

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

SUBMITTED BY:

Department	GPMSL	College/ School	SFOS
Prepared by	Mark Johnson	Phone	474-6933
Email Contact	majohnson@alaska.edu	Faculty Contact	Mark Johnson

1. ACTION DESIRED (CHECK ONE):

Trial Course New Course

2. COURSE IDENTIFICATION:

Dept Course # No. of Credits

Justify upper/lower division status & number of credits: This course will be offered at the 200 level because it requires minimal prerequisites and will consist of three lectures per week with outside reading.

3. PROPOSED COURSE TITLE: History of Ocean Exploration

4. To be CROSS LISTED? YES/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 If yes, 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.

6. FREQUENCY OF OFFERING:

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

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15) Spring 2015

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) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) lecture

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours/week 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)

MSL F294 W, History of Ocean Exploration

3 credits Offered Spring

The class presents early human migrations across the oceans, discusses the explorers who mapped the world such as Cook, Magellan, and Nansen, and highlights the scientific advances that allowed for the discovery of the new world. (Prerequisite ENGL F111x or permission of instructor) (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply Sor 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	<input type="checkbox"/>	NO:	<input checked="" type="checkbox"/>
-----	--------------------------	-----	-------------------------------------

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? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

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?

<input type="text"/>	TIMES
<input type="text"/>	CREDITS

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

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

<input type="text"/>	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

ENGL 111

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

15. SPECIAL RESTRICTIONS, CONDITIONS

none

16. PROPOSED COURSE FEES

none

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.:

[Empty box for providing semester, year, course #, etc.]

18. ESTIMATED IMPACT

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

Classroom will be needed, possibly with ability to distance delivery. Course will be part of the instructor's approved workload.

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

Corresponded with Karen Jensen on July 15-16, 2014 and also Stephen Hunt (Sciences Librarian) in June 24-25, 2014 regarding library materials. Both have suggested specific books, use the rare maps from Library Archives, and provided reference lists.

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)

This class will be in support of the GPMSL Marine Science minor because it will be one of the election options.

21. POSITIVE AND NEGATIVE IMPACTS

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

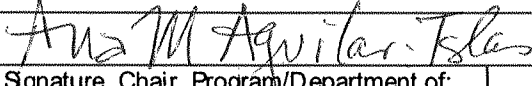
Positive impacts include generating interest in marine science. Negative impacts are unlikely as this course is not offered elsewhere at UAF.

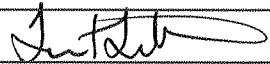
JUSTIFICATION FOR ACTION REQUESTED

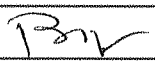
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This trial course will provide useful and specific information on how and why the oceans were and are used to support the needs of mankind. The oceans provide food and fuel to humans, and this course presents the early history of how the ocean was explored, the scientific advances needed for that exploration, and the key people who made it possible to map the globe. . Students will 1) be able to describe the ocean voyages that mapped the known world, 2) have an understanding of the how the Arctic was discovered, explored and mapped, 3) be able to describe how scientific advances were applied to the practical problems, 4) be able to describe the level of scientific knowledge that existed at specific historical times, 5) improve their ability to write clearly, and 6) further develop their library research skills.

APPROVALS: Add additional signature lines as needed.

	Date	9/3/14
Signature, Chair, Program/Department of:		

	Date	9/4/14
Signature, Chair, College/School Curriculum Council for: SFOS		

	Date	9/4/14
Signature, Dean, College/School of: SFOS		

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

	Date	
Signature of Provost (if above level of approved programs)		

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

	Date	
Signature, Chair		
Faculty Senate Review Committee: ___Curriculum Review ___GAAC		
___Core Review ___SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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.

