

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> 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	B.L. Norcross	Phone	7990
Email Contact	norcross@ims.uaf.edu	Faculty Contact	Dr. Brenda L. Norcross

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

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

3. PROPOSED COURSE TITLE:

4. CROSS LISTED? YES/NO Yes If yes, Dept: Course #
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

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

6. FREQUENCY OF OFFERING:
(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

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 one) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

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

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/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

MSL 694 Scientific Writing Techniques 3cr.

The objective of this course is to learn easy-to-follow scientific writing techniques, especially for fisheries and marine science publications. The course will cover writing techniques ranging from figure and table legends through submission for publication. Topics include writing approaches, outlines, style, grammar, punctuation, and editorial review. A draft manuscript will be written. This course is beneficial for new or experienced graduate students.

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities N = Natural Science S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

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

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

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? TIMES

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:

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES Graduate Standing only or permission of the instructor

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

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

\$

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No Yes

If yes, give semester, year, course #, etc.: MSL 693 Spring 2009;MSL 697 Fall 2003

18. ESTIMATED IMPACT

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

Only classroom and video access needed

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffklj@uaf.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

3February 2010: Norcross to Karen Jensen:

I have consulted with Anne Christie, BioSciences Librarian about materials for this course. Anne directed me to you but passed on some information about library support. Between the Rasmuson and BioSciences Libraries, all four books listed in the syllabus are currently in the library collection. Two of the four titles, Successful Scientific Writing 3rd ed and Scientists Must Write, 2nd ed, are also available online through the library's subscription to the Electronic Book Library (EBL). In addition, the library has 15 books with the Library of Congress subject "Technical writing" and published since 2000 which are potentially useful to students taking this course.

3 February 2010 Karen Jensen wrote:

Hi Brenda

Actually all you need to do is just check "yes" on the course proposal form. Sounds like you're all set! Do let me know if you or your students have any problems with EBL; we're still in an experimental phase with this database, although so far everything is going well.

Good luck with your class.

Karen Jensen
Collection Development Officer
Rasmuson Library
University of Alaska Fairbanks
907-474-6695
kljensen@alaska.edu

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)*

There will be a demand for a three-hour video class per week. Students will use computer time And space for access to Blackboard and will communicate to the instruction and each other via Blackboard and email. By being offered to all GPMSL and FISH students they will all have the option to improve their writing skills. Taking this course will offer students a different prospective to writing than that offered by the advisor or committee.

21. POSITIVE AND NEGATIVE IMPACTS

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

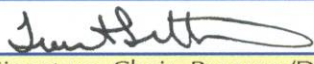
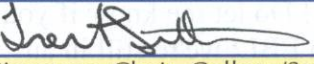
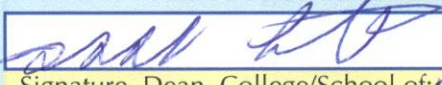
The proposed course does not duplicate other classes. It should positively affect the quality of theses (MSL 699). When I offered the class in 2009 I received very positive feedback. Students learn writing techniques and approaches that make writing less intimidating for them. They developed a support peer group to assist in their writing. Participation in this course will assist students to complete their theses. This course is more comprehensive and writing intensive than the 1-cr course traditionally offered by Smoker. It can replace the course formerly taught by Smoker.

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.

My experience is that many graduate students do not have the skills they need for writing scientific publication, which lengthens the amount of time that it takes a student to complete a graduate degree. This course is intended to give students techniques that will make their written communication more effective. Students and faculty members have requested this course.

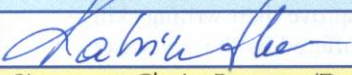
APPROVALS:

	Date	03/15/2010
Signature, Chair, Program/Department of: Fish Division, Academic Head		
	Date	03/15/2010
Signature, Chair, College/School Curriculum Council for: SPOS Curricula Committee		
	Date	3/17/10
Signature, Dean, College/School of: NRSRE SPOS		
	Date	
Signature of Provost (if applicable)		
Offerings above the level of approved programs must be approved in advance by the Provost.		

