

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	GEOG	College/School	SNRAS
Prepared by	Cary de Wit	Phone	X7141
Email Contact	cwdewit@alaska.edu	Faculty Contact	Cary de Wit

1. COURSE IDENTIFICATION: As the course now exists.

Dept	GEOG	Course #	489W	No. of Credits	4
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COURSE TITLE	Senior Practicum: Field Studies in Landscape Analysis and Climate Change
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2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input checked="" type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING		<input type="checkbox"/>	<input type="checkbox"/>

*Prerequisites will be *required* before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	<input checked="" type="checkbox"/>	COURSE CLASSIFICATION	<input type="checkbox"/>
ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING	<input checked="" type="checkbox"/>	Dept. & No.	NRM 483W	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>			

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council **and** the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)	<input type="text"/>											
Mode of delivery (specify lecture, field trips, labs, etc.)	Lecture, discussion, practical exercises											

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input checked="" type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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4.A Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.

YE		NO	X
S			

5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES		NO	X
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?		TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
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6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in assessing ~~Aboriginal~~ Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

~~GEOG F489 W F483 W Senior Practicum: Field Studies in Landscape Analysis and Climate Change Research Design, Writing, and Presentation Methods~~ (n)

~~4 Credits~~ 3 Credits
Offered Fall

~~Capstone field practicum for the Landscape Analysis and Climate Change track in Geography. The entire semester will be focused on a "real world" field based project designed to integrate knowledge and apply skills gained through this Geography BS track. Course will focus on different problems each semester. Capstone research course for Geography and Natural Resources Management majors. Focuses on designing an individual research project or thesis in coordination with a faculty mentor. Designed to integrate the knowledge and skills students have gained through undergraduate course work, and to prepare them for graduate research or professional level projects. Emphasizes scientific method, research design, proposal writing, development of field and analytical methods, scientific writing, and the oral, written, and graphical presentation of data and research results. Prerequisites: ENGL F11X; ENGL F211X or ENGL F213X; GEOG F435; GEOS F378; senior/junior standing in Geography or Natural Resources Management; at least one writing intensive course designated (W); or permission of instructor. Recommended: GEOG F418. (3+3) Cross-listed with NRM F483W. (3+0)~~

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

GEOG F483 W Research Design, Writing, and Presentation Methods (n)

3 Credits
Offered Fall

Capstone research practicum for Geography and Natural Resources Management majors. Focuses on designing an individual research project or thesis in coordination with a faculty mentor. Designed to integrate the knowledge and skills students have gained through undergraduate course work, and to prepare them for graduate research or professional level projects. Emphasizes scientific method, research design, proposal writing, development of field and analytical methods, scientific writing, and the oral, written, and graphical presentation of data and research results. Prerequisites: ENGL F211X or ENGL F213X; at least one writing intensive course designated (W); junior standing in Geography or Natural Resources Management. Cross-listed with NRM F483W. (3+0)

8. GRADING SYSTEM: Specify only one.

LETTER:	X	PASS/FAIL:	
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9. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None.

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	The changes in course content will not change the course's impact on library resources.
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11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

The changes and cross-listing of this course have been done through collaboration between the Geography and Natural Resources Management Departments. The course will serve majors in both programs.

12. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

This change will have an overall positive impact. It will consolidate similar Geography and NRM courses, and thereby increase efficiency in both departments, as well as ensure higher enrollments in the course. No negative impacts anticipated.

13. JUSTIFICATION FOR ACTION REQUESTED

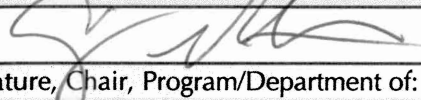
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

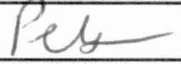
Change to title, description, and number: The Natural Resources Management (NRM) degree is undergoing major revision. The current NRM program includes a two-course sequence (NRM 405 & 406) which culminates in production of a NRM Senior Thesis. The existing geography course (GEOG 489W) is similar in content and intent to NRM 405. Merging NRM 405 with GEOG 489W will benefit both programs by reducing teaching loads in both programs, and by ensuring higher enrollments in the consolidated course than existed in the two separate courses. The course description has been changed to incorporate the inclusion of NRM students, and to better reflect how this course has come to be taught to Geography students. The course number is being changed simply because there is an existing NRM 489 course, so to cross-list with NRM, we needed a number not currently used in GEOG or NRM.

