

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	Geosciences	College/School	CNSM
Prepared by	Rainer Newberry	Phone	6895
Email Contact	rjnewberry@alaska.edu	Faculty Contact	Rainer Newberry

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept **GEOS** Course # **F375** No. of Credits **1**

Justify upper/lower division status & number of credits:

Requires at least junior class standing and several course prerequisites

3. PROPOSED COURSE TITLE: **Oral Communication Skills for Geoscientists**

4. To be CROSS LISTED? YES/NO **No** If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO **No** If yes, Dept. Course #

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

6. FREQUENCY OF OFFERING: **Every year—fall or spring, as demand warrants**

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **Fall 2017**

8. 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. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all 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)						
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture, discussion, and individual presentations					

9. CONTACT HOURS PER WEEK: **0.5** LECTURE hours/weeks **0** LAB hours /week **1.5** PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a **complete** description:

FISH F487 W, O Fisheries Management
 3 Credits Offered Spring
 Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

GEOS F375 Oral Communication Skills for Geoscientists
 1 credit Offered as demand warrants

This course attempts to give you skills and practice in oral communication, especially as applied to professional geology. The course will provide a comfortable environment for students to develop and improve their skills both in creating and delivering oral presentations. The specific focus will vary with the instructor. Prerequisites: COMM F131X or COMM F141X; Geos 225; at least Jr. standing (0.5+0+1.5)

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. YES: NO: X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies?

YES

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO

If yes, fill out boxes below.

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

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

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

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)**14. PREREQUISITES****COMM F131 or COMM F141; GEOS 225; at least junior standing**

These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS,
CONDITIONS****16. PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

No**Yes/No**

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

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

No impact. Current faculty will be teaching the course**19. 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

Yes

Doesn't require library resources**20. 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)

No impact on department since current faculty will teach the course.**21. POSITIVE AND NEGATIVE IMPACTS**Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.**The positive impact is that GEOS students will improve their oral communication skills especially as it applied to professional geology.****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. Use as much space as needed to fully justify the proposed course.

This new course will attempt to give students skills and practice in oral communication.

APPROVALS: Add additional signature lines as needed.

DocuSigned by: <i>Paul McCarthy</i>	Date	February 13, 2017
Signature, Chair, Program/Department of:	<u>Geosciences</u>	

DocuSigned by: <i>Patricia Doak</i>	Date	February 13, 2017
Signature, Chair, College/School Curriculum Council for:	<u>CNSM</u>	

DocuSigned by: <i>Sam W. Lavee</i>	Date	February 13, 2017
Signature, Dean, College/School of:	<u>CNSM</u>	

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

Signature of Provost (if above level of approved programs)	Date	
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ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC Core Review SADAC	Date	
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ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of:	Date	
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Signature, Chair, College/School Curriculum Council for:	Date	
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Signature, Dean, College/School of:	Date	
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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](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-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/faculty/> 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.

GEOS 3xx: ORAL COMMUNICATION SKILLS FOR GEOSCIENTISTS

1 (0.5+0+1.5)

Instructors: (*alternate years*) Rainer Newberry and Erin Petit

Prerequisites:

Comm 131 or 141; Geos 225; AT LEAST junior standing

Class Meets:

MW 1 hour each

Textbooks:

Morgan & Whitener, *Speaking about Science*, Cambridge Press.

Course Description:

This course is different from all others you have taken, as it attempts to primarily give you skills AND PRACTICE in oral communication, especially as applied to professional geology. We will provide a comfortable environment for people to develop and improve their skills both in creating and delivering oral presentations. The focus will vary with the instructor

Course Goal:

To considerably improve your ability to communicate geologic information in oral formats.

Student Learning Outcomes:

By actively participating in this course you will become significantly more proficient at

1. preparing and delivering short and moderate-length oral presentations
2. critiquing your own and others' oral presentations

Instructional Methods:

0.5 hours of lecture + ca. 1.5 hours of discussion (oral presentations with feedback) per week. You are also required to attend and discuss **2** Geoscience seminars over the course of the semester. Our objective is to both SHOW you how to improve your communication skills and to give you guided practice in improving your communications skills.

Course Policies: Each week you will have a reading and speaking or discussion assignment.

Attached is a sample oral presentation critique form. You will also critique each other's oral presentations. Each student will write a self-evaluation and will discuss it with the instructor at the end of the course. Part of the oral component of this class will involve discussions of various topics relevant to scientific presentations. Participation in these discussions will be evaluated as part of your grade. Attached to this syllabus is a form used to evaluate this type of oral communication.

Evaluation:

Each student will make a short oral presentation that will be used as a baseline for oral presentations. Students and instructors will base the final class grade on joint evaluation of presentations and improvement over the course. General guide: A = all presentations with scores of 4 -5; significant improvement over the semester; B = most presentations with scores of 4-5, modest improvement; C = all presentations made, but of variable quality; D = missing 1 presentation. F = missing > 1 presentation. +/- grades will be employed to 'fine-tune' these. **We will withdraw you from the class if you have not submitted a satisfactory long presentation topic by the end of week 3 of class.**

Assignments

- You will make 6 oral presentations over the course of the semester
- 1 introductory presentation
- 1 long (20 minute) oral presentation
- 1 short oral presentation (with graphics)
- 1 short oral presentation (without graphics)
- 1 Class lecture
- 1 Summary of paper of your choice
- In addition, you will actively participate in class discussions**

Support Services: To succeed in this course you need to be able to make well-practiced oral presentations. The speaking center (x5470; fyspeak@gmail.com, 507 Gruening) is available for a wide variety of speaking assistance

Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. If you have a documented disability, please let us know AS SOON AS POSSIBLE, and we will work with the Office of Disabilities Services to make the appropriate accommodation(s). If you have a specific undocumented physical, psychiatric or learning disability, you will benefit greatly by providing documentation of your disability to Disability Services in the Center for Health and Counseling, 474-5655, TTY 474-1827. If you are the first in your family to attempt a four-year college degree, and/or are eligible for Pell grants, you have opportunities for tutorial and other forms of support from Student Support Services.

Discussion Evaluation Rubric

Student: _____ Date _____

How many times did the student participate in the discussion: _____

For participation 1, evaluate the substance of the contribution on a scale of 1 to 5 _____

Comments:

For participation 2, evaluate the substance of the contribution on a scale of 1 to 5 _____

Comments:

For participation 3, evaluate the substance of the contribution on a scale of 1 to 5 _____

Comments:

For participation 4, evaluate the substance of the contribution on a scale of 1 to 5 _____

Comments:

For participation 5, evaluate the substance of the contribution on a scale of 1 to 5 _____

Comments:

Total Participation Score (out of) _____

Sample Critique form: 4th oral presentation (teach a class)

Student: _____ Reviewer: _____

	5	4	3	2	1	
	Highly effective		<input type="checkbox"/> <input type="checkbox"/>		extremely ineffective	
Introduction generates audience interest	5	4	3	2	1	NA
Statement of hypothesis/problem/subject in introduction	5	4	3	2	1	NA
General organization of presentation	5	4	3	2	1	NA
Demonstrates an understanding of underlying concepts	5	4	3	2	1	NA
Clarity of voice	5	4	3	2	1	NA
Apparent comfort in speaking	5	4	3	2	1	NA
Talk tailored to the audience/interaction with audience	5	4	3	2	1	NA
Effective use of visual aids	5	4	3	2	1	NA
Technical quality of visual aids	5	4	3	2	1	NA
Clear statement of conclusion	5	4	3	2	1	NA
Time management (finished in a timely manner)	5	4	3	2	1	NA
Evidence that talk was practiced	5	4	3	2	1	NA
Ability to answer questions from audience	5	4	3	2	1	NA
Improvement since previous presentation	5	4	3	2	1	NA
Overall rating of presentation	5	4	3	2	1	NA

CLASS SCHEDULE FOR FALL 2017**

GEOS 375: ORAL COMMUNICATION SKILLS FOR GEOSCIENTISTS

Wk	Lecture topic	Oral presentations with feedback; discussion/lab topic	Reading or other assignment
1	Course objectives & mechanics; communication basics; 1 st presentation; feedback	Presentation 1 Introduction -- personal/ professional (not graded): 3–5 minutes; practice oral feedback	pp 1-7
2	Effective graphics for oral presentations	Review of Corel Draw & Photopaint; using them to create/fix graphics	pp 17-34
3	The audience; Getting organized for a talk	Presentation 2: 5–7 minute talk using a single slide or graphic	pp 9-16
4	Graphics II: minimizing wasted time & effort; effective & ineffective graphics; delivery	Practice session: how to evaluate & repair ineffective graphics (in computer lab)	pp 57-72
5	Fielding questions and use of discussion	Discussion: effective and ineffective teaching	pp 75-80
6	Short, informal presentations w/out graphics	Presentation 3: 5–7 minutes on a topic of your choice—no graphics	Attend Geosciences Seminar I
7	Effective & ineffective use of Power point	Discussion: oral critique of previous Geosci Seminar	pp 35-47
8	Presentation 4: (teaching a class)	Presentation 4, cont. (10–12 minutes on a simple scientific topic)	
9	Poster Design	Computer Lab for poster design	pp 105-107
10	Job interviews	Individual oral Skills Conferences	pp 83-91
11	Presentation 5: (summary of a paper)	Presentation 5: cont., <u>summary</u> of a paper of your choice (10-12 min)	Attend Geos Sem II
12	Media interviews	Discussion: oral critique of previous Geosci Seminar	pp. 93-102
13	Longer Presentations	graphics for final presentation	pp 111-112
14	Presentation 6:	Presentation 6, (20 min.) cont.	
15	Final presentations, cont.	Presentations, cont.	
	Meet with instructors RE grade & performance in course		

** Subject to change as best meets student needs