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

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (If required)

	Date	15 March 2010
Signature, Chair, Program/Department of: GPMGL		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>. The department and campus wide 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 change will 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 Student Learning Outcomes (more specific)

6. 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.).

7. 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.

8. Course policies:

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

9. 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.)

10. Support Services:

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

11. 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.

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

Scientific Writing Techniques MSL 694

Credits: 3 cr
Prerequisites: Graduate standing or permission of the instructor
Class locations: Video from Fairbanks (ONL 201) to Juneau (Lena Point Bldg) and other locations
Class time: Mondays 1530 – 1830 hrs
Instructor: Dr. Brenda L. Norcross
Office: ONL 131
Office hours: Mondays 1330-1530 hrs
Other times available by appointment; please set up via email.
Telephone: 474-7990
Email: norcross@ims.uaf.edu

Required text:

Successful Scientific Writing: A Step-by-Step Guide for the Biological and Medical Sciences

By Robert W. Matthews

Published by Cambridge University Press, 2007

ISBN 0521699274, 9780521699273

240 pages

Recommended texts (readings in these texts are required):

Sleeping Dogs Don't Lay: Practical Advice for the Grammatically Challenged

By Richard Lederer and Richard Dowis

Published by Macmillan, 2001

ISBN 0312263945, 9780312263942

224 pages

Scientists Must Write: A Guide to Better Writing for Scientists, Engineers and Students

By Robert Barrass

Published by Routledge, 2002

ISBN 0415269962, 9780415269964

204 pages

Other recommended resources, not required:

Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation

By Lynne Truss

Published by Gotham, 2004

ISBN 1592400876, 9781592400874

209 pages

Additional readings: Refereed journal articles will be available on the class website on Blackboard or through ERes.

Course description: The course will cover writing techniques ranging from figure and table legends through submission for publication. Topics include writing approaches, outlines, style, grammar, punctuation, and editorial review. A draft manuscript will be written. This course is beneficial for new or experienced graduate students.

Course goals: The objective of this course is to learn easy-to-follow scientific writing techniques, especially for fisheries and marine science publications.

Student learning outcomes: Student will be competent to write, review, and submit a scientific article to a reputable peer-reviewed journal.

Instructional methods: Lecture and discussion, via video conferencing, pertaining to assigned reading in text and additional current literature assigned. Participation in class discussion is required of all students. Blackboard is used for class organization, reading assignments, source of supplemental reading and online discussion. Response to assignments and participation in online discussion on Blackboard is required of all students.

Format: Each class is structured with a short lecture of the topic, which is followed by a 5-min break. A discussion of the topic and the contributions that the students posted on Blackboard constitutes the second half each class period.

Course calendar, topics and reading assignments:

Wk1	24 January 2011	Why write, why publish? Barrass, pp. 1-6
Wk2	31 January 2011	Is that what you meant? Blackboard
Wk3	7 February 2011	Writing backwards (Blackboard) Matthews & Matthews, Chapter 2, pp. 31-48
Wk4	14 February 2011	Now I see! Matthews & Matthews, Chapter 3, pp. 56-78 Barrass, Chapter 10, pp. 105-116
Wk5	21 February 2011	Write now See Blackboard
Wk6	28 February 2011	Words, words, words Matthews & Matthews, Chapter 6, pp. 119-140
Wk 7	7 March 2011	Language, vocabulary, terms, expressions, lexis Matthews & Matthews, Chapter 7, pp. 153-181 Barrass, Chapter 7, pp. 67-79, electronic reserve Lederer and Dowis, Chapters 2 & 3, pp. 31-87
Wk8	14 March 2011	Say what? Grammar, punctuation and capitalization (NASA doc) Lederer and Dowis, Chapters 4, 5 & 6, pp. 88-125