5/21/2013

Course Information:

Title: History of Ocean Exploration, MSL 294, 3 credits

Prerequisites: English 111. **Location:** TBD. **Time:** TBD

Instructor: Mark Johnson, Professor of Oceanography, Institute of Marine Science, SFOS

Contact: 474.6933, majohnson@alaska.edu

Location: O'Neill 111. **Office hours:** TBD

Course Reading Material: The following books are available at Rasmusson Library and elsewhere:

- The Conquest of the Ocean The Illustrated History of Seafaring. 2013. Brian Lavery. DK Publishing, New York. Rasmusson Library. 910.45 LAV
- A History of Polar Exploration. 1974. David Mountfield, Firefly Books, The Hamlyn Publishing Group Limited. Middlesex. ISBN: 0-8037-3738-6
- Atlas of Human Migration. 2007. King, Russell, A Firefly Book. ISBN-13 978-55407-287-3. Rasmusson Library Level 5, Atlas Collection, GN370.A85 2007
- Arctic Exploration & International Relations 1900-1932. 1992. Nancy Fogelson. University of Alaska Press. ISBN 0-912006-61-7
- Historical Atlas of the North Pacific Ocean Maps of Discovery and Scientific Exploration 1500-2000. 2001. Derek Hayes. North Pacific Marine Science Organization, Douglas & McIntyre Ltd. British Columbia. ISBN 1-55054-865-4
- Oceanic Migration. 2010. Charles Pearce. An online history of the prehistoric peopling of the Pacific. See reference desk at Rasmusson Library
- Peopling of the Americas, Currents, Canoes, and DNA. 2011. Barbara Bennett Peterson. Nova Science Publishers. Rasmusson Library Level 6, E103.P47
- The Pacific Navigators. 1980. Oliver E. Allen and the Editors of Time-Life Books. ISBN 0-8094-2685-4, Rasmusson Library.

Recommended Reading Material:

- Adventures in the Wilderness The American Journals of Louis Antoine de Bougainville 1756-1760. 1957. Edited by Edward P. Hamilton, University of Oklahoma Press. Rasmusson Library, E 199 B72
- A Voyage Around the World, Volumes I and II. 2000. George Forster, edited by Nicholas Thomas and Oliver Berghof. University of Hawai'i Press. Rasmusson Library (about Cook voyages)
- Beyond the Blue Horizon How the Earliest Mariners Unlocked the Secrets of the Oceans. 2012, Brian Fagan. Bloomsbury Press. Rasmusson Library. GN 799 N3 F33 2012.
- Captain Cook A Legacy Under Fire. 2002. Vanessa Collingridge. The Lyons Press. Rasmusson Library. G 246 C7 C59 2002.
- Captain Cook Voyages of Discovery. 1993. Compiled by John Barrow from the Authorized 18th Century Admiralty Editions and Documents., Academy Chicago Publishers. ISBN 0-89733-316-0. Rasmusson Library ALASKA G 420 62 C66 1993
- Early Man and the Ocean A Search for the Beginnings of Navigation and Seaborne Civilization. 1979. Thor Heyerdahl. Doubleday & Company, Inc. New York. ISBN: 0-385-12710-3. Rasmusson Library. GN 386 H49 1979
- The Farthest North. 1897. Fridjof Nansen. Volumes I and II. New York.
- The Heart of the Antarctic Being the Story of the British Antarctic Expedition 1907-1909 By Sir Earnest Shackleton, C.V.O. edited by William Heinemann. London. 1909.
- Longitude. 1995. Dava Sobel. HarperCollins Publishers.

The Journals of Captain James Cook I The Voyage of the Endeavour 1768-1771. 1955. Edited by James Beaglehole. Cambridge, Published for the Hakluyt Society at the University Press, 1968. Rasmuson Library.

The Pacific Journal of Louis de Bougainville 1767-1768. 2002. Translated and edited by John Dunmore. The Hakluyt Society, London. ISBN 0 904180 78 6

The Opening of the Canadian North 1870-1914. 1971. Morris Zaslow. The Canadian Centenary Series, McClelland and Stewart Publishers. SIBN 0-7710-9080-3

Shackleton in the Antarctic. 1910. William Heinemann Publishing, London.

Storms and Dreams The Life of Louis de Bougainville. 2007. John Dunmore. University of Alaska Press. ISBN 13: 978-1-60223-000-2. Rasmuson Library G 256 B6 D85 2007

Course description:

MSL F294 W, History of Ocean Exploration

3 credits Offered Spring

The class presents early human migrations across the oceans, and discusses the explorers who mapped the world such as Cook, Magellan, and Nansen. The scientific advances that allowed for these new discoveries are presented. (Prerequisite ENGL F111x or permission of instructor) (3+0)

Course Goals: Students are expected to develop an understanding of how humans migrated across the oceans, learn about the challenges of mapping landmasses, and learn of the great ocean voyages including Cook, Amundsen, and Nansen and their scientific discoveries.

Student Learning Outcomes: Students will learn a unique maritime history, broaden their scientific understanding and the linkages between advances in science and how they translate to societal improvement, and develop their research and writing skills. Students will 1) be able to describe the ocean voyages that mapped the known world, 2) have an understanding of the how the Arctic was discovered, explored and mapped, 3) be able to describe how scientific advances were applied to the practical problems, 4) be able to describe the level of scientific knowledge that existed at specific historical times, 5) improve their ability to write clearly, and 6) further develop their library research skills.

Instructional methods: The Instructor will lecture, provide overviews of the major ocean voyages, and assign readings. Supplemental readings will be recommended in class.

Course Calendar:

Weeks 1-2: Read: Atlas of Human Migration, pages 1-62; The Pacific Navigators, pages 99-105; Conquest of the Oceans, pages 1-61; Supplemental: Peopling of the Americas, Currents, Canoes, and DNA pages 1-66.

1. Human origins, the dawn of Homo sapiens, and human migrations.
 1. Migrations by sea
 1. Spreading across the Mediterranean Sea.
 2. View maps of Aegean Sea, Sea of Crete, Ionian Sea, Black Sea
 3. Migrating across ocean
 1. Out of Asia and across the Pacific via Beringia
 2. The Polynesian voyagers who spread across the Pacific

Weeks 3-4: Read: Atlas of Human Migration, pages 63-105; Conquest of the Oceans, pages 62-115.

2. Early Explorers

1. Denmark Strait crossed by two Icelanders who spent winter on Greenland (980). Eric the Red then crosses to Cape Farewell, then to Godthaab, Greenland.
2. Vasco de Gama voyages to India and maps coastline of Africa, East Indies and New Guinea's north coast (1497-98)
3. Columbus arriving in the New World on October 12, 1492, Watling Island or San Salvador, Bahamas.
4. Amerigo Vespucci to the New Worlds reaches South America (1502)

Weeks 5-6: Read: Historical Atlas of the Northeast Pacific Ocean, pages 127-133; The Pacific Navigators, pages 70-85 ;

3. The Circumnavigators
 1. Magellan, 1519-152.
 2. Francis Drake, 1577-1580.
 3. Louis Antoine de Bougainville, first French explorer to circumnavigate, 1766-1769. Supplemental reading: The Pacific Journal of Louis de Bougainville 1767-1768, edited by John Dunmore, see the Introduction, and Appendix I, The Muster Roll;
 4. James Cook aboard Endeavor 1768-1771. Supplemental reading: The Journals of Captain James Cook on his Voyages of Discovery The Voyage of the Endeavor 1768-1771. 1955. Edited by J.C.Beaglehole.
 5. First Russian Circumnavigation in 1803.

ESSAY I DUE END OF WEEK 6

Weeks 7-8: Read: The Pacific Navigators 75-133.

4. The Discoverers: Charting the South Pacific and the quest for Terra Australis Incognita
 1. Guadacanal, The Marquesas Islands, Santa Cruz (Solomons) by Sarmiento and Mendana 1567-
 2. Taomaki, Solomons, New Hebrides by Quiros.
 3. Torres Strait - the long lost report of Luis Vaez de Torres' passage through the Strait in 1606 is found by Alexander Dalrymple (in the 1760s?)
 4. Strait of Le Maire 1615. William Schouten and Jacob Le Maire rounded South America not via Strait of Magellan (which was controlled by a Dutch trading company) but south past Tierra del Fuego.
 5. Tasmania, 1642 by Abel Tasman
 6. Tahiti by the French Mariner Louis de Bougainville who said "I thought I had been transported to a Garden of Eden" upon reaching Tahiti in 1768. Supplemental reading: Adventures in the Wilderness The American Journals of Louis Antoine de Bougainville 1756-1760. 1957. Edited by Edward P. Hamilton, University of Oklahoma Press. Rasmusson Library.
 7. Bougainville Island, NE of Australia, Louisiade Archipelago, Papua New Guinea, Choiseul Islands, and sailed past Australia's Great Barrier Reef
 8. Newfoundland coast charted by James Cook 1763-1767

Week 9 – Begin reading: Longitude by Dava Sobel

5. The Discoveries and Inventions
 1. Astrolabe, cross-staff sightings, compass
 2. The "lunars" required making accurate angle measurements between moon and certain stars, then using "voluminous" tables, one could calculate the difference from Paris (or Greenwich)
 3. Harrison's Clock goes to sea

4. Switching from sails to steam, late 1700s, early 1800s. By 1880s could produce 10K HP. Steam remained dominant until early 20th century with advances in electric motors and the internal combustion engine.
5. Sonar developed in 1914
6. GPS, GoogleEarth and beyond.

Weeks 10-11: Read: Captain Cook Voyages of Discovery, compiled by John Barrow, pages 243-505;

6. Charting the North Pacific, Alaska and the Bering Sea

ESSAY II DUE END OF WEEK 11

Weeks: 12-14: Read Arctic Exploration & International Relations 1900-1932. Fogelson, pages 1-110; Historical Atlas of the Northeast Pacific Ocean, pages 127-135, 140-141.

7. The Polar Explorers. The Arctic and Antarctica
 1. Pytheas of Massalia. The first to travel in far northern Europe and report about it, probably around 320s B.C.E.
 2. James Cook's voyage (1776) via Hawaii, St. Paul, the Chukchi Sea, Unalaska, and Nootka Sound. Supplemental reading: Voyage Around the World Volume 1. Forester, pages 17-226.
 3. The Arctic in the 19th Century -
 1. Sir John Ross
 2. The Hudson's Bay Company
 3. Sir John Franklin. See History of Polar Exploration, pages 95-107.
 4. Otto Kotzebue (1803-1806) Mapped of Bering Strait and Kotzebue Sound
 5. Fedor Lutke's Scientific Voyage around the Pacific 1827-1828.
 6. Mikhail Tebenkov's Atlas "Northwest Coasts of America from Bering Strait to Cape Corrientes and the Aleutian Islands" published in 1852. Maps of St. Lawrence Island, San Francisco Bay, Columbia River,
 7. Raold Amundsen to the Northwest Passage
 8. Fridjof Nansen. See History of Polar Exploration, pages 117-132.

Week 15: Read selected passages in The Farthest North by Fridjof Nansen.

8. Arctic Ice Drift in the Polar Regions: Fridjof Nansen in the Arctic ocean
9. Review

FINAL ESSAY DUE BY EXAM DAY

Course Policies: Make-up essays are possible when arranged in advance. Students who are habitually tardy will have grades lowered. Students who plagiarize will fail the assignment and the class.

Evaluation: Each student will write three essays describing details and providing case studies to document the impact of scientific invention and/or the scientific discovery on 1) human survival, expansion, and migration, or 2) ocean charting and maritime exploration, or 3) modern ocean sciences. Essays will be provided to the instructor as a shared GoogleDoc or sent electronically to the Instructor as a PDF attachment.

Exams will be graded for content and clarity if, generally, words are spelled correctly and the writer uses proper grammar. Each essay must be at least three thousand words in length excluding references. Essay I (100 points) is due end of Week 6, Essay II (100 points) due end

of Week 11, and the Final Essay (200 points) is due by the date of the final exam. Essays will be graded for writing clarity, relevance to maritime history and ocean sciences, and logical organization. Essays must have relevance to scientific invention and/or scientific discovery and the relation to human survival, expansion, and migration, and/ or ocean charting, maritime exploration, or modern ocean sciences.

Support Services: The instructor is available to students during and after class, during office hours, and by appointment.

Academics and Regulations, Students' Rights and Responsibilities: See http://www.uaf.edu/catalog/catalog_10-11/academics/regs3.html#Student_Rights

Disabilities Services: See http://www.uaf.edu/catalog/catalog_10-11/services/serv11.html

Support Services: The Writing Center (<http://www.uaf.edu/english/writing-center/>) offers tutorial and fax-tutorial assistance with grammar, composition, and style. Students connected to the UAF network (Ethernet or wireless on-campus or through VPN off-campus) have access to UAF Library catalogs, electronic journal holdings, and interlibrary loan resources. Miscellaneous support services (e.g., tutorial services, instruction in mathematics skills, academic advising, mentoring and personal support, cultural and social engagement, use of laptop computers, labs, and other technology resources, and direct financial assistance to qualified low-income participants) are available through UAF Student Support services (<http://www.uaf.edu/sss/>).

Curriculum Committee SFOS

Members: Trent Sutton (Chair)
Brenda Konar
Ana Aguilar-Islas
Andres Lopez

25 August 2014

Trial Course

Course Number: MSL 294

Course Title: History of Ocean Exploration

Instructor: Johnson

First Time of Offering: Yes

General Comments and Recommendations:

The course looks very interesting, should be a nice addition to the Marine Science minor.

Faculty Senate Form:

Clarify and Address the following:

- For the Course Identification (point 2), you only provided an overview of the course description which does not address what this section needs – that this course will be offered at the 200 level because it requires minimal prerequisites and will consist of 3 lectures per week with outside readings to augment the lecture material.
- For Frequency of Offering, need to choose if it is to be offered annually or every other year (if demand is sufficient is hard to assess for undergraduate courses).
- For course format, list lecture for the mode of delivery.
- The catalog description must follow the example provided on the form (please revise). Also, prerequisites in that format must be included.
- For course classifications, check the no box since this course is not a part of the baccalaureate core.
- This course should not be repeatable (that designation is reserved for recreation classes, internships, independent studies, etc., and not for traditional lecture-based courses).
- For prerequisites, ENG 111 should be ENGL 111.
- For section 15, state “none”.
- For Estimated Impact, need to state if will need a classroom with videoconference equipment (or not if no plan to videoconference the class) and that the course will be part of the instructor’s approved workload.
- The library collections box should be checked yes since the instructor contacted the library.
- For impacts (point 20), the marine science minor is not a program. Should also replace SFOS with GPMSL. This section, as well as the positive/negative impacts and the justification, should also state that this course will be in support of the Marine Science minor since it will be one of the election options.

Syllabus:

- Eight books are listed for the course reading material. Are these all required? Will students be expected to purchase them? If placed on reserve at the library, will only one copy be sufficient to allow all students access to the material? An alternative would be to photocopy the readings from these textbooks and then make the scans available on Blackboard for students (no copyright issues on Blackboard either).
- The course description must match the catalog description.
- Course learning objectives are very vague – need to spell out and be specific. This is a significant area of focus at the next level of review (UAF Curriculum Review Committee [CRC]).
- The amount of readings for each class period is rather high considering that students taking this course would be sophomores. This point will be brought up by the UAF CRC. Also, the book “The Polar Explorers” does not appear in the reading list.
- The UAF CRC will require additional detail on how the course assignments will be evaluated (will need a grading rubric for the essays). How many points per assignment and what is the percentage breakdown for each category of assignments? What is the grade scale? As stated in this section, a student’s exam will only be graded if it is well written and free of errors (not likely at this level) – this would be difficult to enforce and the UAF CRC will question this policy.
- You should also reference the UAF academic honesty policy – either state it in your syllabus or provide a link to it so that it is explicitly spelled out for students (this can save you a lot of problems if there is an issue with student cheating or plagiarism).
- For disabilities services, please provide their contact information.
- Support Services – Please include the following (cut-and-paste this blurb): The Writing Center (<http://www.uaf.edu/english/writing-center/>) offers tutorial and fax-tutorial assistance with grammar, composition, and style. Students connected to the UAF network (Ethernet or wireless on-campus or through VPN off-campus) have access to UAF Library catalogs, electronic journal holdings, and interlibrary loan resources. Miscellaneous support services (e.g., tutorial services, instruction in mathematics skills, academic advising, mentoring and personal support, cultural and social engagement, use of laptop computers, labs, and other technology resources, and direct financial assistance to qualified low-income participants) are available through UAF Student Support services (<http://www.uaf.edu/sss/>).