Decrease from 4 credits to 3 credits: GEOG 489W originally included a field component that is being discontinued. NRM 405 & 406 are currently 2 credits each, and are both required for all NRM majors. In the new NRM major, GEOG/NRM 483W (3 credits) will be required for all NRM majors, and some Geography BS majors, but the second course in the sequence (renumbered NRM 484, 3 credits) will be optional in both majors.

Change in prerequisites: GEOG F435 and GEOS F378 are being dropped from the prerequisites because these are geospatial techniques courses intended as preparation for the field component of GEOG 489W. The field component is being dropped, so that preparation is no longer necessary. A prior writing intensive course is added to ensure that students have solid writing skills before they take this capstone course. Senior standing in Natural Resources Management is being added because this course will also be required for NRM majors.

APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	10-4-2013
Signature, Chair, Program/Department of: <u>Geography</u>		

	Date	10/4/13
Signature, Chair, College/School Curriculum Council for: <u>School of Natural Resources & Agricultural Sci</u>		

<u>SEE BELOW</u>	Date	
Signature, Dean, College/School of: <u>School of Natural Resources & Agricultural Sci</u>		

Offerings above the level of approved programs must be approved in advance by the Provost:

	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

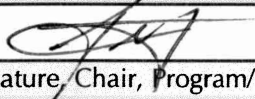
	Date	
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Signature, Chair

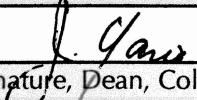
Faculty Senate Review Committee: Curriculum Review GAAC

Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	10-4-13
Signature, Chair, Program/Department of: <u>Natural Resources Management</u>		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	10/4/13
Signature, Dean, College/School of:		


Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.



Office of the Dean & Director
P.O. Box 757140
Fairbanks, Alaska
99775-7140
Phone: (907) 474-7083
Fax: (907) 474-6567
email: uaf-snras-afes@alaska.edu

**School of Natural Resources and Agricultural Sciences
Agricultural and Forestry Experiment Station**

M E M O R A N D U M

TO: Susan Henrichs, Provost 

FROM: Stephen D. Sparrow, ~~Interim~~ Dean and Director
School of Natural Resources and Agricultural Sciences
Agricultural and Forestry Experiment Station

DATE: September 27, 2013

RE: Signature Authority

I will be in Girdwood for the 8th Circumpolar Agricultural Conference/University of the Arctic Inaugural Food Summit meetings September 29-October 3, and Palmer October 4. During my absence, Professor John Yarie will have signature authority for all routine paperwork for the School of Natural Resources and Agricultural Sciences and Agricultural and Forestry Experiment Station.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

- Course textbook title, author, edition/publisher.
- Supplementary readings (indicate whether required or recommended) and
- any supplies required.

4. Course description:

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

GEOG/NRM 483W Syllabus
Research Design, Writing, and Presentation Methods
Fall 2014 *TR 11:30-1:00* *REIC 204* *3 Credits*

Instructor: *Daniel Mann, Ph.D.*
Contact Info: *474-6929, dhmann@alaska.edu*
Office Hours: *8-10am MW*
Credit: *3 credits, meets University Core Writing Intensive requirement*

Course Description: This course is designed as a capstone research course for Geography and Natural Resources Management majors. It can also serve as a Research Methods course for undergraduates in other programs or for beginning graduate students. Students will focus on designing an individual research project or thesis in coordination with a faculty mentor. The overall purpose of the course is to integrate the knowledge and skills you have gained through undergraduate course work, and to prepare you for graduate research or professional level projects. This course emphasizes scientific method, research design, proposal writing, development of field and analytical methods, scientific writing, and the oral, written, and graphical presentation of data and research results.

The work done in this course can also serve as a foundation for completion of a Senior Thesis for students who choose this option. To pursue the Senior Thesis option, you must enroll in NRM 484W Senior Thesis subsequent to successful completion of GEOG/NRM 483W.

Course Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; at least one writing intensive course designated (W); junior standing in Geography or Natural Resources Management; or permission of instructor.

Suggested Text: *Elements of Style* by Strunk and White.

Other relevant readings will be assigned and distributed via Blackboard or in class.

Course Goals: This course will provide you a ‘real-world’ opportunity to conduct background research, define a research problem, define a scope of work, complete a formal proposal, and present your work. Many students arrive at graduate school or on the job market with sound ‘book knowledge,’ yet limited practical research preparation and presentation experience. Or put another way, you have learned to follow instructions and study for tests, but have little experience initiating your own project or working independently. This course will provide a capstone opportunity for students to integrate their course-based knowledge with practical skills that will help you in the professional or research setting. You will gain practice in the challenges of thinking critically, dealing with the unexpected, and overcoming hurdles not typically encountered in the controlled classroom. Most important, this course is writing intensive and emphasizes writing, communication, and presentation skills. You will become better writers, and overall better communicators as you prepare to move into the professional or graduate setting.

Instructional / Teaching Methods: This course centers around individual research projects and will emphasize scientific method, critical thinking, project design and proposal writing. However, all aspects of applied research from initial project design, data analysis, graphics, and final presentation will go through drafts on which you’ll receive feedback from the instructor, your mentor, and/or the other students in the class. There is heavy emphasis on writing, and on critical review of your own work and the work of your peers. Lectures will cover basic principles of scientific research, writing, and presentation. Specific assignments provide practice in research and will teach you how to: 1) find, read,

review/discuss, evaluate, and cite the scientific literature, 2) develop sound research questions and design a project, 3) participate in a working group, 4) critically and constructively evaluate the work of your peers and your own work. Finally we will spend some time and effort preparing you to investigate and pursue graduate school or employment opportunities.

Learning Outcomes:

- Students will gain practice in the scientific method via the development of sound research questions and a project design.
- Students will learn how to find, evaluate and use the scientific literature for research.
- Students will learn how to review and present journal articles and lead a group discussion.
- Students will learn to develop and write a complete research proposal (including budgets, timelines, collaborative support, etc)
- Students will improve the quality of their writing through assignments of varied length and purpose (abstracts, proposal, reviews, application letters).
- Students will improve the quality of their writing through the evaluation of the work of peers, and the critical evaluation and revision of their own writing.
- Students will learn, practice and evaluate (self and peer) various presentation styles including data presentation /graphics, poster presentations, and oral presentations.
- Students will gain experience participating in a working group where deadlines, cooperation, professionalism, and quality of work are of paramount importance.

Student Projects, Assignments, and Grading:

Individual student projects will vary from student to student in terms of scope, types of data (field vs digital), types of analyses, and the format of the proposal. However, all projects will require background research, project design and development of a proposal. Students will have benchmark deadlines to submit work. Peer evaluation and multiple drafts *are required* on most written assignments. Students will construct a portfolio of their individual work, group work, peer reviews and self-assessment and will meet with the instructor and their faculty mentor during the development, write-up, and evaluation stages of the project and course. Faculty mentor review of proposals, portfolios and self-evaluations will be used at times during the course and in assessment of your final grade.

Faculty Mentor: You will choose a faculty mentor based on the mentor's expertise in your chosen area of research. The faculty mentor will serve primarily as a content and project design advisor, whereas the course instructor and student peers will serve as reviewers and editors to help you improve the quality and polish of your final product. If you decide to go on to turn your project into a Senior Thesis, you will most likely continue that work in consultation with the same faculty mentor.

Course Assignments and Grading:

Proposal		40%
Outline & Concept Map	5	
Bibliography I & II	5	
Expanded Outline / Draft	5	
1st Draft	10	
2nd Draft	10	
Final Draft	5	

Peer Reviews (your reviews of *other* work, ~3 pts ea) 20%

1 Pager	
Draft 1	
Job/Grad App	
Draft II	
Article Presentations	
Speaker Evaluation	
Total:	20

Misc. Assignments 30%

1 pager, executive summary	5
Article Reviews/Discussion (n=2)	10
Job Grad Application	3
Group Dynamics (part)	2
Poster	5
Presentation	5

Course Portfolio and Self Evaluation 5 5%

Participation and Professionalism 5 5%

Totals: 100 pts 100%

Grading Scale

A = 90% - 100%

B = 80% - 89.9%

C = 70% - 79.9%

D = 60% - 69.9%

Note on Participation and Professionalism

Students are expected to participate in all aspects of the course and to be **contributing members of a working group**. This includes timely submission of materials, constructive reviews of other's work, and professional behavior in class discussions/activities. Doing homework, texting, or other distractions in class are considered poor form. Your participation in group projects, classroom participation, and overall professionalism will be evaluated by group members.

CRITICAL NOTE: To prepare you for the cruelties of the 'real world,' proposal deadlines in this class are concrete and absolute. Late work will receive a ZERO grade. For purposes of informing future drafts, late drafts *may* still be evaluated and commented on by faculty *if timing allows*. Submitted work lacking required peer and/or mentor reviews, and your revisions, will lose up to 30% of possible points. All major assignments must be completed to receive a passing grade.