- Lederer and Dowis, Chapters 8, Commas
 Matthews & Matthews, exercise 7.5, pp. 180-181
- Wk9 28 March 2011 You've got style
 ERes – Writing for Fisheries Journals: Usage and Style by John Hunter, editor
 ERes – “Writ for Fish J: don't care and English prose” by John Hunter, ed., pp. 75-78
 Matthews & Matthews, Chapter 2, First Draft
- Wk10 4 April 2011 To learn to write - you must learn to review
 See Blackboard for articles: “Guide for Reviewers”
 “the-scientist-peer review.pdf”, “The-scientist-peer review-authors.pdf”
- Wk11 11 April 2011 Negotiating the peer-review system, Part 1
 Authorship, choosing a journal, how and why to follow journal directives
 ERes – “Writ for Fish J: don't care and English prose” by John Hunter, ed. 1990,
 Dizon & Rosenberg, “Einstein”, pp. 65-74
 Matthews and Matthews, Chapter 8
 Ref: Matthews & Matthews, Appendix 2, pp. 221-231
- Wk12 18 April 2011 Negotiating the peer-review system, Part 2
 how to submit an article, including letter to the editor
 how to resubmit a revised article, including letter to the editor
 online publishing, bias in publishing
- Wk13 25 April 2011 It's critical
 Matthews & Matthews, Chapter 5, Revising
 Lederer and Dowis, Chapter 10, Ten-minute writing lesson
- Wk14 2 May 2011 Review of student writing
- Wk15 9 May 2011 Review of student writing
 During these last two days we will help each student revise the writing that he/she submitted for review. Everyone gets equal time.

Assignments: Multiple readings for each class. Expect approximately 3 hrs of reading for each hour of in-class time. See Blackboard “Course Documents” for all assignments. Some are listed here, but final list of documents will be posted on website. The Blackboard class “Discussion” site is where you will post your readings and comments. The major assignment for this class is production of a manuscript draft, though an early-career student may submit a proposal

Course policies: I expect all students to attend class and to participate. If you have a schedule conflict, e.g., attending a meeting, going to sea, please inform me in advance. You are responsible for any material that is covered in your absence, i.e., readings and Blackboard discussion. Prior to your departure you and I will agree on a time frame for Blackboard postings. You are all adults and as such are responsible for your learning. The objective of the classroom and Blackboard discussions is to enhance your learning by interaction with other students who have different ideas and contributions that I do. Thus you have an obligation to not only learn from them, but to participate and help them learn from you.

For each class period there is an assignment posted on Blackboard. All assignments require you to post a response in the Discussion section of Blackboard for the entire class to read and respond. All responses must be posted 24 hrs before class to allow time to read and reply.

The major assignment for this class is production of a manuscript draft, though an early-career student may submit a proposal. Within the first three weeks of class, the students discuss their writing projects. Each student gives a 3-sentence summary of his/her topic. We then collectively assign two primary reviewers to each and compile a schedule for due dates and reviews. The number of class days required for review presentations is dependent upon the number of students registered for the class. Thus, the last few weeks of the course schedule might have to be altered to accommodate all reviews. First drafts are due for access by primary reviewers four weeks before scheduled in-class reviews. The primaries return reviews to the students two weeks before the in-class reviews are scheduled. Second drafts must be posted on Blackboard for access by the whole class one week before the in-class review is scheduled.

Evaluation: MSL 694 (Pass/Fail)

Discussion participation in class and on Blackboard, and submission of writing as well as constructive critique of classmates writing is required to pass.

All students have an obligation to participate verbally in class and respond respectfully to ideas of fellow students. Students are evaluated on the timeliness and quality of Blackboard postings. The second half of the semester is more writing intensive. Two articles will be reviewed and formal, professional letters of review will be written. Students will be evaluated on format and style of letters and thoughtfulness and thoroughness of reviews. Each student will produce a manuscript draft during the semester, though an early-career student may submit a proposal. Presentation critiques are made by the primary reviewers. All students are responsible for reading and contributing to thoughtful discussion and critique of the writing of each class member. As part of the presentation, the writer verbally responds to the reviewers.

Support Services: All questions regarding this course should be directed to: Brenda Norcross, norcross@ims.uaf.edu, or phone (907)474-7990

UAF's English Department has a Writing Center that you are welcome to use as an additional resource.

<http://www.alaska.edu/english/studentresources/writing/about-the-writing-center/>

However, be advised that it is not geared toward scientific writing as this writing course is.

