

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

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(g) requires GEOC approval; (S) requires Senate approval.
 C&C approved copy of (g) and (S) courses must be submitted to GEOC and the Senate through the [Curricular Action Request form](#).
 (x) means that a proposal is proposed for CLAS GEAR x.

1 Preliminaries

Minutes of December 8, 2015 meeting were approved by email vote on December 17, 2015.

2 Approvals by the chair

Factotum courses:

CHEM 5398. Variable Topics in Chemistry

1-3 credits. Open to graduate students in Chemistry and related areas.

A course covering themes that are applicable to students in all divisions of chemistry.

PSYC 5271. Special Topics in Behavioral Neuroscience

3 credits. May be repeated for credit with a change in topic.

PSYC 5371. Special Topics in Clinical Psychology

3 credits. May be repeated for credit with a change in topic.

PSYC 5471. Special Topics in Developmental Psychology

3 credits. May be repeated for credit with a change in topic.

PSYC 5571. Special Topics in Cognitive Science

3 credits. May be repeated for credit with a change in topic.

PSYC 5671. Special Topics in Industrial/Organizational Psychology

3 credits. May be repeated for credit with a change in topic.

PSYC 5771. Special Topics in Social Psychology

3 credits. May be repeated for credit with a change in topic.

3 Old Proposals

2015-190 Change ANTH 3004. Cultural Research

Full Materials

Current Catalog Copy:

ANTH 3004. Cultural Research

Variable (one to three) credits.

The theoretical foundations and basic methods used to collect and analyze cultural data.

Proposed Catalog Copy:

ANTH 3004. Cultural Research

Three credits.

The course provides students with the theoretical foundations of ethnographic research and gives them practical experience using and analyzing data from the basic methods of observation, digital representation, informal interviews, and systematic cultural assessment.

Changes Highlighted:

ANTH 3004. Cultural Research

~~Variable (one to three)~~ Three credits.

~~The theoretical foundations and basic methods used to collect and analyze cultural data~~ course provides students with the theoretical foundations of ethnographic research and gives them practical experience using and analyzing data from the basic methods of observation, digital representation, informal interviews, and systematic cultural assessment.

4 New Proposals

2015-001 Add COMM 2100. Professional Communication (S)

[Full Materials](#)

Proposed Catalog Copy:

COMM 2100. Professional Communication

Three credits. Prerequisite: COMM 1000. Recommended: COMM 1100

The principles of communication in business and professional environments. Focus on the refinement of communication skills necessary to succeed in professional contexts.

2015-002 Add COMM 2940. Fundamentals of Digital Production (S)

[Full Materials](#)

Proposed Catalog Copy:

COMM 2940. Fundamentals of Digital Production

Three credits. Prerequisite: COMM 1000.

Fundamentals associated with the production of digital video, audio, and images to communicate with various audiences. Students rotate through various roles of pre-production, production, and post-production processes in the creation of multimedia projects.

2015-003 Change COMM 4650. Design of Human Communication Systems

[Full Materials](#)

Current Catalog Copy:

COMM 4650. Design of Human Communication Systems

Credits and hours by arrangement. Prerequisite: COMM 1300; open to juniors or higher. Recommended preparation: COMM 3300. With a change in content, this course may be

repeated once for credit.

Application of communication theory and principles of information science to the design of modern systems of communication, with consideration given to the physical and social settings in which they will be used.

Proposed Catalog Copy:

COMM 4650. Human-Computer Interaction

Three credits. Prerequisite: COMM 1300; open to juniors or higher. Recommended preparation: COMM 3600.

Human interaction with computer technology and methods of evaluating communication systems for different populations and usage goals.

Changes Highlighted:

COMM 4650. ~~Design of Human Communication Systems~~Human-Computer Interaction

~~Credits and hours by arrangement.~~ Prerequisite: COMM 1300; open to juniors or higher. Recommended preparation: COMM ~~3300.~~ ~~With a change in content, this course may be repeated once for credit.~~3600.

~~Application of~~ The evaluation of how humans and computers interact involves the application of communication theory and principles of information science to ~~the design of modern systems of communication, with consideration given to the physical and social settings in which they will be used~~ communication technology. This course will focus on how people interact with technology and teach methods of evaluating communication systems for different populations and usage goals.

2015-004 Change COMM 4940. Television Production

Full Materials

Current Catalog Copy:

COMM 4940. Television Production

Three credits. Prerequisite: COMM 1000 and 1300; open to juniors or higher.

Hands-on broadcast and industrial video production. Students will rotate through all studio positions for a televised production and complete field shoots and editing for an electronic field production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting will be included in each class project.

Proposed Catalog Copy:

COMM 4940. Digital Video Production

Three credits. Prerequisite: COMM 1000, 1300, and 2940 or consent of instructor. Open to juniors or higher.

Hands-on work in digital video production. Students rotate through all production positions

4.5 2015-005 Add PSYC 3302W Autism and Developmental Disorders (g)(s)

for a digital production and complete field shoots and editing for a narrative production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting included in each class project.

Changes Highlighted:

COMM 4940. ~~Television~~ Digital Video Production

Three credits. Prerequisite: COMM 1000 ~~and~~, 1300; ~~open~~, and 2940 or consent of instructor. Open to juniors or higher.

Hands-on ~~broadcast and industrial work in digital~~ video production. Students will rotate through all ~~studio major production~~ positions for a ~~televised digital~~ production and complete field shoots and editing for ~~an electronic field a narrative~~ production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting will be included in each class project. An emphasis will be placed on the communicative power of digital media.

2015-005 Add PSYC 3302W Autism and Developmental Disorders (g)(s)

Full Materials

Proposed Catalog Copy:

PSYC 3302W Autism and Developmental Disorders

Three credits. Prerequisite: PSYC 2300, and PSYC 2400; ENGL 1010 or 1011 or 2011 or 3800. Open to juniors or higher.

Identification, treatment, education, and support of individuals with developmental concerns, particularly autism spectrum disorders.

2015-006 Add PSYC 5424. Language Modality, Neural Plasticity, and Development

Full Materials

Proposed Catalog Copy:

PSYC 5424. Language Modality, Neural Plasticity, and Development

3 credits. Seminar. Open to graduate students in PSYC, LING, SLHS; others with consent of instructor.

An integrative approach that reveals the contribution of sign language research to the understanding of human neural plasticity. Diverse research programs and methodologies (e.g., emerging languages, neuroimaging) are combined with behavioral studies (e.g., cognitive psychology) to address the effects of variable language experiences on language development, cognitive development, and neural organization for language.

2015-007 Change Urban and Community Studies Major

Full Materials

Current Catalog Copy:

4. Two additional courses selected from group 2, group 3, or the following list:

- ECON 2328, 2431, 3431; ECON/URBN 3439;
- EDLR 3547/W;
- ENGL 3235W;
- GEOG 4200W;
- HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFRA/HRTS 3563; HIST/AFRA 3568;
- HDFS 2001, 3110; 3510, 3530, 3540;
- INTD 3584;
- LLAS 3270/POLS 3662;
- POLS/AFRA 3642; POLS/HRTS 3212; POLS 2622, 3617, 3847;
- PP 3001, 3020, 4033; PP 3033/AFRA 3033/POLS 3633;
- SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 2301, 3501, 3521, 3601, 3907; SOCI/AFRA/HRTS 3825; SOCI 3903/URBN 3276;
- URBN 3981/3991 (3 credits combined) or INTD 3594; URBN 3993, 3995, 3998, 4497W, 4999.

Proposed Catalog Copy:

4. Two additional courses selected from group 2, group 3, or the following list:

- ECON 2328, 2431, 3431; ECON/URBN 3439;
- EDLR 3547/W;
- ENGL 3235W;
- GEOG 4200W;
- HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFRA/HRTS 3563; HIST/AFRA 3568; HIST/URBN 3650;
- HDFS 2001, 3110; 3510, 3530, 3540;
- INTD 3584;
- LLAS 3270/POLS 3662;

- POLS/AFRA 3642; POLS/HRTS 3212; POLS 2622, 3617, 3847;
- PP 3001, 3020, 4033; PP 3033/AFRA 3033/POLS 3633;
- SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 2301, 3501, 3521, 3601, 3907; SOCI/AFRA/HRTS 3825; SOCI 3903/URBN 3276;
- URBN 3981/3991 (3 credits combined) or INTD 3594; URBN 3993, 3995, 3998, 4497W, 4999.

Changes Highlighted:

4. Two additional courses selected from group 2, group 3, or the following list:

- ECON 2328, 2431, 3431; ECON/URBN 3439;
- EDLR 3547/W;
- ENGL 3235W;
- GEOG 4200W;
- HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFRA/HRTS 3563; HIST/AFRA 3568; [HIST/URBN 3650](#);
- HDFS 2001, 3110; 3510, 3530, 3540;
- INTD 3584;
- LLAS 3270/POLS 3662;
- POLS/AFRA 3642; POLS/HRTS 3212; POLS 2622, 3617, 3847;
- PP 3001, 3020, 4033; PP 3033/AFRA 3033/POLS 3633;
- SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 2301, 3501, 3521, 3601, 3907; SOCI/AFRA/HRTS 3825; SOCI 3903/URBN 3276;
- URBN 3981/3991 (3 credits combined) or INTD 3594; URBN 3993, 3995, 3998, 4497W, 4999.

2015-008 Change BIOL 1110. Introduction to Botany (g)(s)

[Full Materials](#)

Current Catalog Copy:

BIOL 1110. Introduction to Botany

Four credits. Three class periods and one 3-hour laboratory period. Students may not receive more than 12 credits for courses in biology at the 1000 level. Goffinet Structure, physiology and reproduction of seed plants as a basis for an understanding of the broader principles of biology as well as the relation of plants to human life. Includes a survey of the important groups throughout the plant kingdom. A fee of \$10 is charged for this course. CA 3-LAB.

Proposed Catalog Copy:

BIOL 1110. Introduction to Botany

Four credits. Three class periods and one 3-hour laboratory period. Students may not receive more than 12 credits for courses in biology at the 1000 level. Designed to provide a foundation for more advanced courses in Biology and related sciences. Structure, physiology, reproduction, diversity, evolution and ecology of plants as a basis for an understanding of the broader principles of biology; surveys important groups of plants, fungi and algae. A fee of \$10 is charged for this course. CA 3-LAB.

Changes Highlighted:

BIOL 1110. Introduction to Botany

Four credits. Three class periods and one 3-hour laboratory period. Students may not receive more than 12 credits for courses in biology at the 1000 level. ~~Goffinet~~ Designed to provide a foundation for more advanced courses in Biology and related sciences. Structure, physiology ~~and reproduction of seed-~~ reproduction, diversity, evolution and ecology of plants as a basis for an understanding of the broader principles of biology ~~as well as the relation of plants to human life. Includes a survey of the important groups throughout the plant kingdom;~~ surveys important groups of plants, fungi and algae. A fee of \$10 is charged for this course. CA 3-LAB.

2015-009 Add ASLN 2700. Interpreting in Various Settings (S)

Full Materials

Proposed Catalog Copy:

ASLN 2700. Interpreting in Various Settings

Three credits. Prerequisite: ASLN 1102. The study of interpreting American Sign Language and English within a variety of settings with a primary focus on educational interpreting.

2015-010 Add ASLN 2800. Consecutive Interpreting (S)

Full Materials

Proposed Catalog Copy:

ASLN 2800. Consecutive Interpreting

Three credits. Prerequisite: ASLN 1102.

Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues and a focus on community, medical and video relay interpreting.

2015-011 Add ASLN 3305 Advanced American Sign Language

[Full Materials](#)

Proposed Catalog Copy:

ASLN 3305 Advanced American Sign Language

Three credits. Prerequisite: ASLN 1104

Advanced study of American Sign Language and Deaf culture.

2015-012 Add Minor in Interpreting American Sign Language and English

[Full Materials](#)

Proposed Catalog Copy:

Interpreting between American Sign Language and English

All students enrolled in this minor are required to complete the following four courses (12 Credits):

- ASLN 3305 Advanced Study of American Sign Language and Deaf Culture
- ASLN 2500 Introduction to Interpreting American Sign Language and English
- ASLN 2600 Process of Interpreting
- ASLN 2700 Interpreting in Various Settings

Beyond these, students must complete one additional course from the following list (3 credits):

- ASLN 2800 Consecutive Interpreting
- LING 2850 Introduction to Sociolinguistics of the Deaf Community

2015-013 Change MCB 5670. Theory And Practice Of Laboratory Techniques In Microbiology

[Full Materials](#)

4.14 2015-014 Change MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Current Catalog Copy:

MCB 5670. Theory And Practice Of Laboratory Techniques In Microbiology

Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit.

Prerequisite: MCB 5427 or consent of instructor

Proposed Catalog Copy:

MCB 5670 - Theory And Practice Of Laboratory Techniques In Microbiology

Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit.

Prerequisite: Instructor consent required.

Changes Highlighted:

MCB 5670 - Theory And Practice Of Laboratory Techniques In Microbiology

Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit.

~~Prerequisite: MCB 5427 or consent of instructor~~Instructor consent required.

2015-014 Change MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Full Materials

Current Catalog Copy:

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit.

Prerequisite: MCB 5670 (section 003) or consent of instructor.

Proposed Catalog Copy:

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit.

Instructor consent required.

Changes Highlighted:

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit.

~~Prerequisite: MCB 5427 or consent of instructor~~[Instructor consent required.](#)

2015-015 Change Molecular and Cell Biology Major

Full Materials

Current Catalog Copy:

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Courses required for the major: at least 24 credits in MCB, including:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, 3414, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB

2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

Proposed Catalog Copy:

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Requirements for the major:

At least 24 credits of MCB courses

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

Required Courses:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, 3414, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

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Changes Highlighted:

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

~~Courses required~~ Requirements for the major:~~at~~

At least 24 credits in MCB of MCB courses

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, including: 3989 and 4989 may count toward the 24 credit requirement.

Required Courses:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

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To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

5 Appendix of Materials

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: **12/8/15**
2. Department requesting this course: **Communication**
3. Semester and year in which course will be first offered: **Fall, 2016**

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

2100. Professional Communication

Three credits. Prerequisite: COMM 1000. Recommended: COMM 1100

The principles of communication in business and professional environments. Focus on the refinement of communication skills necessary to succeed in professional contexts.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: **COMM**
2. Course Number: **2100**
3. Course Title: **Professional Communication**
4. Number of Credits: **3**
5. Course Description (second paragraph of catalog entry): **The principles of communication in business and professional environments. Focus on the refinement of communication skills necessary to succeed in professional contexts.**

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: **COMM 1000**
 - a. Consent of Instructor, if applicable: **No**
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable: **COMM 1100**
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: **No**
11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: _____
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: **No**

Justification

1. Reasons for adding this course: This course is designed to fulfill a gap in skills-based courses in Communication. The current COMM curriculum alludes to some of these skills in limited contexts (such as in COMM 1000 and 1100, as well as individual assignments in theory-based courses such as 3100) but no course currently exists that focuses specifically on the key skills related to professional communication that students in the field are expected to possess when they graduate. Three courses exist in the broader catalogue that are similar, but each serve differing purposes: ENGL 1012w (Business Writing) is geared towards English majors with two ENGL prerequisites and focuses on written communication, BUSN 4075w (Business Communications) is geared towards upper-level Business majors and restricted to students in the school of business, and HDFS 4007w (Professional Communication in Human Development and Family Studies) is geared towards those in the HDFS field and limited to HDFS majors. This course will provide a concentrated focus on Professional Communication skills across both in-person and multimedia contexts, and will better prepare students in Communication to successfully engage their upper-level courses and ultimately the workplace.

2. Academic merit: Employers demand excellent communication skills, and actively seek this trait in new hires. Students studying communication are expected to maintain certain critical skills related to professional interaction. Specifically: the ability to compose resumes, cover letters, and professional correspondence; maintain a professionally-appropriate social media presence; orally present business-relevant information succinctly and rapidly; master the use of common tools for visual aids (such as Powerpoint and basic layout/image editing;) consider diverse audiences and anticipate their needs and goals; and successfully field and respond to professional questions from other individuals. This course focuses on these competencies and trains students for a lifetime of professional interactions across a variety of contexts.

3. Overlapping courses: COMM 1000, 1100, 3100, 4120, 4820, 4930w; ENGL 1012w; BUSN 4075w; HDFS 4007w.

4. Number of students expected: 35 per semester

5. Number and size of sections: 1 section with 35 students

6. Effects on other departments: Some departments may choose to make this course a related course, but there are no completely redundant courses in other departments. This course being specifically geared towards Communication majors and positioned at the 2000 level, no conflicts are anticipated.

7. Effects on regional campuses: None

8. Staffing: Stephen Stifano, Visiting Assistant Professor will primarily teach the course, but other faculty may also wish to teach the course.

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1: NA
(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E: _____

c. Provide justification for inclusion in CLAS area, A-E: NA
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by

Department Curriculum Committee: 12/8/15

Department Faculty: 12/8/15

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen C. Stifano, Ph.D.

Stephen.Stifano@uconn.edu

(401)323-4652

Syllabus

A syllabus for the new course must be attached to your submission email.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

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1. Date: **12/8/15**
2. Department requesting this course: **Communication**
3. Semester and year in which course will be first offered: **Fall, 2016**

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

2100. Professional Communication

Three credits. Prerequisite: COMM 1000. Recommended: COMM 1100

The principles of communication in business and professional environments. Focus on the refinement of communication skills necessary to succeed in professional contexts.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: **COMM**
2. Course Number: **2100**
3. Course Title: **Professional Communication**
4. Number of Credits: **3**
5. Course Description (second paragraph of catalog entry): **The principles of communication in business and professional environments. Focus on the refinement of communication skills necessary to succeed in professional contexts.**

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: **COMM 1000**
 - a. Consent of Instructor, if applicable: **No**
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable: **COMM 1100**
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: **No**
11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: _____
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: **No**

Justification

1. Reasons for adding this course: This course is designed to fulfill a gap in skills-based courses in Communication. The current COMM curriculum alludes to some of these skills in limited contexts (such as in COMM 1000 and 1100, as well as individual assignments in theory-based courses such as 3100) but no course currently exists that focuses specifically on the key skills related to professional communication that students in the field are expected to possess when they graduate. Three courses exist in the broader catalogue that are similar, but each serve differing purposes: ENGL 1012w (Business Writing) is geared towards English majors with two ENGL prerequisites and focuses on written communication, BUSN 4075w (Business Communications) is geared towards upper-level Business majors and restricted to students in the school of business, and HDFS 4007w (Professional Communication in Human Development and Family Studies) is geared towards those in the HDFS field and limited to HDFS majors. This course will provide a concentrated focus on Professional Communication skills across both in-person and multimedia contexts, and will better prepare students in Communication to successfully engage their upper-level courses and ultimately the workplace.

2. Academic merit: Employers demand excellent communication skills, and actively seek this trait in new hires. Students studying communication are expected to maintain certain critical skills related to professional interaction. Specifically: the ability to compose resumes, cover letters, and professional correspondence; maintain a professionally-appropriate social media presence; orally present business-relevant information succinctly and rapidly; master the use of common tools for visual aids (such as Powerpoint and basic layout/image editing;) consider diverse audiences and anticipate their needs and goals; and successfully field and respond to professional questions from other individuals. This course focuses on these competencies and trains students for a lifetime of professional interactions across a variety of contexts.

3. Overlapping courses: COMM 1000, 1100, 3100, 4120, 4820, 4930w; ENGL 1012w; BUSN 4075w; HDFS 4007w.

4. Number of students expected: 35 per semester

5. Number and size of sections: 1 section with 35 students

6. Effects on other departments: Some departments may choose to make this course a related course, but there are no completely redundant courses in other departments. This course being specifically geared towards Communication majors and positioned at the 2000 level, no conflicts are anticipated.

7. Effects on regional campuses: None

8. Staffing: Stephen Stifano, Visiting Assistant Professor will primarily teach the course, but other faculty may also wish to teach the course.

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1: NA
(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E: _____

c. Provide justification for inclusion in CLAS area, A-E: NA
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by

Department Curriculum Committee: 12/8/15

Department Faculty: 12/8/15

2. Name, Phone Number, and e-mail address of principal contact person:

Stephen C. Stifano, Ph.D.

Stephen.Stifano@uconn.edu

(401)323-4652

Syllabus

A syllabus for the new course must be attached to your submission email.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: **12/8/15**
2. Department requesting this course: **Communication**
3. Semester and year in which course will be first offered: **Fall, 2016**

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

2940. Fundamentals of Digital Production

Three credits. Prerequisite: COMM 1000.

Surveys the fundamentals associated with the production of digital video, audio, and images to communicate with various audiences. Students will rotate through various roles of pre-production, production, and post-production processes in the creation of multimedia projects.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: **COMM**
2. Course Number: **2940**
3. Course Title: **Fundamentals of Digital Production**
4. Number of Credits: **3**
5. Course Description (second paragraph of catalog entry): **Surveys the fundamentals associated with the production of digital video, audio, and images to communicate with various audiences. Students will rotate through various roles of pre-production, production, and post-production processes in the creation of multimedia projects.**

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: **COMM 1000**
 - a. Consent of Instructor, if applicable: **No**
 - b. Open to sophomores/juniors or higher: **Sophomores or Higher**
8. Recommended Preparation, if applicable: **N/A**
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: **No**
11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: _____
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:

(Please consult CLAS guidelines for areas A-E.)

13. S/U grading: **No**

Justification

1. Reasons for adding this course: Currently, no course in Communication examines the production aspect of various digital technologies and modalities. This course will provide an opportunity for Communication students interested in creating digital video, audio, and still image content to learn the fundamentals of such practices and their communicative potential. While there are courses in ART and DMD that deal with the production of similar forms of media, they are largely restricted to enrolling their respective majors and built upon their broader departmental curricula – they are not designed to supplement the theoretical training of Communication students. This course will fill this gap in the Communication curriculum.

2. Academic merit: With the growth of social media and technology, the ability to create both still and moving digital images is an increasing asset to individuals in the field of Communication. In doing so, it is important for students to not just understand the techniques and workflow associated with digital production, but also to merge this understanding with the fundamental goals of Communication with a given work of media. To that end, this course will fuse practical training with theoretical understanding, while also considering the nuances of tailoring production works to diverse audiences. This course will build upon fundamentals taught in COMM 1000 to carefully consider the roles of creators (as senders), audiences (as receivers), and digital media (as message) in a broader process of mediated communication. Furthermore, the understanding of *how* such works of media are created will better fortify students to study broader subjects in the field of communication, such as Media Effects and New Communication Technologies. With students of communication frequently finding work in jobs that require a fusion of theoretical understanding of communication and practical skills for message creation and dissemination, this class offers vital information to students. Ultimately, this course provides Communication students with the resources to help them cultivate skills that are critical to their success in the field beyond their undergraduate careers.

3. Overlapping courses: COMM 1000, 3100, 4340; ART 3410, 3450; DMD 2210

4. Number of students expected: 35 to 70 per semester

5. Number and size of sections: 1 to 2 sections with 35 students each

6. Effects on other departments: Some departments may choose to make this course a related course, but there are no completely redundant courses in other departments. This course being specifically geared towards Communication majors, no conflicts are anticipated.

7. Effects on regional campuses: None

8. Staffing: Stephen Stifano, Visiting Assistant Professor will primarily teach the course, but other faculty may also wish to teach the course.

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1: NA
(This should be copied from item 41a of the GEOC Curricular Action Request)

- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E: NA
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 12/8/15
Department Faculty: 12/8/15
2. Name, Phone Number, and e-mail address of principal contact person:
Stephen C. Stifano, Ph.D.
Stephen.Stifano@uconn.edu
(401)323-4652

Syllabus

A syllabus for the new course must be attached to your submission email.

COMM 2940: Fundamentals of Digital Production

Fall, 20XX
Stephen C. Stifano, Ph.D.

Email: Stephen.Stifano@uconn.edu
Office: Arjona 234 – Office Hours TBA

Course Description

With the growth of social media and technology, the ability to create high-caliber still and moving digital images is a major asset to students and aspiring professionals. While it is increasingly easy for anyone to create content with current technologies, doing so successfully still requires skill, understanding, and a firm grasp of the communicative goals of a given project. To that end, this course provides an overview of the theory and technique behind successful digital production. This course will fuse practical training with theoretical understanding while also considering the nuances of tailoring production works to diverse audiences, managing a digital workflow, and developing a project from initial creative ideas through the fine-tuning of post-production. Throughout, we will consistently connect these skills with the communicative function of digital media. Ultimately, this course will provide you with a foundation from which you can build your own digital production projects, in both your college and professional endeavors.

Course Objectives

Upon completion of this course, you should be able to:

- Understand and utilize the basics of digital still photography, digital video, and digital audio.
- Utilize natural lighting and artificial lighting to augment the composition of still and moving digital images.
- Utilize digital image editing and non-linear editing software to complete still and video projects.
- Manage a digital workflow from capturing content through editing, finishing, and uploading to the internet.
- Navigate the important steps of pre-production, scripting, and storyboarding in planning for both fiction and non-fiction video projects, placing emphasis on the communicative goals and audience for a given project.
- Work successfully with others on a production team to create an effective digital work within the technological and logistical constraints of a given situation.

Required Textbooks -

Katz, S. D. (1991). *Film directing shot by shot: Visualizing from concept to screen*. Studio City, CA: Michael Wiese Productions in conjunction with Focal Press.

Mamet, D. (1998). *Three uses of the knife: On the nature and purpose of drama*. New York: Vintage Books.

Additional Readings to be assigned via HuskyCT.

Course Evaluation:

**Tentative: Instructor may emphasize/remove/add certain assignments and re-weight accordingly*

Midterm Exam	15%
Final Exam	10%
Still Imaging Project	10%
Digital Editing Project	10%
Scene Mirror Project	10%
:30 Short	10%
:45 Short	10%
Final Film Project	15%
Class Participation	10%

Exams (25%): This course will have both a midterm and a final exam, intended to reflect the theoretical content of the course and ensure that you are up to speed with the course material. Exams may include multiple-choice, true/false, matching, and/or short-answer questions.

Still Imaging Project (10%): We'll begin our production work with a project where you will create, edit, and display still images. This project will help to teach the fundamentals of lighting and composition that will inform your later work with moving images. We'll use this project to discuss visual communication and how images can evoke certain narratives and emotions.

Digital Editing Project (10%): In order to master moving images, you must be able to assemble them in a manner that tells a story. In this project, you will be given raw footage and the script this footage is intended to follow, and challenged to edit the footage together to tell the intended story in a way that is both visually and narratively pleasing. The technically and rhythmically better your edited project, the better your evaluation. We'll use this project to discuss the conventions of video editing and their role in digital storytelling of any kind.

Scene Mirror Project (10%): So many things influence how a work of film communicates with an audience that it can be easy to overlook them all. In this assignment, you will work with a small production team of 4-5 students to try to recreate the aesthetic and emotional feel of an iconic film scene. Specific instructions will be provided in class, but our goal is to replicate something that's already been done in an exciting way – and appreciate all the hard work that goes into the cinematic images we often take for granted. Our follow-up discussion will focus on the components of communication that influence sending (making) and receiving (viewing) such images.

Short Films (20%): You'll be challenged twice to create your own short films: one 30 seconds, the other 45. The subject matter in these films will vary, but you will be tasked with telling a compelling, concise story and explaining your choices from preproduction, production, and post-production, as well as how these choices best impact your target audience.

Final Film Project (15%): The final project challenges you to work with a larger team to conceptualize, write, shoot, edit, and distribute (online) a full short film, using the principles you've learned in the course. The expectation is that your final project will be a product you can bring with you going forward to demonstrate your skills in digital production. More details will be provided in class.

Class Participation (10%): Given the ample discussions and active ongoing work in the class, participation in this course is **essential**. A significant percentage of your course grade stems from your contributions to in-class discussions and participation in our class activities. Please keep in mind that you cannot score participation points if you are not in attendance. Furthermore, attendance does not suffice the requirements for participation. As a member of this class, you are expected to attend regularly, be well prepared, and actively contribute to our work. Students who best fit the prior description will earn the majority of these participation points. Make a point of staying involved. Participation is worth 10% of your grade: You should consider it as high a priority as any exam or course project. Do not expect a high participation grade for a bare-minimum or substandard effort.

Course Policies

Civility: This course will be conducted as an adult seminar, and as such all obvious considerations regarding civility, lateness, and use of cell phones and internet devices should be observed. Having said that, I will not make an active effort to enforce or 'police' such policies during our course meetings – those uncivil and discourteous to our course environment will see reductions in their participation grades.

Exams: All exams must be taken at their designated date and time. Any student missing an exam without a prior, pre-approved excuse will not be allowed to make up the exam and will be given a grade of zero. Students who foresee potential scheduling/personal/medical problems that would prevent them from taking the exam on time should notify me *in advance*. When in doubt, consult me first.

Work: All work is to be completed and submitted on time at the specified due date. **No late work will be accepted** for the course without prior notification and approval. Exceptional circumstances will be handled on a case-by-case basis, and students in these circumstances must notify me *as soon as possible*. In short: submit your work on time, or you will most likely score 0% on the assignment. Remember, failing to complete work by the deadline in a production environment is often grounds for losing one's job. Additionally, I reserve the right to alter or replace any of the assignments in the syllabus at a later time if deemed in the best interest of the course.

Academic Honesty: Cheating and plagiarism will not be tolerated in ANY capacity in this course. Please be aware that these offenses are serious and can result in long-term academic consequences even beyond the failure of this course. Any student who knowingly assists or enables another student in an act of cheating or plagiarism is equally culpable for the penalties associated with academic dishonesty. All cases of cheating and plagiarism are subject to the rules stated in the UCONN Student Code of Conduct.

Students with Disabilities: Any student with a documented disability should contact me as early in the semester as possible to arrange accommodations. Students with disabilities should be in touch with the Disability Services for Students office (874-2098) as a part of this process.

COURSE SCHEDULE

Subject to change; All changes will be announced in-class.
Readings will be announced weekly.

<i>Week</i>	<i>Subject</i>	<i>Assignments Due</i>
1	Course Introduction Communicating Through Digital Media	
2	Photography Fundamentals: The Still Image General Still & Moving-Image Camera Technique	
3	Lighting for Photography and Cinematography 3-point vs. Natural lighting; Lighting for Mood	
4	Montage: Communication Through Juxtaposition Basics of Digital Editing	Still Imaging Project (10%)
5	Digital Storytelling: Key Technical Conventions	
6	Midterm Exam Script Writing and Analysis	Editing Project (10%) Midterm (15%)
7	Directing and Shooting the Scene: Logistics and Vision Digital Audio: Basics of Field Recording & Processing	
8	In-Class Trial Shoot	Scene Mirror Project (10%)
9	(Very) Short-form Film: Delivering Messages Quickly	
10	Documentary Film: Practices and Standards	30-Second Film (10%)
11	Producing & Production Management	45-Second Film (10%)
12	Methods of Distribution	
13	Final Film Project Work Course Wrap-up	
14	Final Film Project Screenings	Final Film Project (10%)
15	Final Exam	Final Exam (15%)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 10/27/15
2. Department requesting this course: Communication
3. Nature of Proposed Change: Change title of COMM 4650
4. [Effective Date](#) (semester, year): Summer 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

4650. Design of Human Communication Systems

Credits and hours by arrangement. Prerequisite: COMM 1300; open to juniors or higher. Recommended preparation: COMM 3300. With a change in content, this course may be repeated once for credit.

Application of communication theory and principles of information science to the design of modern systems of communication, with consideration given to the physical and social settings in which they will be used.

Proposed Catalog Copy

(See information in the "Add a course" form if you have any questions regarding specific items.)

4650. Human-Computer Interaction

Prerequisite: COMM 1300; open to juniors or higher. Recommended preparation: COMM 3600.

The evaluation of how humans and computers interact involves the application of communication theory and principles of information science to communication technology. This course will focus on how people interact with technology and teach methods of evaluating communication systems for different populations and usage goals.

Justification

1. [Reasons for changing this course](#): We are updating the title of this course to clarify the content area and to align it with the name of this research area in the field.
2. Effect on Department's curriculum: This course more clearly reflects the focus of our communication technology track which includes content on new communication technologies and computer-mediated communication.
3. Other departments consulted: None.
4. [Effects on other departments](#): None.
5. Effects on regional campuses: None.
6. [Staffing](#): Saraswathi Bellur, Kristine Nowak, Anne Oeldorf-Hirsch

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 11/10/15
Department Faculty: 12/8/15
2. Name, Phone Number, and e-mail address of principal contact person:
Anne Oeldorf-Hirsch
860-486-3968
anneo@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: December 8, 2015
2. Department requesting this course: Communication
3. Nature of Proposed Change: We propose changing COMM 4940 from "Television Production" to "Digital Video Production" as a reflection of the current needs and opportunities that exist for communication majors. In turn, assignments will be extended beyond television studio work and a greater focus will be placed on the ability to conceptualize, create, refine, and distribute digital video narratives in a professional manner.
4. [Effective Date](#) (semester, year): Spring, 2017
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

4940. Television Production

Three credits. Prerequisite: COMM 1000, 1300; open to juniors or higher.

Hands-on broadcast and industrial video production. Students will rotate through all studio positions for a televised production and complete field shoots and editing for an electronic field production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting will be included in each class project.

Proposed Catalog Copy

4940. Digital Video Production

Three credits. Prerequisite: COMM 1000, 1300, and 2940 or consent of instructor. Open to juniors or higher.

Hands-on work in digital video production. Students will rotate through all major production positions for a digital production and complete field shoots and editing for a narrative production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting will be included in each class project. An emphasis will be placed on the communicative power of digital media.

Justification

1. **Reasons for changing this course:** As technology has progressed, the use of digital production tools has increased dramatically for the average citizen and professional. Increasingly, budgetary constrictions are moving a number of traditional studio productions into these less costly, more user-friendly domains. While television production is a valuable field, converting this 4000-level course to encompass a wider array of accessible technologies and their use in digital storytelling offers communication majors a course that may be more relevant to their current and future endeavors. This change prepares the course for future developments in technology, online distribution, and industry demands while preserving the training in production principles that are present in its current form.

2. **Effect on Department's curriculum:** This change will increase the appeal of COMM 4940 to more communication majors, and provide a senior-level offering that addresses one of the most in-demand skills of communication professionals – the ability to create digital video projects. Additionally, with the concurrent proposal of COMM 2940 (The Foundations of Digital Production), this would create a logical progression of courses for communication students interested in production: The 2940 course surveys basic techniques and skills across various forms of digital production, while the 4940 course focuses on more in-depth digital video projects and a deeper consideration of audience and context that befits upper-level students in the field.

3. **Other departments consulted:** None

4. **Effects on other departments:** Given that this course already caters specifically to Communication majors, and these changes are intended to enhance the relevance of the course to a broader set of Communication majors, no effects on other departments are anticipated.

5. **Effects on regional campuses:** None

6. **Staffing:** Stephen C. Stifano, Visiting Assistant Professor. Other faculty may teach the course at a later time.

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 12/8/15
Department Faculty: 12/8/15
2. Name, Phone Number, and e-mail address of principal contact person:
Stephen C. Stifano, Ph.D.
Stephen.Stifano@uconn.edu
(401)323-4652

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: January 6, 2015
2. Department requesting this course: PSYC
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

3xxxW Autism and Developmental Disorders

Three credits. Prerequisite: PSYC 2300, and PSYC 2400; ENGL 1010 or 1011 or 2011 or 3800.

Identification, treatment, education, and support of individuals with developmental concerns, particularly autism spectrum disorders.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: PSYC
2. Course Number: 3XXX
3. Course Title: Autism and Developmental Disorders
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Identification, treatment, education, and support of individuals with developmental concerns, particularly autism spectrum disorders.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: **Open to juniors and seniors**
8. Recommended Preparation, if applicable: **PSYC 2300, PSYC 2400**
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C": **W**
12. S/U grading:

Justification

1. Reasons for adding this course: I have offered this course under the Current Topics

designation and it meets with general enthusiasm and interest. It fills a need for more courses offered in the area of clinical psychology, and it is part of the Undergraduate Concentration in Interdisciplinary Disability Studies.

This course is designed to give students an introduction to the unique characteristics and challenges of autism and other developmental disabilities. We focus on the identification, treatment, education, and support of individuals with developmental concerns, particularly autism spectrum disorders. We explore beliefs about intelligence, historical trends, and legal and ethical considerations. A primary goal is for students to develop an appreciation of the realities of developmental disability, from the perspective of individuals, families, educators, and society. Enrollment is limited to juniors and seniors. Class members partner with young adults with developmental disabilities who are students in a campus-based "Transitional Classroom."

2. Academic merit: There is significant merit to this W course, which offers students the opportunity to inform academic coursework with personal experience, and which also challenges students during class discussions to draw on their reading/classroom preparation, and which also presents them with multiple edited writing experiences.

3. Overlapping courses:

- Social Sciences: SOCI1251 Social Problems; SOCI2501 Sociology of Intolerance and Injustice; SOCI3451 Sociology of Health
- Biomedical Sciences: BIOL1103 The Biology of Human Health and Disease; EEB2202 Evolution and Human Diversity
- Public Health: PUBH1001 Introduction to Public Health; PUBH3001 Introduction to Epidemiology
- Human Development and Family Studies: HDFS2001 Diversity Issues in Human Development and Family Studies; HDFS 2100 Human Development: Infancy Through Adolescence; HDFS 3250 Disabilities: A Lifespan Perspective; HDFS3340 Individual and Family Interventions; HDFS 2300 Family Interaction Processes; HDFS 2200 Human Development: Adulthood and Aging
- Education: EDCI3007 Social and Community Issues in Education, EKIN3170 Health and Medicine, EKIN3110 Exceptionality, EKIN3115 Collaborative Program Planning in Special Education
- English: ENGL 2274W Disability in American Literature and Culture.
- Psychology: PSYC 3300 Emotional Disorders of Childhood; PSYC 3301 Intro to Clinical; PSYC 3402 Child Dev in a Sociopolitical Context

Departments and programs consulted, via in-person discussion during a meeting of the *UConn Undergraduate Concentration in Disability Studies Program (UCIDS) Disability Studies Advisory Committee (DSAC)*:

Arthur Engler (School of Nursing), Jon Gajewski (Linguistics, CLAS CCC), Doreen Simons (Linguistics), Gerarda Hanna and Stanton Wolfe (UCEDD), Joseph Madaus (Neag/ the Center for Postsecondary Education and Disability), Samuel Martinez (HRTS), Laura Mauldin (HDFS, WGSS), Kathryn Ratcliff (Sociology).

All consulted were in support of Psychological Sciences adding this new course.

4. Number of students expected: 19

5. Number and size of sections: One section

6. Effects on other departments: minimal

7. Effects on regional campuses: no effects
8. Staffing: taught by Inge-Marie Eigsti

General Education

If the course is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by
Department Curriculum Committee: 12/3/14
Department Faculty: N/A
2. Name, Phone Number, and e-mail address of principal contact person:
Robert Henning
Robert.henning@uconn.edu
6-5918

Syllabus

A syllabus for the new course must be attached to your submission email.



PSYC 3370W: New Perspectives on Autism and Developmental Disabilities
Tues/Thurs, 9:30-10:45 PM, Gentry 225

PROFESSOR: Inge-Marie Eigsti, Ph.D.

PHONE: 486-6021

EMAIL: inge-marie.eigsti@uconn.edu

OFFICE HOURS: TUE 12-1 or 2-3; WEDS 9:30-10:30, Bousfield (Psych building) Room 146.

If you are not available during these hours, email me with three alternative times.

COURSE WEB SITE: HuskyCT

Course Description

This course is designed to give students an introduction to the unique characteristics and challenges of individuals with autism and other developmental disabilities. We will address the main concepts and issues involved in the identification, treatment, education, and support of children and adults with developmental concerns, focusing on autism spectrum disorders. In addressing these issues, we will also explore beliefs about intelligence, historical trends in society's perspective on disabilities, and legal and ethical considerations. A primary goal is for students to apply both reading and experience to develop an understanding and appreciation of the realities of developmental disability, from the perspective of individuals, families, educators, and society in general. Enrollment is limited to juniors and seniors; students should have taken Developmental & Abnormal.

Class members will partner with students in an "18-21 Transitional Classroom" which meets on campus (Christine Lee, Teacher; ph: 860-450-6955) in order to build a personal relationship with someone affected by a developmental disability. This class meets in the basement of Sprague Hall.

Reading

No required textbook. All readings are available on HuskyCT.

Evaluation

I. Class participation (10 points)

Research suggests that people learn better when they tackle material actively, rather than passively. Therefore, part of your grade will be based on active and thoughtful participation. I will provide you with several opportunities for structured involvement, including in-class discussions, small group activities, and presentations. In addition to presentations, it is your responsibility to ask questions and participate actively in class. In addition, I will ask you to grade yourself on your own class participation.

II. Short Assignments/Experiential Exercises

There will be four writing exercises designed to help you gather first-hand information about the experiences and characteristics of people with developmental disabilities. **Three of these (disorders, interventions, will also be posted on HuskyCT).** Although we will discuss what you learned in class, you will also turn in a short paper for each assignment. All written work should be written in formal, APA style. Be sure to proof-read carefully; *your paper will be graded for both content and style.* Be sure that your name is on the first page, at the top, along with the date and a title that indicates what assignment the paper is intended to fulfill.

All written assignments should be turned in at **during class on the due date.** Late papers will be accepted, but points will be deducted for each day past the due date. One point will be deducted each day for the short

exercises and summary. The final paper is due as noted on date sheet (no exceptions); please begin work on this lengthy project early in the semester. **If you anticipate problems with a deadline, please talk with me in advance.**

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting. This is particularly salient in a writing course; you should be familiar with the guidelines of APA on how to cite and quote other people's work. Any suspected breach of academic honesty in this course will be pursued vigorously. Please familiarize yourself with the University's policies.

1. Very brief writing exercise (5 points)

To insure that you understand my expectations for standard academic writing, I ask you to review several descriptions of composition and punctuation. Please do not assume that your writing is already "pitch perfect" – it is my experience, after reading hundreds of pages of student writing, that most students at your level are missing at least one of the basics of composition – even students who are majoring in English Literature or Creative Writing. To help make all the writing you do for this course to be your best possible work, this very brief assignment is due early in the semester.

2. Disorders Fact Sheet (10 points)

There are hundreds of known biological and environmental etiologies of developmental disorders, many of which lead to syndromes or disorders with very specific cognitive, behavioral, and physical characteristics. In addition, specific disorders may be associated with particular treatments that can prevent, minimize, or help compensate for an individual's difficulties. While the focus of this course is on *autism and related disorders*, it is important for you to be familiar with the wider range of developmental concerns.. For this assignment, each student will identify the major characteristics of a specific form of developmental disorder (e.g., prevalence, etiology, physical characteristics, cognitive and behavioral symptoms, common treatments). These characteristics, along with several resources, will be organized into a 1-page "fact sheet" and distributed to all members of the class. Students will also give a brief verbal presentations about their disorder. You will be asked to sign up for a specific disorder in class. You should rehearse this presentation – it is harder than you think to be concise, and thorough, in a very brief 5-minute period. You should not prepare Powerpoint slides, but you may use notes in addition to your fact sheet, if you would like to do so.

3. Interventions Fact Sheet (10 points)

There are a large variety of interventions available for individuals with developmental disabilities. While some of them are supported by empirical data, many others are not. As practitioners, consumers, parents, advocates, or researchers, it behooves us to be aware of the choices that parents or other caregivers face as they attempt to make the best choices for their loved ones. We will review and discuss a variety of interventions, both supported and unsupported. For this assignment, you will choose a specific intervention, review what the treatment consists of, and what symptoms/challenges it attempts to ameliorate. In addition, you will be asked to provide objective information about strengths and weaknesses, from the perspectives of the treatment provider, the targeted population, and caregivers. In addition, you will be asked to review the empirical data, if any, supporting this treatment. As with the disorders, you will be asked to sign up for a specific intervention, and will give a brief verbal presentation to the class.

4. Biography (15 points)

You are asked to interview a primary caregiver of your peer partner. You will write a brief biography (3-5 pages) about the individual's developmental history, past and current treatments, and long-term plans. Be sure

to discuss the diagnostic process – how was a diagnosis initially determined, and by whom; what initial services were indicated; has the diagnosis “held” over time? Discuss parents’ reaction to the initial diagnosis, and contrast this with how they feel now. Discuss the interventions and treatments that have been used, and how effective the family feels these have been. Please use a first name only to identify your peer partner, but not last name or other private information such as date of birth. You will share a copy of this biography with families (if they desire), so be sure to use respectful language. Note that if it is not possible to do an interview with your partner’s caregivers, **you should discuss this issue as soon as possible so that we can help make another arrangement.**

III. Final Project

The final assignment in this course is to write an in-depth paper on a topic of your choice, relevant to autism and developmental disorders. You are invited to focus on any relevant issue that may be of specific interest to you; it may involve theoretical approaches to autism, treatment methods, prevalence, diagnosis, lifecourse issues, or social/legal concerns. This assignment is a chance for you to apply what you have learned about autism and developmental disabilities to a topic that is of particular interest to you. Your project should include an **original thesis** that is supported by a literature review and discussion, complete with references. Your project will be structured in several stages to help you organize your ideas and allow for feedback from the instructor. We will have one class day dedicated to individual meetings with me to discuss your proposed topic. *You cannot pass this course without earning a passing grade on this paper.*

1. Summary and Outline of Final Project (5 points)

You will be asked to write a short (1 page) summary or outline of your proposed topic. This summary should describe the major issue you plan to address in your project. You will also list 2-3 initial references you have consulted for your literature review. This summary is designed to help you structure your thoughts and give you the opportunity to receive feedback before you invest heavily in library research and writing.

2. Final Project: First draft (15 points)

Your final proposal should be 15-18 pages long (not including references). I will hand out more information about how to structure this later in the semester. Students will be expected to hand in a first draft of the paper for comments. This first draft will be carefully edited.

3. Final Project (30 points)

You must attach a copy of the commented first draft. A failure to respond to prior comments will significantly impact your grade.

Syllabus (dates subject to change) and Readings

Date	Topic	Readings	Work Due, Notes
1/20/15	Introductions and Overview; Historical Perspectives		
1/22/15	Overview of Peer Mentoring; Christine Lee, 18-21 classroom	Achenbach, Chap 2; Better Communicator 1998; People-first-language	
1/27/15	Intellectual Disability; discuss Disorders Fact Sheet	IQ-Sternberg 2000; Patterns in DD, Batshaw 15	Brief Writing Assignment due in class
1/29/15	Phenomenology of Autism Spectrum Disorders	Geschwind 2009; Levy,2009	
2/3/15	Phenomenology of Autism	Autism-Overview-Rodier, Sci	

	Spectrum Disorders, 2	American; Volkmar 2013	
2/5/15	Genetics vs. environmental risk factors	Genetics 2006; Geschwind,2011	Guided Lit Search: Genetics vs. environmental risk factors
2/10/15	disorder presentations: 3 minute limit	Patterns in DD, Batshaw 15	
2/12/15	disorder presentations: 3 minute limit		Disorders Fact Sheet Due
2/17/15	Savant skills	CHOOSE 2: Eigsti&Fein2013; HappeVital2009; Vital2009; Jones2009	
2/19/15	Spec Education system	Spec Ed, Batshaw Ch 34; Outcomes-Volkmar Ch 7	ALLISON CANFIELD, guest speaker
2/24/15	Big Theories: Weak Central Coherence, Theory of Mind and Executive Functioning	ToM_2004; Eigsti EF chapter; WCC_2006 <i>or</i> Fitch2014	
2/26/15	Big Theories 2: Mirror Neurons	Mirror Neurons_2008	
3/3/15	Brains	Kuhl2013; Brain; optional: EigstiShapiro2003	BRIAN CASTELLUCIO, guest speaker
3/5/15	Interventions: Overview	Behavioral Approach Batshaw 35; Early Intervention_Batshaw33	
3/10/15	Complementary and Alternative Medicine	Levy&Hyman_2008; facilitated communication_Pediatrics	
3/12/15	Discussion: peer mentoring		Interventions Fact Sheet Due
3/17-3/19	BREAK!		
3/24/15	Language in Autism: from Prosody to Discourse	Choose two: Eigsti2007, Eigsti_2009_JCL, eigstiEtAl2012; CommonGround	
3/26/15	Gestures and nonverbal processes	de Marchena2010; Embodiment	Final Project Outline Due
3/31/15	Early Detection of Autism	BabySibsStone2007; EarlyIntervention_Batshaw33	
4/2/15	Optimal Outcomes from ASD	Helt_2008; FeinOO2013	
4/7/15	Discussion: peer mentoring, final projects		
4/9/15	Sexuality and Developmental Disabilities	Sex Ed ASD download; Transition to adulthood, Batshaw 41	Biography project due
4/14/15	Parenting Children with Developmental Disabilities: Justine Marsh, Guest Speaker	Family Issues_Batshaw40; Family Talk_Winnicott Ch 8; Tisdale article from Harper's	
4/16/15	Social policy and law	Health Care Systems, Batshaw 42; Race_1996, Race_2002	
4/21/15	Temple Grandin movie	Sacks, "Anthro on Mars"	

4/23/15	Party with STAAR Class!	Final project rough draft due in class.
4/28/15	<i>Presentations: Final Projects (5 min each) during time of final exam</i>	
4/30/15	<i>Presentations: Final Projects (5 min each) during time of final exam</i>	
Exam week	Final Project due Weds of exam week by 4:30 pm; paper copy please.	

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

Students with Disabilities

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: November 2015
2. Department requesting this course: Psychological Sciences
3. Semester and year in which course will be first offered: Fall 2017

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

PSYC 5424. Language Modality, Neural Plasticity, and Development
3 credits. Seminar. Open to graduate students in PSYC, LING, SLHS; others with consent of instructor.

An integrative approach that reveals the contribution of sign language research to the understanding of human neural plasticity. Diverse research programs and methodologies (e.g., emerging languages, neuroimaging) are combined with behavioral studies (e.g., cognitive psychology) to address the effects of variable language experiences on language development, cognitive development, and neural organization for language.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: PSYC
2. **Course Number**: 5424
3. **Course Title**: Language Modality, Neural Plasticity, and Development
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry):

An integrative approach that reveals the contribution of sign language research to the understanding of human neural plasticity. Diverse research programs and methodologies (e.g., emerging languages, neuroimaging) are combined with behavioral studies (e.g., cognitive psychology) to address the effects of variable language experiences on language development, cognitive development, and neural organization for language.

6. [Course Type](#), if appropriate:

Lecture Laboratory Seminar Practicum

Optional Items

7. [Prerequisites](#), if applicable:

8. [Recommended Preparation](#), if applicable: PSYC 5440 or COGS 5110 or COGS 5120 or COGS 5130 or COGS 5140 or SLHS 5348 or LING 5110.

9. [Consent of Instructor](#), if applicable: Consent required only for undergraduates, or graduate students from departments other than LING, SLHS, or PSYC.

10. [Exclusions](#), if applicable:

11. [Repetition for credit](#), if applicable:

12. [S/U grading](#):

Justification

1. [Reasons for adding this course](#): No other graduate-level course exists that focuses on the ways in which acquiring a sign language (vs. a spoken language) influences linguistic, cognitive, and neural development. This is also the only course that addresses the unique contributions of sign language to the cognitive sciences, such as how emerging languages reveal effects of variations in the timing of acquisition of language.

This course has been taught as Special Topics in Developmental Psychology and it is now being converted to a regular course.

2. [Academic merit](#):

In recent decades, research on sign languages has demonstrated robust parallels to spoken languages in terms of complexity, expressiveness, and neural organization. In contrast to the auditory-oral modality used by spoken languages, sign languages utilize the visuo-gestural medium. This seminar focuses on developmental outcomes in a number of domains at the behavioral, neural, and representational levels when an individual uses a visuo-gestural system of communication. We will engage a broad range of themes in psychology, linguistics, and neuroscience, including the relationship between language and cognition, sensitive/critical periods, language emergence, and neural plasticity. We will also consider the implications for interventions and educational policy.

The course is structured as follows:

- I. Modality (non-)effects on language and language development
- II. Modality offers a way to examine variation in the timing of language input
- III. Modality as a window to language creation and language genesis

IV. Modality effects on cognitive development and neural plasticity

I. Students will be introduced to the parallels and differences between language structure in sign and spoken languages, their acquisition by children, and their neural instantiation. The areas of overlap in these domains for spoken and sign language are a testament to neural plasticity, despite the distinct peripheral sensory and motor systems involved in spoken language (vocal production and auditory perception) and sign language (predominantly manual production and visual perception).

II. Variation in the ages at which a sign language is acquired as a first language offers a unique opportunity to examine sensitive period effects in the trajectory of language development, language proficiency, and the neural processing of language.

III. Sign languages also offer the only way to investigate the emergence of new languages in both individual (homesign) and community contexts, as well as the role of the social network and connectivity patterns in generating new linguistic structures.

IV. Finally, we will critically review Fodor's theory of the modularity of mind in the context of recent discoveries about sign language linguistics, the processing of sign languages, and how learning a sign language influences neural plasticity. We will look at the effects of learning a sign language (vs. a spoken language) on the development of several cognitive processes, such as visual attention, spatial cognition, executive functioning, social cognition, and numerical concepts. Tying back to section II that treated sensitive periods, we will also consider how delays in exposure to linguistic input, or a lack of linguistic input, affects development in these other areas of cognition.

Students will gain an appreciation of the parallels between spoken and sign languages, and the possibilities for modality differences (note that knowledge of a sign language is not required; foundational readings from the Emmorey textbook are included for students who have little previous exposure to sign language structure). Students will become familiar with a variety of methodological approaches used in the cognitive sciences, including psycholinguistic fieldwork, psycholinguistic and cognitive psychology laboratory studies, linguistic analysis, clinical studies, parental report measures, neuropsychological approaches, and neuroimaging techniques such as fMRI.

3. **Overlapping courses:** NONE

4. Number of students expected: 10

5. Number and size of sections: 1 section

6. **Effects on other departments:** Faculty in the Linguistics Department (e.g., Drs. Lillo-Martin, Gajewski) and the Head of Linguistics (Dr. Bobaljik) are aware of this proposed new course and offer their

support.

7. [Staffing](#): Coppola

8. [Dates approved](#) by

Department Curriculum Committee: December 9, 2015

Department Faculty: N/A

9. Name, Phone Number, and e-mail address of principal contact

person: Marie Coppola, 860-617-7586, marie.coppola@uconn.edu

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.



PSYC 5424 Language Modality, Neural Plasticity, and Development

Tuesdays, 2-5pm, Bousfield 162

Dr. Marie Coppola, Departments of Psychological Sciences & Linguistics marie.coppola@uconn.edu

In recent decades, research on sign languages has demonstrated robust parallels to spoken languages in terms of complexity, expressiveness, and neural organization. In contrast to the auditory-oral modality used by spoken languages, sign languages utilize the visuo-gestural medium. This seminar focuses on developmental outcomes in a number of domains at the behavioral, neural, and representational levels when an individual uses a visuo-gestural system of communication. We will engage a broad range of themes in psychology, linguistics, and neuroscience, including the relationship between language and cognition, sensitive/critical periods, language emergence, and neural plasticity. We will also consider the implications for interventions and educational policy. **Prior knowledge of a sign language is not required.**

The topics are structured as follows:

- I. Modality (non-)effects on language and language development
- II. Modality offers a way to examine variation in the timing of language input
- III. Modality as a window to language creation and language genesis
- IV. Modality effects on cognitive development and neural plasticity

Reading (to provide background information on sign language structure and neuropsychology):

Emmorey, Karen. (2002). *Language, Cognition, and the Brain: Insights from Sign Language Research*. Erlbaum. ISBN: 0-8058-3399-4

Additional readings will be made available on HuskyCT.

Requirements

- 1) **Participation:** Each week, each participant (including co-facilitators, and regardless of registration status) will submit a question/comment to the facilitators for the upcoming topic. The deadline will be decided at the first meeting.
- 2) **Facilitation:** Each participant will sign up to co-facilitate 3-4 meetings. Signups will take place at the first meeting. Please bring your schedule to facilitate ;) this process.

I envision a vibrant, engaged discussion of the questions raised by the material each week (as opposed to the facilitators providing sequential summaries of the material, which I will assume everyone has already read). Accordingly, the co-facilitators should aim to:

- a. **Clarify:** Address informational or definitional questions about the material
 - b. **Critique:** Identify the strengths/weaknesses of the material
 - c. **Catalyze:** Facilitate discussion, using the submitted questions as a springboard
 - d. **Synthesize:** What did we learn? What do we still want to know? What kinds of studies would provide that information? At the end of each meeting, as a group, we will collaborate to produce a brief synthesis of our discussion. The facilitators for that week will then make this available to the group.
- 3) **Implementation:** Each participant will submit a brief paper (~5-7 pages) on a particular issue raised by our discussions. Please talk with me by Week 6 of the semester to select/refine your topic and get guidance on sources.

SCHEDULE

I. (NON-)EFFECTS OF MODALITY ON LANGUAGE AND LANGUAGE DEVELOPMENT

Week 1: Introduction to Deafness and ASL

- Pyers J. E. (2012) Sign Languages. In: V.S. Ramachandran (ed.) *The Encyclopedia of Human Behavior*, vol. 3, pp. 425-434. Academic Press.
- Padden, C. & T. Humphries. (1988) Deaf in America: Voices from a culture, Chapter 1: Learning to be Deaf, 12-25. Cambridge, MA: Harvard University Press.
- Bavelier, D. & E. A. Hirshorn. (2010) I see where you're hearing: How crossmodal plasticity may exploit homologous brain structures. *Nature Neuroscience*, 13(11), 1309-11.
- Meier, R. P. (2002) Why different, why the same? Explaining effects and non-effects of modality upon linguistic structure in sign and speech. In R. Meier, D. Quinto-Pozos & K. Cormier (eds.), *Modality and structure in signed and spoken languages*, 35-64. Cambridge University Press, Cambridge, UK.

Recommended: Emmorey 2002 text, Chapter 2

Week 2: Sign and spoken language development; Bimodal Bilingualism

- Chen Pichler, D. (2013) Language acquisition. In Pfau, Woll and Steinbach (eds.) *Handbook of Linguistics and Communication Science: Sign Language*. Berlin: de Gruyter.
- Lillo-Martin, D. (2009) Sign language acquisition studies. In E. Bavin (Ed.) *The Cambridge Handbook of Child Language* (pp. 399-415). Cambridge: Cambridge University Press.
- Emmorey, K., Borinstein, H.B., Thompson, R., & Gollan, T.H. (2008) Bimodal bilingualism. *Bilingualism: Language and Cognition*, 11(1), 43-61. (adults)
- Petitto, L. A., Katerelos, M., Levy, B. G., Gauna, K., Tetreault, K., & Ferraro, V. (2001) Bilingual signed and spoken language acquisition from birth: implications for the mechanisms underlying early bilingual language acquisition. *Journal of Child Language* 28, 453-496. (children)

Recommended: Emmorey 2002 text, Chapter 5

II. VARIATIONS IN TIMING OF LANGUAGE INPUT (CRITICAL PERIOD)

Week 3: Critical period Part 1: Behavioral evidence

- Berk, S. & D. Lillo-Martin. (2012) The two-word stage: Motivated by linguistic or cognitive constraints? *Cognitive Psychology*, 65, 118-140.
- Newport, E. L. (1990) Maturation constraints on language learning. *Cognitive Science*, 14, 11-28.
- Mayberry, R. I. (2010) Early language acquisition and adult language ability: What sign language reveals about the critical period for language. In M. Marschark & P. Spencer (Eds.), *Oxford Handbook of Deaf Studies, Language, and Education- Volume 2*, pp.281-291.

Optional:

- Morford, J.P. (2003) Grammatical development in adolescent first language learners. *Linguistics*, 41 (4), 681-721.
- Ferjan Ramirez, N., Lieberman, A. M., & Mayberry, R. I. (2012) The initial stages of language acquisition begun in adolescence: When late looks early. *Journal of Child Language*, December 2012, pp. 1-24. DOI: 10.1017/S0305000911000535

Week 4: Critical period Part 2: Neuroimaging evidence

- Cardin V, Orfanidou E, Rönnberg J, Capek CM, Rudner M, Woll B. (2013). Dissociating cognitive and sensory neural plasticity in human superior temporal cortex. *Nat Commun*; 4: 1473.
- Ferjan Ramirez, N., Leonard, M. K., Davenport, T. S., Torres, C., Halgren, E., & Mayberry, R. I. (2014). Neural Language Processing in Adolescent First-Language Learners: Longitudinal Case Studies in American Sign Language. *Cerebral Cortex*, bhu273.
- Pénicaud, S., Klein, D., Zatorre, R. J., Chen, J. K., Witcher, P., Hyde, K., & Mayberry, R. I. (2013). Structural brain changes linked to delayed first language acquisition in congenitally deaf individuals. *Neuroimage*, 66, 42-49.

Recommended: Emmorey 2002 text, Chapter 9

III. LANGUAGE CREATION AND LANGUAGE GENESIS

Week 5: Imperfect language input: What output reveals about learning

- Singleton, J. L. & Newport, E. L. (2004) When learners surpass their models: The acquisition of American Sign Language from inconsistent input. *Cognitive Psychology*, 49 (4), 370-407.
- Hudson Kam, C. L., & Newport, E. L. (2009) Getting it right by getting it wrong: When learners change languages. *Cognitive Psychology*, 59, 30-66.

Optional:

- Goldowsky, B. N., & Newport, E. L. (1993). Modeling the effects of processing limitations on the acquisition of morphology: The less is more hypothesis. In *The Proceedings of the 24th Annual Child Language Research Forum* (pp. 124-138).

Week 6: Language creation: Child and Adult Homesign Systems

- Goldin-Meadow, S., & Mylander, C. (1990a) Beyond the input given: The child's role in the acquisition of language. *Language*, 66, 323-355.
- Goldin-Meadow, S. (2010) Widening the lens on language learning: Language in deaf children and adults in Nicaragua. *Human Development*, 53, 301-308.
- Coppola, M. and A. Senghas. (2010) Deixis in an emerging sign language. In *Sign Languages: A Cambridge Language Survey*, 543-569. D. Brentari, ed. Cambridge, UK: Cambridge University Press.

Optional:

- Coppola, M. and E. L. Newport. (2005) Grammatical Subjects in home sign: Abstract linguistic structure in adult primary gesture systems without linguistic input. *Proceedings of the National Academy of Sciences* 102(52): 19249-19253.

Week 7: Emerging Sign Languages

- Meir, I., Sandler, W., Padden, C., & Aronoff, M. (2010). Emerging sign languages. *Oxford handbook of deaf studies, language, and education*, 2, 267-280.
- Senghas, R. J., Senghas, A., & Pyers, J. E. (2005). The emergence of Nicaraguan Sign Language: Questions of development, acquisition, and evolution. *Biology and knowledge revisited: From neurogenesis to psychogenesis*, 287-306.
- Senghas, A., Kita, S., & Özyürek, A. (2004) Children creating core properties of language: Evidence from an emerging sign language in Nicaragua. *Science*, 305, 1779-1782.

Optional: Senghas, A. (2003) Intergenerational influence and ontogenetic development in the emergence of spatial grammar in Nicaraguan Sign Language. *Cognitive Development*, 18, 511-531.

IV. EFFECTS ON COGNITIVE DEVELOPMENT AND NEURAL PLASTICITY

Week 8: Modularity

Lillo-Martin, Diane (1997) The modular effects of sign language acquisition. In support of the Language Acquisition Device. In Marc Marschark, Patricia Siple, Diane Lillo-Martin, Ruth Campbell, & Victoria S. Everhart, *Relations of Language and Thought: The View from Sign Language and Deaf Children*, 62-109, 153-162. New York: Oxford University Press.

Fodor, J. (1985) Précis of *The Modularity of Mind*, Brain & Behavioral Sciences, 8, 1-5.

Spelke, ES. (2011) Natural number and natural geometry. *Space, Time and Number in the Brain: Searching for the Foundations of Mathematical Thought Attention & Performance XXIV*. (E. Brannon, Dehaene, S., Eds.), 287-317, Oxford: Oxford University Press.

Recommended: Fodor (1985): Commentaries and author's response (pp. 6-42).

Week 9: Visual Perception, Visual Attention & Spatial Cognition

Bavelier, D., Tomann, A., Hutton, C., Mitchell, T., Corina, D., Liu, G., & Neville, H. (2000) Visual attention to the periphery is enhanced in congenitally deaf individuals. *Journal of Neuroscience*, 20, 1-6.

Codina, C., Pascalis, O., Mody, C., Toomey, P., Rose, J., Gummer, L., & Buckley, D. (2011). Visual advantage in deaf adults linked to retinal changes. *PloS one*, 6(6), e20417.

Dye & Hauser 2014. Sustained attention, selective attention and cognitive control in deaf and hearing children, *Hearing Research* 309 (2014) 94-102. <http://dx.doi.org/10.1016/j.heares.2013.12.001>

Emmorey, Karen, Klima, Edward & Hickok, Gregory. (1998) Mental rotation within linguistic and non-linguistic domains in users of American Sign Language. *Cognition* 68, 221-246.

Recommended: Emmorey 2002 text, Chapter 8

Optional:

Pyers, Jennie E., Shusterman, Anna, Senghas, Ann, Spelke, Elizabeth S. and Emmorey, Karen (2011) Evidence from an emerging sign language reveals that language supports spatial cognition. *Proceedings of the National Academy of Sciences*, 107, 27, 12116-12120.

Belanger, N. N., Slattery, T. J., Mayberry, R. I., & Rayner, K. (2012) Skilled deaf readers have an enhanced perceptual span in reading. *Psychological Science*, 23(7) 816-823. DOI: 10.1177/0956797611435130

Week 10: Numerical cognition

Bull, R. (2008) Deafness, numerical cognition, and mathematics. *Deaf Cognition: Foundations and Outcomes*, 170-200. NY: Oxford University Press.

Spaepen, E., Coppola, M., Spelke, E., Carey, S. & Goldin-Meadow, S. (2011) Number without a language model. *Proceedings of the National Academy of Sciences*, 108(8), 3163-3168.

Flaherty, M. & A. Senghas. (2011) Numerosity and number signs in deaf Nicaraguan adults. *Cognition* 121, 427-436.

Optional:

Spaepen, E., Coppola, M., Flaherty, M., Spelke, E., & Goldin-Meadow, S. (2013). Generating a lexicon without a language model: Do words for number count?. *Journal of memory and language*, 69(4), 496-505.

Week 11: Social Cognition/Theory of mind

de Villiers, J.G. (2007) The interface of language and theory of mind. *Lingua* 117, 1858-1878.

One of the following:

Corina, D. and Singleton, J. (2009) Developmental Social Cognitive Neuroscience: Insights From Deafness. *Child Development*, 80: 952-967.

O'Reilly, K., Peterson, C. C., & Wellman, H. M. (2014) Sarcasm and advanced theory of mind understanding in children and adults with prelingual deafness. *Developmental psychology*, 50(7), 1862-1877.

Pyers, J. & Senghas, A. (2009) Language promotes false belief understanding: Evidence from learners of a new sign language. *Psychological Science* 20, 805-812.

Week 12: Working memory/Executive Functioning

Boutla, M., Supalla, T., Newport, E. L., & Bavelier, D. (2004) Short-term memory span: insights from sign language. *Nature Neuroscience* 7, 997-1002.

Hall, M. L., & Bavelier, D. (2010). Working Memory, Deafness, and Sign Language. In *The Oxford handbook of deaf studies, language, and education*, 2, 458.

Hall, M. L., Eigsti, I.-M., Bortfeld, H., & Lillo-Martin, D. (under revision). Auditory deprivation doesn't impair executive function, but language deprivation might. *Journal of Speech, Language, & Hearing Sciences*.

Hauser, P.C., Lukomski, J., & Hillman, T. (2008) Development of deaf and hard-of-hearing students' executive function. In M. Marschark & P. Hauser (Eds.), *Deaf cognition: Foundations and outcomes*, 286-308. New York: Oxford University Press.

Recommended: Emmorey 2002 text, Chapter 7

Week 13: Cochlear Implants, Language, and Cognitive Development

Conway, C. M., Pisoni, D. B., Anaya, E. M., Karpicke, J., & Henning, S. C. (2011). Implicit sequence learning in deaf children with cochlear implants. *Developmental Science*, 14(1), 69-82.

Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Padden, C., Rathmann, C., & Smith, S. (2014). Bilingualism: A Pearl to Overcome Certain Perils of Cochlear Implants. *Journal of Medical Speech-Language Pathology*, 21(2), 107-125.

Kronenberger, W. G., Beer, J., Castellanos, I., Pisoni, D. B., & Miyamoto, R. T. (2014). Neurocognitive risk in children with cochlear implants. *JAMA Otolaryngology-Head & Neck Surgery*, 140(7), 608-615.

Pixner, S., Leyrer, M., & Moeller, K. (2014). Number processing and arithmetic skills in children with cochlear implants. *Frontiers in psychology*, 5.

Week 14: SYNTHESIS

Students will form small groups, each focusing on one of the themes of the course, and draw together findings spanning various domains.

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: *January 7, 2016*
2. Department or Program: *Urban and Community Studies*
3. Title of Major: *Urban and Community Studies*
4. Effective Date (semester, year): *Fall 2016*
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: *Add HIST 3650/URBN 3650 (History of Urban Latin America) to the major as options to fulfill Requirement IV.*

Existing Catalog Description of Major

Requirements of the major

1. URBN 2000, 4000
2. Three of the following with no more than one per department (crosslisted courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFRA 3564; HIST 3674/LLAS 3220; POLS 3842 or PP 3031; POLS/URBN 3632/W; PP 4034; SOCI 3901/URBN 3275; SOCI 3425; 3911; URBN 3000.
3. One of the following: ECON 2327; GEOG 2500, 3500Q; POLS 2072Q; PP/URBN 2100; PP 3010; SOCI 3201; STAT 2215Q; URBN 2301Q, 2302.
4. Two additional courses selected from group 2, group 3, or the following list:
 - ECON 2328, 2431, 3431; ECON/URBN 3439;
 - EDLR 3547/W;
 - ENGL 3235W;
 - GEOG 4200W;
 - HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFRA/HRTS 3563; HIST/AFRA 3568;
 - HDFS 2001, 3110; 3510, 3530, 3540;
 - INTD 3584;
 - LLAS 3270/POLS 3662;
 - POLS/AFRA 3642; POLS/HRTS 3212; POLS 2622, 3617, 3847;
 - PP 3001, 3020, 4033; PP 3033/AFRA 3033/POLS 3633;
 - SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 2301, 3501, 3521, 3601, 3907; SOCI/AFRA/HRTS 3825; SOCI 3903/URBN 3276;
 - URBN 3981/3991 (3 credits combined) or INTD 3594; URBN 3993, 3995, 3998, 4497W, 4999.

Proposed Catalog Description of Major

Requirements of the major

1. URBN 2000, 4000
2. Three of the following with no more than one per department (crosslisted courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 2000, 2400, 4210; HIST/URBN 3541; HIST 3554; HIST/AFRA 3564; HIST 3674/LLAS 3220; POLS 3842 or PP 3031; POLS/URBN 3632/W; PP 4034; SOCI 3901/URBN 3275; SOCI 3425; 3911; URBN 3000.
3. One of the following: ECON 2327; GEOG 2500, 3500Q; POLS 2072Q; PP/URBN 2100; PP 3010; SOCI 3201; STAT 2215Q; URBN 2301Q, 2302.
4. Two additional courses selected from group 2, group 3, or the following list:
 - ANTH 3150
 - ECON 2328, 2431, 3431; ECON/URBN 3439;
 - EDLR 3547/W;
 - ENGL 3235W;
 - GEOG 4200W;
 - HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFRA/HRTS 3563; HIST/AFRA 3568; **HIST/URBN 3650**
 - HDFS 2001, 3110; 3510, 3530, 3540;
 - INTD 3584;
 - LLAS 3270/POLS 3662;
 - POLS/AFRA 3642; POLS/HRTS 3212; POLS 2622, 3406, 3617, 3847;
 - PP 3001, 3020, 4033; PP 3033/AFRA 3033/POLS 3633;
 - SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 2301, 3501, 3521, 3601, 3907; SOCI/AFRA/HRTS 3825; SOCI 3903/URBN 3276;
 - URBN 3981/3991 (3 credits combined) or INTD 3594; URBN 3993, 3995, 3998, 4497W, 4999.

Justification

1. Reasons for changing the major: *Many of the courses included in the UCS major are offered by other departments. New urban-focused course offerings in other departments offer opportunities to UCS students.*
2. Effects on students: *Increase options to fulfill requirements.*
3. Effects on other departments: *Increase potential enrollment in courses. The addition was requested initially by the History Department.*
4. Effects on regional campuses: *When selected courses are offered on a regional campus, it increases the pool of interested students.*
5. Dates approved by
Department Curriculum Committee: *9/7/2014*

Department Faculty: *9/9/2014*
6. Name, Phone Number, and e-mail address of principal contact person: *Edith Barrett, 860-570-9029, edith.barrett@uconn.edu*

Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email. *N/A*

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 20 January 2015
2. Department requesting this course: EEB
3. Nature of Proposed Change: CHANGE COURSE DESCRIPTION
4. [Effective Date](#) (semester, year): FALL 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

BIOL

1110. Introduction to Botany

Four credits. Three class periods and one 3-hour laboratory period. Students may not receive more than 12 credits for courses in biology at the 1000's level.

Goffinet

Structure, physiology and reproduction of seed plants as a basis for an understanding of the broader principles of biology as well as the relation of plants to human life. Includes a survey of the important groups throughout the plant kingdom. A fee of \$10 is charged for this course. CA 3-LAB.

Proposed Catalog Copy

(See information in the "Add a course" form if you have any questions regarding specific items.)

Four credits. Three class periods and one 3-hour laboratory period. Students may not receive more than 12 credits for courses in biology at the 1000's level.

Designed to provide a foundation for more advanced courses in Biology and related sciences. Structure, physiology, reproduction, diversity, evolution and ecology of plants as a basis for an understanding of the broader principles of biology; surveys important groups of plants, fungi and algae. A fee of \$10 is charged for this course. CA 3-LAB.

Justification

1. [Reasons for changing this course](#): The current catalog description does not accurately reflect the content of course and the targeted audience; the course is a science course for majors from Biology, Agriculture and Natural Resources, and related fields and is not designed as a course for non-science major, yet students from various non-science majors enroll.
2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): Goffinet, P. Lewis

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in one and only one of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: **18 November 2015**
Department Faculty: **9 December 2015**
2. Name, Phone Number, and e-mail address of principal contact person:
Bernard Goffinet, bernard.goffinet@uconn.edu, 486-5290

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: December 02, 2015
2. Department requesting this course: ASLN / LCL
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

2600. Interpreting in Various Settings

Three credits. Prerequisite: ASLN 1102.

The study of interpreting American Sign Language and English within a variety of settings with a primary focus on educational interpreting.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ASLN
2. Course Number: 2700
3. Course Title: Interpreting in Various Settings
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): The study of interpreting American Sign Language and English within a variety of settings with a primary focus on educational interpreting.

Optional Items

6. Pattern of instruction, if not standard: Standard
7. Prerequisites, if applicable: ASLN 1102
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: No
11. Skill codes "W", "Q" or "C": None
12. University General Education Content Area(s), if any: None
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: None

Justification

1. Reasons for adding this course:

Offerings in American Sign Language (ASL) have recently been increased, including ASL levels 5 and 6, due to expanding student interest. Among those students developing their interest in ASL are some who may become ASL/English interpreters. We are therefore providing additional opportunities for students to learn about interpreting, in addition to proposing a minor in this area.

This course will serve as one of four interpreting courses that will offer students an opportunity to effectively extend their learning and experience within the field of interpreting. There is a continued shortage of educational interpreters due to the fact that a majority and growing number of Deaf students are mainstreamed in public schools where interpreters are needed. Thus, this course will offer students instruction in interpreting within the classroom, as well as other settings.

2. Academic merit:

Students who are deaf or hard of hearing often require classroom accommodations such as educational interpreters (as, for example, defined by a student's IEP) to provide access for communication, instruction and the curriculum. This course is designed to better prepare students to work with Deaf students, teachers and administrators within the field of education. An overview on how Deaf children learn, a historical perspective on Deaf education and interpreting, professional conduct, and how to prepare for effective interpreting are included. Students will also develop specific interpreting skills with the analysis of the educational environments impact on learning and development including the myriad of roles and expectations of an educational interpreter.

3. Overlapping courses: None

4. Number of students expected: 10-15

5. Number and size of sections: 1 section per year, up to 15 students

6. Effects on other departments: This course will not have any known impact on other departments.

7. Effects on regional campuses: None

8. Staffing: Dr. Linda Pelletier

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E: ____

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by

Department Curriculum Committee: ASLN: 10/30/15, LCL: 1/25/16

Department Faculty: ASLN: 10/30/15, LCL: 1/25/16

2. Name, Phone Number, and e-mail address of principal contact person: Diane Lillo-Martin,
860-486-0155, diane.lillo-martin@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

See Attached.

ASLN 2700: Interpreting in Various Settings

University of Connecticut

Fall 2016

Instructor: Dr. Linda Pelletier, CI/CT, NAD5

Email: linda.pelletier@uconn.edu

Office hours: Tuesdays and Thursdays 8:00 am-9:30am

Course Description:

The study of interpreting within a variety of settings with a primary focus on educational interpreting including postsecondary, secondary, and elementary settings. This course includes an overview of the history and current status of educational interpreting throughout the United States. Students will explore the perspectives, goals, political, and social influences that contribute to educational environment. Students will also develop specific interpreting skills in different settings with an analysis of the educational environment's impact on the Deaf/hard of hearing student including the myriad roles and expectations of an educational interpreter in these settings.

Course Objectives:

Upon satisfactory completion of this course, the student will be able to:

- Explain the role and responsibilities of the educational interpreter as part of the educational team.
- Understand and apply the Guidelines of Professional Conduct for Educational Interpreters and the RID Code of Ethics.
- Explain terminology related to the educational setting and to the educational interpreting process.
- Describe the physical factors, logistics and planning involved when working in various situations within the educational setting such as interpreting in the classroom, on stage, for meetings, field trips and when media is used.
- Demonstrate a personal philosophy, including ethics and values, which will guide interpreting practice;
- Demonstrate knowledge of how to establish appropriate working conditions that foster effective interpretation within an various settings including

educational settings, virtual settings, and settings that are supported through video remote interpreting technology;

- Demonstrate knowledge of the roles and responsibilities commonly held by interpreters;
- Analyze specific features of discourse that affect interpreting in a classroom;
- Demonstrate knowledge of subject-specific sign vocabulary;
- Understand interpreter roles and responsibilities of members working on an educational team, including hearing and deaf interpreting teams;
- Understand the educational goals for students.

Required Readings/Text/Materials:

There is one required text, however, a majority of the readings will be either distributed in class or posted in HuskyCT.

Olivia, Gina, A. and Risser Lytle, Linda. (2014). *Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren*. Gallaudet University Press, Washington DC. Print Edition: ISBN 978-1-56368-599-6. E-Book: ISBN 978-1-56368-600-9

Course Assignments:

Weekly Homework

Weekly homework will be assigned according to the practice videos and reading materials in “Educational Interpreting Practice Videos” (Videos 1-10), Boys Town Press, Boystown, NE and various YouTube videos. Students will analyze each video for the purpose of developing skills and knowledge in interpreting specifically to the classroom environment and various educational settings.

Article Summary

Students will select an article of interest for the purpose of class discussion. Each student will be asked to lead a discussion based on his or her chosen article. In addition, each student is required to provide a one page summary of the article. Each article will be made available for all students to read *prior* to the assigned discussion date. The date for each discussion will be decided in class.

Interview and Reflection Paper

Students are required to interview a member of the Deaf community regarding his or her experience working with an educational interpreter. Students will collectively develop a list of questions to ask each interviewee and submit a video summarizing the interview using American Sign Language. This assignment will be discussed in greater detail in class.

Course Requirements and Expectations:

Students are responsible for completing each reading and weekly assignments as scheduled. A schedule of assignments will be distributed in class.

Students should be prepared to discuss each reading assignment in class.

Students are expected to be prepared for "in class" translation and interpreting activities based on the homework assignments.

Assignments may be added or modified as the semester progresses. This syllabus is subject to change at the discretion of the instructor. The instructor will notify students of all changes in class and posting changes on the course blackboard.

Mid term and final exams will be based on the assigned readings and information provided on the PowerPoint slides. Final exam is not cumulative.

Topics and Readings (Subject to change):

Students will be provided reading assignments either in class or posted on HuskyCT. A schedule of dates for each reading assignment will be posted. A few of the topics to be discussed in class are:

- Various interpreted settings.
- What is educational interpreting?
- The role and responsibilities of the educational interpreter.
- A brief overview of Deaf education.
- How Deaf children learn and mixed communication styles.
- Individuals Evaluation Plans
- A historical perspective on educational interpreting.
- Interpreting in the classroom: Post-secondary, high school, and elementary education.
- Collaborating with the educational team.
- Preparing for effective interpreting.
- Professional conduct guidelines.
- Importance of qualified educational interpreter.
- Assessment, Evaluation and certification.

Course Evaluation:

Midterm exam	30%
Final exam (non-cumulative)	30%
Weekly Assignments	20%

Interview and Reflection Paper	10%
Article Summary	10%

Grading Scale:

95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Reasonable Accommodation:

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please make this known to the instructor and contact the Center for Students with Disabilities if you feel you may qualify for services and/or specialized accommodations.

Academic Integrity/Plagiarism:

Essential to the mission, the University of Connecticut is commitment to the principles of honesty and integrity. Assignments must demonstrate students' own work.

Unit	Topic and/or Activity	Readings and Assignments (Subject to change)
January 19th Tuesday	Welcome	Record a 2-3 minute introduction. Include the following information, however, you are welcome to include additional information if you wish: Your name, where you are from, your major/minor, participation in any Uconn activities or programs, and why you decided to take this class. Submit your response electronically.

January 21st Thursday	1. What is educational interpreting? DVD Skills Development	Jones, Bernhardt E. (2005). "Competencies of K-12 educational interpreters: What we need versus what we have." in Winston, E. A., Educational Interpreting: How it Can Succeed. Washington, DC: Gallaudet University Press.
January 26th Tuesday	Language Skills Development: Science Translation into English Lesson One	Refer to the list of "Science in ASL" website links. Working in pairs or groups of 3 students, translate the science video into English from the list of videos for Lesson One. Each student is required to submit his or her own translated audio recording.
January 28th Thursday	2. A Brief Overview of Deaf Education DVD Skills Development	Scheetz, Nanci A. (2012). Chapter 8: "Educational settings," in Deaf Education in the 21st Century. Pages 150-162. Boston: Pearson Press. Marshark, Marc. (2012). Chapter 11: "The deaf education classroom," in How Deaf Children Learn. Pages 121-134. New York: Oxford University Press.
February 2nd Tuesday	Language Skills Development: Science Translation into English Lesson Two	Refer to the list of "Science in ASL" website links. Working in pairs or groups of 3 students, translate the science video into English from the list of videos for Lesson Two. Each student is required to submit his or her own translated audio recording.
February 4th Thursday	3. How Deaf Children Learn DVD Skills Development	Marshark, Marc. (2012). Chapter 2: "Introduction to deaf children," in How Deaf Children Learn. Pages 11-24. New York: Oxford University Press. Marshark, Marc. (2012). Chapter 6: "Deaf children," in

		<p>How Deaf Children Learn. Pages 65-75. New York: Oxford University Press.</p> <p>Marshark, Marc. (2012). Chapter 7: "Learning and memory," in How Deaf Children Learn. Pages 77-89. New York: Oxford University Press.</p>
February 9 th Tuesday	<p>Class discussion on <i>Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren</i>.</p>	<p>Olivia, Gina, A. and Risser Lytle, Linda. (2014). <i>Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren</i>.</p>
February 11 th Thursday	<p>4. Historical Perspective of Educational Interpreting</p> <p>DVD Skills Development</p>	
February 16 th Tuesday	<p>Language Skills Development: Science Translation into English</p> <p>Lesson Three</p>	<p>Refer to the list of "Science in ASL" website links. Working in pairs or groups of 3 students, translate the science video into English from the list of videos for Lesson Three. Each student is required to submit his or her own translated audio recording.</p>
February, 18 th Thursday	<p>5. Roles and Responsibilities</p> <p>DVD Skills Development</p>	<p>Scheetz, Nanci A. (2012). Chapter 14: "Preparing personnel to serve individuals who are deaf or hard of hearing: Roles and responsibilities," in Deaf Education in the 21st Century. Pages 264-271. Boston: Pearson Press.</p>
February, 23 rd Tuesday	<p>Language Skills Development: Mathematics</p>	<p>Refer to the list of "Mathematics in ASL" website links. Working in pairs or groups of 3 students, translate the mathematics video into English from the list of videos for Lesson One. Each student is required to submit his or her</p>