Additional Information on Course Assignments (*full assignment details and expectations in course packet*):

- 1) Expanded Outline: this should be a sound outline of the purpose and scope of the individual project. Must include all proposal components and have a strong literature review.
 - a) Introduction (brief)
 - b) The Question or Problem,
 - c) Multiple Working Hypotheses
 - d) Background information/previous work
 - e) Objectives
 - f) Methods
 - g) Expected results
 - h) Concept map
- 2) First Draft: First cut at what your proposal is going to look like. Must include well developed intro, literature review, methods; and a decent outline of what the Results and Discussion section will look like. Must include list of potential figures, maps, tables (with draft figures where possible). Peer Reviewed.
- 3) 2nd Draft Proposal: Complete with figures, tables, maps included; Budget and timeline. Must submit for at least two peer reviews.
- 4) Final Report: Submission-ready, e.g. quality writing, figures, maps and references. Must include all drafts and peer/instructor reviews.
- 5) Presentations: Oral presentation (15 minutes); Poster Presentation to be discussed in group.
- 6) Portfolio: Your ‘package’ of course accomplishments including: objectives, all assignments, peer/instructor/panel reviews and comments, papers, presentations, and self evaluation.

Course Schedule (*subject to change, but with ample notice. Deadlines are absolute*)

<u>wk</u>	<u>Date</u>	<u>Lectures</u>	<u>In-class Exercises</u>	<u>Assignments DUE</u>
1	Sep 4	Introduction / Scientific Method	Student Learning Objectives	** ORAL/WR PROGRESS REPORT DUE EACH WK**
2	Sep 9	Project Design /	Project Design / Group Disc.	student objectives / contract
	Sep 11	Proposal Writing	Prop. Writing / Group Disc.	
3	Sep 16	The Scientific Literature	Project Bibliography	Project design / concept map
	Sep 18	Reading critically		
4	Sep 23	Leading Discussions	Article Reviews	Select/submit articles to group for next wk
	Sep 25	Budgets	Article Reviews	
5	Sep 30	Article Presentations/Discussions	Article Discussion	Article Pres & Questions
	Oct 2	Article Presentations/Discussions		
6	Oct 7	Collecting and Managing Data	Proposal Reviews	Proposal Draft to inst & peers
	Oct 9	Evaluating Data		
7	Oct 14	<i>Work Individually</i>	Proposals	Peer Reviews Due Classified Bibliography (elec)
	Oct 16	<i>Work Individually</i>		
8	Oct 21	Graphs, Maps, and Data Analysis/	The Good the Bad the Ugly	F. Proposal Due (to Instr. / Panel) Graphics Ex
	Oct 23	Effective visual presentation		
9	Oct 28	Graduate School and Job Apps	Cover letter/resume	Report Draft/ Results Outline
	Oct 30	Research/Teaching prospectus		
10	Nov 4	Working Group Dynamics	Group Communication	Cover ltrs, Resume (to reviewers) Maps & Figs
	Nov 6	Leadership & consensus		
11	Nov 11	Oral and Poster Presentations	Posters and Talks / Reviews	Draft Report (to peer/instr) Appl reviews due
	Nov 13	Oral and Poster Presentations	Posters and Talks / Reviews	
12	Nov 18	Portfolios / Self Evaluation	Project Draft	Report Reviews DUE to authors
	Nov 20	Portfolios / Self Evaluation	Project/reviews/portfolio	“Optional” 2 nd draft to instructor
13	Nov 25	PRESENTATIONS	Present / peer evals	PRESENTATIONS (ppt and poster)
	Nov 27	<i>---No Class Thanksgiving---</i>		
14	Dec 2	PRESENTATIONS	Present / peer evals	PRESENTATIONS (ppt and poster)
	Dec 4	Presentation assessment		
15	Dec 9	Group / Individual Meetings	Course and portfolio eval	FINAL DRAFT to Panel
	Dec 11	Group / Individual Meetings	Course and portfolio eval	
	Dec 15			Complete Portfolios and Self Evaluations DUE

Plagiarism/Academic Integrity: Academic dishonesty of any type will not be tolerated. Plagiarism is considered academic dishonesty and will be treated as such. If you are unsure of what plagiarism is, please consult information provided on Blackboard, or ask your instructor *before* handing in any work for grading. University Standards and Policies apply (see UAF Catalog).

Grades: Course grades will be assigned as indicated in “Academics and Regulations” section of UAF 2007-2008 Catalogue.

Support and Disabilities Services: The UAF Office of Disability Services (208 Whitaker Bldg, 474-5655) implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. The course instructors will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities. Please notify the instructor of any special needs.