Additional academic help, non-subject oriented, can be obtained through the SFOS

Academic Coordinator's office:

Christina Neumann

Phone: 907- 474-5840

email: neumann@sfos.uaf.edu

Madeline Scholl
email: m.scholl@sfos.uaf.edu
Phone: 907- 474-7289

Disability Services: I will work with the Office of Disability Services (208-WHIT, 474-5655) to provide reasonable accommodations to students with disabilities. Please inform me if you need support. Also inform me if you are color blind and I will adjust Blackboard postings to accommodate everyone.

Curriculum Committee SFOS

Members: Trent Sutton (Chair)
Katrin Iken
Jeremy Mathis

15 February 2010

Trial Course

Course Number: MSL 694

Course Title: Scientific Writing Techniques

Response from:

Instructor: Brenda Norcross

7 March 2010

First Time of Offering: No

General Recommendations:

A discussion held by the SFOS Curriculum Committee regarding this course pertained to whether the instructor would be willing to cross list the course with a FISH designation. **I would be happy to cross list course with a FISH designation.** This would potentially increase course enrollment by making it more visible to fisheries students.

Faculty Senate Form:

Clarify and Address the following:

- If willing to cross list, then state yes and FISH in section 4 **DONE**
- Section 13 – The course is listed as pass/fail; given the workload, the committee strongly recommends that the course adopt a letter-grade system **DONE**
- Section 14 – Must state “or permission of instructor” **DONE**
- Section 17 – Only taught spring 2009 before? List all of the other times the course has been taught **DONE**
- Section 19 – Must state the time, date, and individual contacted at the library **DONE**
- All courses have some impact (section 20). For example, wouldn't this course impact GPMSL and FISH? You can elaborate on that in section 21. If a course cannot have at least a positive impact (you provided none), should we even be offering it? **DONE**
- Section 21 – There is an existing course on writing for fisheries journals that has historically been offered from Juneau by Bill Smoker. Does this course overlap with that course? **Addressed in Section 21**

Syllabus:

- Are the three required textbooks affordable and easy to obtain? **When I taught the course in 2009 I only required the first text, by Matthews. The other texts were copied and available via ERS. Those are still available on ERS. I can do that again. I sympathize with students having to purchase too many texts.**

However, the students need to read all the text material. It helps with the concepts. I will change the syllabus to reflect that one text is required and purchase of the other two is recommended, but that the reading is required.

- Course description – The first line is poorly worded. Might be a good idea to fix that on a syllabus for a writing class. Revised
- The committee had a series of questions on assignments and course policies. Note that I add a section called 'Format' after 'Instructional Methods'. What are the assignments? They are posted on Blackboard weekly. Typical assignments for the first eight weeks are to post good and bad examples of figures, tables, abstracts, conclusions, etc. How many are there? One for every class. What are the expectations for critiquing the writing assignments? They learn to write professional reviews of papers. The students critique a published article and an article that I am writing prior to critiquing each others' papers. What is the procedure for paper revision and iterative writing? Within the first three weeks of class, the students discuss their writing projects. Each student gives a 3-sentence summary of his/her topic. We then collectively assign two primary reviewers to each and compile a schedule for due dates and presentations of reviews. First drafts are due for access by primary reviewers four weeks before in-class reviews. The primaries return reviews to the students two weeks before the in-class reviews are due. Second drafts must be posted on Blackboard for access by the whole class one week before the presentation is scheduled. Presentation critiques are made by the primary reviewers. All students are responsible for contribution to thoughtful discussion and critique of the writing of each class member. As part of the presentation, the writer verbally responds to the reviewers. What are the exams that are listed and how does giving exams fit within the context of this course? Sorry, that was a mistake. There are no exams. Why is there not a letter grading system given the high workload? Because my personal philosophy of education disagrees with grades. I find students in my classes to be highly motivated and not driven by grades. When I taught this class as pass/fail in 2009 it was successful. I do not believe the students would have responded differently or participated more to earn an A. They seemed to have a sense of responsibility for themselves and to their fellow students.
- Evaluation – Please provide more detail, should be tied into the above questions. Done

Deleted:

Deleted: