, J., Urbanek, M., Chang, F., & Merget, D. (2007). The unbearable likeness of being digital: The persistence of nonverbal social norms in online virtual environments. *CyberPsychology & Behavior*, 10, 1.

Along with these readings I will also include articles regarding Second life and social interaction that will be presented at the 2008 National Communication Association Conference.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) No additional resources will be needed.

The students will need access to a computer with broadband access. However, it is not necessary that they have this access in the classroom.

21. What is the primary goal of this course? To assist students in gaining a more theoretically informed understanding of computer-mediated communication. This understanding should help enhance student's understanding of self-expression and social interaction, which will help them successfully negotiate a rapidly changing world in which increasingly more communication will be occur in computer-mediated contexts.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

Communicating effectively

Thinking Critically

Using mathematics

Using Technology

- | | |
|---|---|
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1:

Students will be able to demonstrate an understanding of key theoretical concepts from the existing scholarly literature on computer-mediated communication.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Course readings, lectures, examples of computer-mediated communication and assignments in which students will be required to analyze computer-mediated communication by applying course concepts.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Tests and analysis assignment in which students will be required to apply the course concepts to analyze an example of computer-mediated communication.

Primary Goal Outcome #2:

Students will be able to demonstrate that they can effectively employ these theoretical concepts in their own computer-mediated communication.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Assignments in which students will be required to engage in computer-mediated communication in social networking sites, blogs, Secondlife, online discussion boards and Youtube. In some instances the students will be required to create and maintain their own sites and in other instances they will interact with sites created by others.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The students will produce examples of computer-mediated communication that will demonstrate their understanding of key theoretical concepts from the course. They will also be required to provide written explanation of how they applied these concepts in their computer-mediated communication.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Communication Studies

SCOM 5203. Small Group Communication Group and conference techniques for classroom, business, and professional situations.

SCOM 5211. Forensic Activities VII Practical debate.

SCOM 5221. Forensic Activities VIII Practical debate.

SCOM 5233. Storytelling for Children Principles of storytelling, oral reports, choral reading, and listening improvement.

SCOM 5243. Interpersonal Communication Emphasis on increasing the student's capacity for openness, sensitivity, and objective appraisal.

SCOM 5253. Intercultural Communication Identification of barriers, and breakdowns to communication among cultures.

SCOM 5263. Organizational Communication Dynamics and theories of communication within an organization.

SCOM 5273. Nonverbal Communication Awareness of kinesics, proxemics, and vocalics, and communication effectiveness.

SCOM 5293. History and Criticism of American Public Address Historical background and significance of leading orators in America.

SCOM 5303. Rhetoric of Western Thought Rhetorical theories in the Greek, Roman, Medieval, and Modern tradition.

SCOM 5383 Computer Mediated Communication. Study of how identities, relationships, and communities are created and influenced by our use of computers and the internet.

SCOM 5403. Seminar in Health Communication Study of the major cultural, interpersonal, and public communication issues affecting health communication.

SCOM 6203. Introduction to Graduate Study Survey of research methods; evaluation of selected studies; preparation of thesis.

SCOM 6213. Techniques of Communication Criticism Study of the nature and function of communication criticism with emphasis on philosophy and method.

SCOM 6223. Applied Research in Speech Communication A study of the practical problems in research in speech communication.

SCOM 6603-6. Internship in Speech Communication Combines relevant work experience with classroom theory.

SCOM 6701-6. Thesis

SCOM 6801-3. Independent Study

New/Special Course Proposal-Bulletin Change Transmittal Form

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 Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) POSC 5143
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Public opinion and public policy
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Seminar
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter
2. Is this course dual listed (undergraduate/graduate)? Yes
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. The function of public opinion in political systems, and methods for revealing public preferences; with principal focus on the US case.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Prerequisite: none.
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) David Levenbach; ASU-J, State University, AR 72467-1750; fidel@astate.edu ; 870.972.2147

11. Proposed Starting Term/Year
spring 2009
12. Is this course in support of a new program? If yes, what program?
No.
13. Does this course replace a course being deleted?
No.
<p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p>
Attach Course Deletion Proposal-Bulletin Change Transmittal Form.
14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
No.
15. Justification should include:
<p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>In a democratic system, understanding the ways in which public preferences are expressed and processed is a vital matter. At the end of the course, students should be able to appreciate the importance of public opinion in democratic governance (and its limits) as well as the ways in which various political mechanisms promote, distort, or deflect the expression of public preferences.</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>The department aims to provide coverage of the entire range of contemporary political science. The study of public opinion is a major area of political science research, but one not directly addressed in the current curriculum.</p> <p>C. Student population served.</p> <p>Upper-level undergraduate and graduate students.</p> <p>D. Rationale for the level of the course (lower, upper, or graduate).</p> <p>Requires competencies developed at the General education level but no exceptional intellectual demands</p>
16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
<p>By week:</p> <ol style="list-style-type: none"> 1. Public opinion in democratic systems (and in nondemocratic systems) 2. Conceptual issues: opinions, attitudes, beliefs, and values 3. Evidence on the correspondence between public opinion and public policy 4. Explaining beliefs and attitudes 5. Citizen competencies 6. Defining the public 7. Agenda-setting 8. Mechanisms for the revelation of public preferences: elections 9. Mechanisms for the revelation of public preferences: legislative process 10. Mechanisms for the revelation of public preferences: referendums & initiatives 11. Mechanisms for the revelation of public preferences: deliberative processes 12. Mechanisms for the revelation of public preferences: surveys 13. Graduate student research topics 14. Rethinking the possibilities: evaluation of US democratic processes
17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
<ul style="list-style-type: none"> • Reading quizzes (7 or more @ 20%) • Tests (midsemester @ 20%, final @ 25%) • Term paper of 15-20 pages @ 25% • Quality of class participation @ 10%
18. Special features (e.g. labs, exhibits, site visitations, etc.)
Graduate students will be responsible for assigning readings (appropriate as to relevance, length and difficulty) for study by all students in the class and to lead a discussion in the course of which they will present the results of their research papers.
19. Required reading

Erikson & Tedin, *American public opinion* (7th, updated, 2007)
Norrander & Wilcox, eds., *Understanding public opinion* (2nd, 2001)

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No additional faculty or extra resources will be required.

21. What is the primary goal of this course?

Developing a knowledge base to promote a more sophisticated appreciation for the obstacles to achieving a match between public preferences and public policy and, even, of its desirability.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

24. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1:

Developing a knowledge base to promote a more sophisticated appreciation for the obstacles to achieving a match between public preferences and public policy and, even, of its desirability.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Reading, lecture & class discussion, project research

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

At the beginning of the semester students will be asked to write a statement expressing what correspondence they expect to see between public opinion and public policy and how they expect that correspondence is likely to be achieved in the US political system. At various times, as a part of their reading checks, students will be told to write a short statement at the beginning of the class in which they indicate how their initial expectations are now changed by their studies to that point and, in particular, by the reading for the day; the final examination will call upon them to revise their initial statement in light of all they have learned.

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15. Right-click on the highlighted area.
16. Click on "copy".
17. Minimize the bulletin and maximize this page.
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19. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
20. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

New/Special Course Proposal-Bulletin Change Transmittal Form

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New Course or **Special Course (Check one box)**
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Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) <p style="text-align: center;">PSSC 5513</p>
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). <p style="text-align: center;">Plant Biotechnology</p>
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. <p style="text-align: center;">Lecture and Lab (2 Lectures, 1.2 hour lab on Fridays)</p>
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? <p style="text-align: center;">Standard letter</p>
3. Is this course dual listed (undergraduate/graduate)? <p style="text-align: center;">Yes PSSC 4513/5513</p>
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) <p style="text-align: center;">No</p>
7. Brief course description (40 words or less) as it should appear in the bulletin. Course materials address the why and how of plant gene transfer plus the issues involved in making those plants part of the agricultural landscape. Offered every spring beginning 2009.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Prerequisite: AGRI 2213 (Genetic improvements of plants and animals) or BIO 3313 (Genetics)
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. <p style="text-align: center;">Spring</p>
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) <p style="text-align: center;">Elizabeth Hood, Arkansas State University, COA; PO Box 639, ehood@astate.edu; X8427</p>
11. Proposed Starting Term/Year <p style="text-align: center;">Spring, 2009</p>
12. Is this course in support of a new program? If yes, what program? <p style="text-align: center;">No.</p>

13. Does this course replace a course being deleted? **No**

b. If yes, what course?

c. Has this course number been used in the past?

No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

By the end of the course, the students will:

1. Understand the process of gene transfer in plants
2. Understand the purpose of plant biotechnology and its place in agricultural improvement
3. Be able to critically evaluate the risks and benefits of biotechnology

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

Part of College of Agriculture's mission is to prepare students for professional careers in agriculture production and related fields. A course in plant biotechnology will support this aspect of the mission and enable our graduate students to succeed in their career pursuits. This course meets the requirements of the MSA program. It also provides students with an understanding of the processes involved in gene transfer. It will fulfill the upper division elective and graduate course need for the plant science concentration.

C. Student population served.

Graduate and senior undergraduates in agriculture, MBS and Biology.

D. Rationale for the level of the course (lower, upper, or graduate).

This upper division course fills a void in the education of agricultural students who will be dealing with transgenic plants and crops. This technology has been applied to numerous crops that are currently grown in Arkansas and the surrounding states. In addition, an understanding of the issues surrounding genetically modified crops and their regulation will assist graduates in obtaining jobs in this high demand field. Upper division elective course in plant science are limited. This will also be a good course for graduate students in both agriculture and Molecular Biosciences.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Week 1:

Course Overview

Plant Biotechnology—what is it?

Week 2

The context of modern agriculture

The green revolution

Land Use practices

Inputs to support high productivity

Week 3

How do you do it?

- Plant tissue culture—systems, hormones, explants, regeneration.

Week 4

- Genetics
- Gene cloning
 - Building a vector
 - Promoters
 - Subcellular targeting
 - Bacterial transformation
- EXAM 1

Week 5

- Plant Transformation
 - Gene gun
 - *Agrobacterium tumefaciens* and *A. rhizogenes*

Weeks 6-8

- Seeds—the purveyor of traits
- Back crossing and breeding—moving your trait into the right germplasm
- Genomics/proteomics—
 - choosing your protein/enzyme and gene
 - Analyzing your product
- EXAM 2

Week 9

Why do it?

- Input traits—examples (agriculture and nutrition)
- Output traits—examples (biofarming)

Week 10

Plant systems—advantages, disadvantages, what are problems/needs of each crop?

Readings: Howard and Hood, 2007 Methods for Production of Transgenic crops.

- Tobacco
- Arabidopsis
- Rice
- Corn
- Canola
- Cotton
- Soybeans

Week 11

Issues

- Regulations and compliance for transgenic crops

Week 12

- Risks and benefits
- EXAM 3

Week 13

- Photosynthesis, productivity and climate change

Week 14

- Intellectual Property and review/wrap-up
- FINAL

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Will require short labs and several cooperative projects among students. Graduate students will do additional papers on related topics and present them in class. Three exams and a final.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Some wet labs on Fridays. We will survey labs at the ABI. Alternate Fridays will be paper discussions.

19. Required reading

Sadava and Chrispeels (2002)—Plants, Genes, and Crop Biotechnology, 2nd edition.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No additional staffing needed. Class will need DNA isolation and cloning supplies for at least 2 wet labs – estimated cost of supplies is \$1000.

21. What is the primary goal of this course?

Critical thinking and problem solving in the area of plant biotechnology applications in agriculture and biology.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

25. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1:

Critical thinking and problem solving in the area of plant biotechnology applications in agriculture and biology.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The textbook and lectures will focus on presenting material that is relevant to the topic of the week. The Friday activities will focus on the application of the materials presented earlier in the week. Some of the Friday labs will be hands-on experiments. Some will be thought problems. The graduate students will do a project that focuses on an aspect of attaining non-regulated status of a biotechnology product.

Primary Goal Outcome #2:

Gain an understanding of issues pertaining commercialization of plant biotechnology products.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Readings and discussions that focus on the issues of commercialization—intellectual property, freedom to operate, deregulation, and production.

Primary Goal Outcome #3:

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

By the end of the course, the students will:

1. Understand the footprint of agriculture in the environment.

Through class discussions and exams, the students will demonstrate an understanding of the impact of agricultural practices on the environment.

2. Understand the purpose of plant biotechnology and its place in agricultural improvement

Through laboratories, discussions and exams, the students will demonstrate this knowledge.

3. Be able to critically evaluate the risks and benefits of biotechnology.

Short papers and class projects as well as exam questions will address this goal and demonstrate the ability to analyze and evaluate biotechnology from a risk/benefit analysis.

4. An additional paper will be required of the graduate students in the course focusing on an aspect of the commercialization of biotechnology crops.

1. Repeat if needed for additional outcomes 2 and 3.)

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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21. Minimize this form.
22. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
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Code #

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
 Graduate Council (14 copies plus 1 original)

Program and/or Course Deletion
 Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number SCOM 5233, Storytelling for Children
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Thomas Baglan, ASU, Dept. of Communication Studies, tbaqlan@astate.edu , 972-3091
3. Last semester student can graduate with this degree and/or last semester course will be offered This course will not be offered again.
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Initially created as an elective course for graduate students in Communication Studies. It was not required for any degree. Students will not be affected by the deletion; it will be replaced by a new course.
5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects. No effect.
6. (For courses only) Will another course be substituted? If yes, what course? Yes. SCOM 5383, Computer Mediated Communication

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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DEPARTMENT OF SPEECH COMMUNICATION

Speech Communication

SCOM 5203. Small Group Communication Group and conference techniques for classroom, business, and professional situations.

SCOM 5211. Forensic Activities VII Practical debate.

SCOM 5221. Forensic Activities VIII Practical debate.

~~**SCOM 5233. Storytelling for Children** Principles of storytelling, oral reports, choral reading, and listening improvement.~~

SCOM 5243. Interpersonal Communication Emphasis on increasing the student's capacity for openness, sensitivity, and objective appraisal.

SCOM 5253. Intercultural Communication Identification of barriers, and breakdowns to communication among cultures.

SCOM 5263. Organizational Communication Dynamics and theories of communication within an organization.

SCOM 5273. Nonverbal Communication Awareness of kinesics, proxemics, and vocalics, and communication effectiveness.

SCOM 5293. History and Criticism of American Public Address Historical background and significance of leading orators in America.

SCOM 5403. Seminar in Health Communication Study of the major cultural, interpersonal, and public communication issues affecting health communication.

SCOM 6203. Introduction to Graduate Study Survey of research methods; evaluation of selected studies; preparation of thesis.

SCOM 6213. Techniques of Communication Criticism Study of the nature and function of communication criticism with emphasis on philosophy and method.

SCOM 6223. Applied Research in Speech Communication A study of the practical problems in research in speech communication.

SCOM 6603-6. Internship in Speech Communication Combines relevant work experience with classroom theory.

SCOM 6701-6. Thesis

SCOM 6801-3. Independent Study