	<p>Translation into English</p> <p>Lesson One</p>	<p>own translated audio recording.</p>
<p>February, 25th Thursday</p>	<p>6. Collaborating with the Educational Team</p> <p>DVD Skills Development</p>	<p>Affonso, Cindy. (February 1998). "Interpreting with deaf preschoolers." Views, Vol. 15, Issue 2, page 23-24.</p>
<p>March, 1st Tuesday</p>	<p>Language Skills Development: Mathematics</p> <p>Translation into English</p> <p>Lesson Two</p>	<p>Refer to the list of "Mathematics in ASL" website links. Working in pairs or groups of 3 students, translate the mathematics video into English from the list of videos for Lesson Two. Each student is required to submit his or her own translated audio recording.</p>
<p>March 3rd, Thursday</p>	<p>Midterm Exam</p>	<p>Midterm Exam</p>
<p>March 8th, Tuesday</p>	<p>Language Skills Development: Mathematics</p> <p>Translation into English</p> <p>Lesson Three</p>	<p>Refer to the list of "Mathematics in ASL" website links. Working in pairs or groups of 3 students, translate the mathematics video into English from the list of videos for Lesson Three. Each student is required to submit his or her own translated audio recording.</p>

March 10 th , Thursday	7. Individualized Educational Plan DVD Skills Development	Sample IEP for Deaf students Sample IEP for Deaf student
March 15 th and 17 th	Spring Break	Spring Break
March 22 nd , Tuesday	Class discussion on <i>Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren.</i>	Olivia, Gina, A. and Risser Lytle, Linda. (2014). <i>Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren.</i>
March 24 th , Thursday	8. Preparing for Effective Interpreting DVD Skills Development	
March 29 th , Tuesday	Language Skills Development: Classroom examples Translated into ASL Lesson One	Refer to the list of "Classroom Examples in English" website links. Working in pairs or groups of 3 students, translate the mathematics video into ASL from the list of videos for Lesson One. Each student is required to submit his or her own translated video recording.
March 31 st , Thursday	9. Professional Conduct Guidelines	Schick, Breanda. "EIPA Guidelines of professional conduct for educational interpreters," University of Colorado- Boulder.

	DVD Skills Development	
April 5th, Tuesday	Language Skills Development: Classroom examples Translated into ASL Lesson Two	Refer to the list of "Classroom Examples in English" website links. Working in pairs or groups of 3 students, translate the mathematics video into ASL from the list of videos for Lesson Two. Each student is required to submit his or her own translated video recording.
April 7th, Thursday	10. What Teachers and Administrators Should Know DVD Skills Development	Schick, Brenda. "A Guide for Teachers" Gallaudet University, Laurent Clerc National Deaf Education Center. Schick, Brenda. "Guidelines for Administrators" Gallaudet University, Laurent Clerc National Deaf Education Center.
April 12th, Tuesday	Class discussion on <i>Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren.</i>	Olivia, Gina, A. and Risser Lytle, Linda. (2014). <i>Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren.</i>
April 14th, Thursday	Language Skills Development: Classroom examples Translated into ASL Lesson Three	Refer to the list of "Classroom Examples in English" website links. Working in pairs or groups of 3 students, translate the mathematics video into ASL from the list of videos for Lesson Three. Each student is required to submit his or her own translated video recording.

April 19th, Tuesday	DVD Skills Development Final Review	
April 21st, Thursday	11. Assessment, Evaluation and Certification DVD Skills Development	<p>Schick, Brenda and Williams, Kevin. (2005). "The educational interpreter performance assessment: Current structure and practices." in Winston, E. A., Educational Interpreting: How it Can Succeed. Washington, DC: Gallaudet University Press.</p> <p>Taylor, Marty M. (2005). "Assessment and supervision of educational interpreters: What job? Whose job? Is this process necessary?" in Winston, E. A., Educational Interpreting: How it Can Succeed. Washington, DC: Gallaudet University Press.</p>
April 26th, Tuesday	Class discussion on <i>Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren.</i>	Olivia, Gina, A. and Risser Lytle, Linda. (2014). <i>Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren.</i>
April 28th, Thursday	TBD	

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 12-02-2015
2. Department requesting this course: ASLN / LCL
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

ASLN 2800. Consecutive Interpreting

Three credits. Prerequisite: ASLN 1102.

Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues and a focus on community, medical and video relay interpreting.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ASLN
2. Course Number: 2800
3. Course Title: Consecutive Interpreting
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues and a focus on community, medical and video relay interpreting.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: ASLN 1102
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: None
11. Skill codes "W", "Q" or "C": None
12. University General Education Content Area(s), if any: None
 - a. If Content Area 1, specify a CLAS area, A-E:
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: None

Justification

1. Reasons for adding this course:

Offerings in American Sign Language (ASL) have recently been increased, including ASL levels 5 and 6, due to expanding student interest. Among those students developing their interest in ASL are some who may become ASL/English interpreters. We are therefore providing additional opportunities for students to learn about interpreting, in addition to proposing a minor in this area.

This course will serve as one of four interpreting courses that will offer students an opportunity to effectively extend their learning and experience within the field of interpreting. There is a growing need for qualified interpreters with a limited number of educational and training opportunities throughout Connecticut. With the growing use of Video relay service technology there is a greater need for organizations to hire more experienced interpreters. According to US News and World Report (March 6, 2012), "The interpreter and translator occupation should grow by 46.1 percent between 2012 and 2022." (www.Money.USNews.com).

2. Academic merit:

This course focuses on developing skills for American Sign Language and English interpreting. Consecutive interpreting will be the primary focus with an emphasis on text and situational analyses. Students will analyze, observe and practice interactive interpreting, team interpreting, and discuss the process for each interactions with a primary focus on community, video relay services and medical interpreting.

3. Overlapping courses: None

4. Number of students expected: 10-15

5. Number and size of sections: One section per year, up to 15 students

6. Effects on other departments: This course will not have any known impact on other departments.

7. Effects on regional campuses: None

8. Staffing: Dr. Linda Pelletier

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E: ____

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by

Department Curriculum Committee: ASLN: 10/30/15, LCL: 1/25/16

Department Faculty: ASLN: 10/30/15, LCL: 1/25/16

2. Name, Phone Number, and e-mail address of principal contact person: Dr. Diane Lillo-Martin, DIANE.LILLO-MARTIN@UCONN.EDU, 860-486-0155

Syllabus

A syllabus for the new course must be attached to your submission email.

ASLN 2800: Consecutive Interpreting

University of Connecticut

Spring 2017

Instructor: Dr. Linda Pelletier, CI/CT, NAD5

linda.pelletier@uconn.edu

Office hours: Tuesdays and Thursdays 8:00 am-9:30am

Course Description:

This course focuses on developing interpreting skills with a focus on consecutive skills and an emphasis on text and situational analyses. Students will both observe and practice interactive interpreting, analyze the parts of the process that go into such interactions and interpretations and analyze the resulting work. A primary focus will be community interpreting with an introduction to team interpreting.

Course Objectives:

Produce interpretations that demonstrate evidence of cultural mediation.

Apply a variety of approaches in preparation for various interpreting assignments.

Apply Deaf and hearing cultural norms to various dynamics of interaction.

Apply self-analysis skills in order to determine specific strengths/challenges.

Describe in detail one model of interpretation.

Identify and outline the findings of at least two empirically-based instances of research concerning consecutive interpretation.

Successfully demonstrate consecutive ASL-to-English interpretation with a primary focus on community interpreting.

Review process models of interpretation with a primary focus on consecutive interpretation.

Understand team interpreting techniques.

Understand self-assessment techniques regarding consecutive ASL-to-English interpretation.

Required Text:

Dean, Robyn K. and Pollard, Robert Q. (2014). *The Demand Control Schema: Interpreting as a Practice Profession*, 1st Edition. North Charleston, NC: CreateSpace Independent Publishing Platform.

Scheetz, Nanci, A. (2009). *Building ASL Interpreting and Translation Skills: Narratives for Practice (with DVD)*. Boston: Pearson Publishers.

Course Format:

- ✓ Small group discussions with an emphasis of using primarily ASL. Individualized instruction will be made available during class time.
- ✓ Class participation is important. This course requires students to be prepared for each class with completed homework and reading assignments.
- ✓ Instructional materials will include but is not limited to demonstrations, lectures, PowerPoint presentations, videotapes/DVD's assigned readings, cooperative learning activities, class discussions, student presentations, student interaction, and reinforcement activities.
- ✓ The main focus of this course is to develop interpreting skills by way of enhancement activities, vocabulary and semantic development, homework assignments as well as lectures and group discussions.
- ✓ Course sequence and format may change due to the needs and/or interest of the class.

Course Assignments:

1. Translation Exercise:
Weekly translation assignments will be assigned either for homework or during class time. Assignments will focus on Nanci Scheetz, *Building ASL Interpreting and Translation Skills: Narratives for Practice (with DVD)*. Translations will be completed in either English or ASL. Translations assignments will be assigned in class.
2. Research Paper and Lead a Group Discussion:
Identify and outline the findings an empirically-based research article concerning consecutive interpreting. Summarize the article, highlighting the significance of the research and/or how it has contributed to the study of consecutive interpreting. Each student will be asked to lead a group

discussion concerning his or her article. Dates for each group discussion will be assigned.

3. Group Interview and Reflection Paper:

A member of the Deaf community will be interviewed in class regarding his or her personal experience working with interpreters. Interviews will be conducted as a whole class project with either the Deaf interviewee in person or videoconferencing. Students will prepare a list of questions prior to the interview and, upon completion of the interview, submit a 15 minute reflection in ASL on the due date listed below. **Submit your reflection paper at the same time as the class discussion listed below.**

Course Requirements and Expectations:

- ✓ Students are responsible for completing each reading and weekly assignments as scheduled. A schedule of assignments will be distributed in class.
- ✓ Students should be prepared to discuss each reading assignment in class.
- ✓ Students are expected to be prepared for "in class" translation and interpreting activities based on the homework assignments.
- ✓ Assignments may be added or modified as the semester progresses. This syllabus is subject to change at the discretion of the instructor. The instructor will notify students of all changes in class and posting changes on the course blackboard.
- ✓ Midterm and final exams will be based on the assigned readings and information provided on the PowerPoint slides. Final exam is not cumulative.

Course Evaluation:

Midterm exam	25%
Final exam (non-cumulative)	25%
Translation Exercises	25%
Research Paper and Lead a Group Discussion	15%
Group Interview	10%

Grading Scale:

95-100 A
90-94 A-
87-89 B+
84-86 B

80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
60-63 D-
0-59 F

Reasonable Accommodation:

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please make this known to the instructor and contact the Center for Students with Disabilities if you feel you may qualify for services and/or specialized accommodations.

Academic Integrity/Plagiarism:

Essential to the mission, the University of Connecticut is committed to the principles of honesty and integrity. Assignments must demonstrate students' own work.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 12-04-2015
2. Department requesting this course: ASLN / LCL
3. Semester and year in which course will be first offered: Fall 2016

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

ASLN 3305 Advanced American Sign Language 5

Three credits. Prerequisite: ASLN 1104

Advanced study of American Sign Language and Deaf culture.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ASLN
2. Course Number: 3305
3. Course Title: Advanced American Sign Language 5
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Advanced study of American Sign Language and Deaf culture.

Optional Items

6. Pattern of instruction, if not standard: Standard
7. Prerequisites, if applicable: ASLN 1104
 - a. Consent of Instructor, if applicable: No
 - b. Open to sophomores/juniors or higher: N/A
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: None
11. Skill codes "W", "Q" or "C": None
12. University General Education Content Area(s), if any: None
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: None

Justification

1. Reasons for adding this course: Offerings in beginning and intermediate level American Sign Language (ASL) have recently been increased, creating an

opportunity to offer students a more advanced study in ASL.

2. Academic merit: Students studying American Sign Language as a foreign language are exposed to the rich life and experiences of people who are Deaf. This course focuses on the grammatical and discourse structures necessary for the production and comprehension of narratives and other types of extended discourse. With more advanced ASL language skills, students have the opportunity to attend community events, theatrical performances, or lectures in ASL within the community. Students will be better prepared to consider careers in deaf-related fields such as sign language interpreting, sign language instructors, counselors, government specialist, audiologists, speech pathologists, program administrators, or community service personnel. In addition, students gain a better understanding of the social inequities and injustice still faced by many people who are Deaf. A more advanced study of ASL also helps students to better appreciate the various cultural perspectives, improves student's understanding of English, and can facilitate the learning of other languages as well.

3. Overlapping courses: None

4. Number of students expected: 10-20

5. Number and size of sections: One section per year, up to 20 students

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Sherry Powell

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E: ____

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by

Department Curriculum Committee: ASLN: 10/30/15, LCL: 1/25/16

Department Faculty: ASLN: 10/31/15, LCL: 1/25/16

2. Name, Phone Number, and e-mail address of principal contact person: Dr. Diane Lillo-Martin,

DIANE.LILLO-MARTIN@UCONN.EDU, 860-486-0155

Syllabus

A syllabus for the new course must be attached to your submission email.

ASLN 3305

Advanced American Sign Language V

Instructor: Sherry Powell

Email: Sherry.Powell@uconn.edu

Class: Mon. & Wed. 3:35 pm to 4:50 pm Oak room #108

Office hours: by appointment Oak room #355

Required Text:

Supalla, Sam & Bahan, Ben (1994). **ASL Literature Series: Bird of a Different Feather & For a Decent Living** student workbook and student videotext. Dawn Sign Press, Inc.

Additional Readings:

Cultural/language, Deaf issues, and ASL articles and handouts, including syllabus, may be sent to you via emails.

Course Description:

Students studying ASL as a foreign language need to expose themselves to the life and experiences of deaf people. One narrative from the ASL Literature Series, "Bird of a Different Feather", reveals insights into the culture of the Deaf community. Students need to learn how a narrative is formed without a writing system, how ASL narratives are developed and how they are maintained based solely on memory. Deaf people rely on ASL narratives to portray themselves and reaffirm their identities as members of a distinct cultural group. Therefore, narratives serve as an effective medium for the cultural component of ASL as a foreign language instruction.

This course serves an advanced class, past the fourth level, for ASL students. Prerequisites for this course are ASLN 1101, 1102, 1103 and 1104.

Course Objectives:

- 1) To develop more knowledge of signs used by the Deaf
- 2) To develop deeper understanding of narratives
- 3) To enhance appreciation of the role of ASL literature in the deaf community
- 4) To enhance comprehensive and expressive skills in ASL

Course/Student Assessment (tentative):

Retelling Tests (25 pts. total)

- *Topic unit level, 2 sessions 5 points each
- *Chapter level, 1 session 15 points

Written Examinations (60 pts. total)

- *2 exams (midterm and final) 30 pts. each

Participation in Class (15 pts. total)

- *Comprehension Check
- *Retelling at strophe level
- *Literary discussion
- *Reaction paper to Interview with Signer
- *Sharing own anecdotes with class

Comprehension Check:

Students view the narrative in the Student Videotext strophe by strophe and answer questions in the Student Workbook. Students bring their completed assignment to the next scheduled class session. In class, they exchange their workbooks and correct each other's assignments.

Language Notes are also in most of the strophes studied in the Comprehension Check. Each language note includes a still picture of the Signer producing a sign, followed by text describing the target sign and role play. It is expected to provide you with direct exposure on how role play operates in ASL, marking either the orientation of narrator or character. Both eye gaze and body shifting behaviors of the Signers are clearly illustrated in the still pictures.

After you complete each chapter, you will need to read the **Background** section. The background section contains cultural information related to the chapter. The background sections occur after most chapters in the student workbook and allow you to learn more about the cultural significance of the events narrated.

The last component of the Student Workbook is **Literary Questions**. The literary questions aim to have you describe the characters and events in the chapter. You will be expected to write short answers to the questions prior to the class session and hand them to the teacher during class. I will evaluate your papers based on effort and clarity of answers. These homework assignments will prepare you for further discussions in class.

In class, I will show the Teacher's Videotape of the chapter; recall that you have studied the chapter only by individual strophes, and you need to view the narrative segment at the chapter level. After seeing the videotape, students should be divided into two groups (depending on the number of literary questions) and be shown the literary questions to discuss. After the student discussion, one leader from each group should present their answer to one of the questions to the class. I will prompt discussion between groups

about each others' answers.

The Anecdotal Sample is a vital component of the ASL Literature Series. The teacher will use the samples as a guide in recollecting her own experiences. You will learn that anecdotes are another narrative form critical for sharing cultural information. You are encouraged to participate with your own anecdotes, since sharing anecdotes promotes an interaction which will further develop both your receptive and expressive ASL skills.

The Retelling component remains a critical element of the ASL Literature Series. For you, retelling a narrative promotes your incidental and almost unconscious learning. "Linguistic spillover" describes this learning process whereby there is an anticipated reappearance of certain ASL linguistic forms, structures and concepts in your signed production after the retelling sessions.

There are three retelling assignments. In general, there is a retelling assignment at the strophe, topic unit, and chapter level for each narrative. You need to first practice your retelling assignment out of class with your student videotext. The retelling procedure is "oral to oral" with each of you reciting the particular segment as told by the Signer for the first assignment. Retelling does not mean that you need to imitate "word for word" what is recorded on videotape. Rather, the retold segment can be of any style, as long as the storyline remains intact.

The first retelling event assigns all of your strophes to retell in consecutive order (i.e., Strophe 1, Strophe 2, Strophe 3, etc.) in front of the class while being videotaped. I will replay the videotape immediately and allow all of you to view your completed retelling assignment, as feedback will allow you to improve your performance for the next time. Grades are not given for strophe-level retelling assignments. Grading begins with the topic unit-level assignment. At the topic unit level, you will be videotaped individually and in private. I will evaluate the videotaped topic unit retelling assignment out of class using the Narrative Retelling Evaluation form provided. The final retelling assignment will be at the chapter level (again videotaped individually and in private) and will allow you to be creative in developing your own endings to the narrative. I will choose several of the most creative endings to share with the class. The retelling assignments and procedures as described here are the same for both narratives.

Examination includes two or three written examinations. Basically, the areas covered in the examinations will be a review of the Backgrounds, Language Notes and Literary Questions.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a Minor

Last revised: September 24, 2013

1. Date: December 3, 2015
2. Department or Program: [ASLN / LCL](#)
3. Title of Minor: Interpreting American Sign Language and English
4. Does this Minor have the same name as the Department or a Major within this Department? ___ Yes No
(If no, explain in Justification section below how this proposed Minor satisfies the CLAS rule limiting each department to one minor).
5. Effective Date (semester, year) : Fall 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Catalog Description of Minor

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

Requirements:

All students enrolled in this minor are required to complete the following four courses (12 Credits):

- ASLN 3305 Advanced Study of American Sign Language and Deaf Culture
- ASLN 2500 Introduction to Interpreting American Sign Language and English
- ASLN 2600 Process of Interpreting
- ASLN 2700 Interpreting in Various Settings

Beyond these, students must complete one additional course from the following list (3 credits):

- ASLN 2800 Consecutive Interpreting
- LING 2850 Introduction to Sociolinguistics of the Deaf Community

Justification

1. Identify the core concepts and questions considered integral to the discipline:

- a. Models and theories of interpreting
 - b. History of the field of interpreting
 - c. Code of Professional Conduct
 - d. Current research in interpreting
 - e. How sociocultural issues of the Deaf community impact the process of interpreting
 - f. Legislative initiatives that influence interpreting
 - g. Consecutive and simultaneous interpreting
 - h. Variations among settings
 - i. Team interpreting
 - j. Changing trends in the field of interpreting
 - k. Self-assessment techniques
 - l. Roles and responsibilities
 - m. Processing skills and techniques
2. Explain how the courses required for the Minor cover the core concepts identified in the previous question:
- a. The required interpreting courses address the concepts listed in (a)-(m) above.
 - b. The required course in Advanced ASL is included to ensure that those who complete this minor have experienced high quality American Sign Language instruction, to prepare professional interpreters who are competent, ethical, and life-long learners.
 - c. The optional courses permit students to choose whether to pursue more in-depth training in a particular area of interpreting (and/) or the Deaf community.
 - d. The courses required for this minor will provide students with a working knowledge of the profession of interpreting, including the Code of Professional Conduct, certification criteria, and the roles and responsibilities of an interpreter. The classes will also offer a generalist level of knowledge in professional issues, theories, and multicultural dynamics related to the interpreting profession.
 - e. The courses will teach students to embrace diversity in language and culture. Through the study of ASL, students are exposed to diversity in thought and experience and will have the opportunity to critically examine their own assumptions on language and various world perspectives.
 - f. The courses are designed for students to carefully consider issues, ethically, linguistically and culturally so that competent decisions can be made.
 - g. The importance of interpreting for the deaf has been recognized since the passage of the Americans with Disabilities Act. Employment opportunities for interpreters have increased dramatically, and continue to do so, as a result of state and federal legislation. The US Bureau of Labor Statistics has predicted that during the 2012-2022

decade, job opportunities for interpreters and translators in general will grow by 46%.

- h. Graduates completing the interpreting minor will be better prepared for continued studies at the Graduate level or employment in a wide variety of settings.

- 3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.

- a. There is no department of ASL, rather it is an interdisciplinary program with Linguistics and LCL. There is an existing minor in ASL and Deaf Culture, which is clearly interdisciplinary.

- 4. Dates approved by

Department Curriculum Committee: ASLN: 12/4/15, LCL: 1/25/16

Department Faculty: Linda Pelletier, Doreen Simons, Sherry Powell, Joan Hanna, Diane Lillo-Martin

- 5. Name, Phone Number, and e-mail address of principal contact person:

- a. Diane Lillo-Martin, DIANE.LILLO-MARTIN@UCONN.EDU, 860-486-0155

Plan of Study

Attach a "Minor Plan of Study" form to your submission email as a separate document. This form will be used like the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

- A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

- B. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
(signed) _____ Dept. of <insert name>
Minor Advisor

**University of Connecticut
College of Liberal Arts and Sciences**

**Plan of Study for Minor in
Interpreting American Sign Language and English Minor**

This minor is intended to offer students specific course content related to the knowledge and skills necessary for effective interpreting of American Sign Language and English.

The following policies adhere to the University and CLAS policies on minors:

- A final plan of study for the minor, signed by the Interpreting American Sign Language and English Studies Minor Advisor, Must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate, along with the final plan of study for his/her major. Another copy of the signed form should go to the student's major advisor. Once filed with the Registrar, changes in the plan may be made only with the consent of the Interpreting American Sign Language and English Studies Minor Advisor.
- Completion of a minor requires that a student earn a C (2.0) or better in each of the courses for the minor. A maximum of 3 credits towards the minor may be transfer credits of course equivalent to University of Connecticut courses. Substitution are not possible for required courses in a minor.

Course Requirements:

Prerequisite: ASLN 1101 and 1102 or equivalent are required but do not count toward the total credits required for the minor. A total of 15 credits (five 3-credit courses) of 2000-level or above coursework is required.

- All students enrolled in this minor are required to complete the following four courses (12 Credits):
 - ASLN 3305 Advanced Study of American Sign Language and Deaf Culture
 - ASLN 2500 Introduction to Interpreting American Sign Language and English
 - ASLN 2600 Process of Interpreting
 - ASLN 2700 Interpreting in Various Settings
- Beyond these, students must complete one additional courses from the following list (3 credits):
 - ASLN 2800 Consecutive Interpreting
 - LING 2850 Introduction to Sociolinguistics of the Deaf Community

Name: _____ Student ID _____

Email: _____ Anticipated Graduation Date: _____

Major: _____ Phone: _____

Student Signature: _____ Date: _____

Please list grades and course information for classes used to satisfy the minor . If you are currently enrolled in a course or courses required for this minor, please list "IP" for "in progress" in lieu of a grade.

- _____ ASLN 3305 Advanced Study of American Sign Language and Deaf Culture
- _____ ASLN 2500 Introduction to Interpreting American Sign Language and English
- _____ ASLN 2600 Process of Interpreting
- _____ ASLN 2700 Interpreting in Various Settings
- _____ ASLN 2800 Consecutive Interpreting
- _____ LING 2850 Introduction to Sociolinguistics of the Deaf Community
- _____ LING 3798 Structure of American Sign Language

I approve the above program for the Minor in Interpreting American Sign Language and English.

Interpreting American Sign Language and English Studies Minor Advisor

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Nov 18, 2015
2. Department requesting this course: MCB
3. Nature of Proposed Change: Change prerequisites.
4. Effective Date (semester, year): Summer 2016

Current Catalog Copy

MCB 5670 - Theory And Practice Of Laboratory Techniques In Microbiology
Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit.

Prerequisite: ~~MCB 5427~~ or consent of instructor

Proposed Catalog Copy

MCB 5670 - Theory And Practice Of Laboratory Techniques In Microbiology
Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit. **Instructor consent required.**

Component: Lecture and Lab

Justification

1. Reasons for changing this course: Reasons for changing this course: After having run this course for some time now, we have noted that the instructors assessment of the students background is more effective than requiring MCB 5427.
2. Effect on Department's curriculum: none
3. Other departments consulted: none
4. Effects on other departments: none
5. Effects on regional campuses: none
6. Staffing: J. Graf and others

Proposer Information

1. Dates approved by
Department Curriculum Committee: January 27, 2016
Department Faculty: January 29, 2016
2. Name, Phone Number, and e-mail address of principal contact person:
Joerg Graf, 860-486-9284, Joerg.graf@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Nov 18, 2015
2. Department requesting this course: MCB
3. Nature of Proposed Change: Change prerequisites.
4. Effective Date (semester, year): Summer 2016

Current Catalog Copy

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit.

Prerequisite: **MCB 5670 (section 003)** or consent of instructor

Proposed Catalog Copy

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit. **Instructor Consent required.**

Component: Lecture and Lab

Justification

1. Reasons for changing this course: After having run this course for some time now, we have noted that the instructors assessment of the students background is more effective than requiring MCB 5670 section 03. Also because the section number changes between semesters it adds confusion.

2. Effect on Department's curriculum: None
3. Other departments consulted: none
4. Effects on other departments: none
5. Effects on regional campuses: none
6. Staffing: J. Graf and others

Proposer Information

1. Dates approved by
Department Curriculum Committee: January 27, 2016
Department Faculty: January 29, 2016
2. Name, Phone Number, and e-mail address of principal contact person:
Joerg Graf, 860-486-9284, Joerg.graf@uconn.edu

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

1. Date: 1/21/2016
2. Department or Program: Molecular and Cell Biology
3. Title of Major: Molecular and Cell Biology
4. Effective Date (semester, year): Fall 2016
5. Nature of change: change in requirements

Existing Catalog Description of Major

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Courses required for the major: at least 24 credits in MCB, including:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, 3414, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is

offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

Proposed Catalog Description of Major

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Requirements for the major:

At least 24 credits of MCB courses

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

Required Courses:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, 3414, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

Justification

Reasons for changing the major: Students majoring in Molecular and Cell Biology

We have modified the wording by adding "of which at least 9 credits will be at the 3000-level or above". Analysis of graduate major data showed that it was possible to graduate without taking a course above the 2xxx level and a substantial number of students were actually graduating that way. This requirement will make it so all students have to do some advanced work to get the degree. Some editorial changes were also made to the plan of study to make it easier to understand.

2. Effects on students: The revised requirement will give MCB majors broader and deeper knowledge by encouraging them to enroll in smaller upper-level courses offered by MCB.

3. Effects on other departments: none

4. Effects on regional campuses: none

5. Dates approved by

Department Curriculum Committee: January 27, 2016

Department Faculty: January 29, 2016

6. Name, Phone Number, and e-mail address of principal contact person: David Knecht, 6-2200, david.knecht@uconn.edu

University of Connecticut College of Liberal Arts and Sciences
Department of Molecular and Cell Biology-- MCB Major Degree Plan of Study

Last revised: *February 2016*

A. Core Group: **all** of the following courses:

- MCB 2000 Introduction to Biochemistry (4 cr.) **or** MCB 3010 Biochemistry (5 cr.)
- MCB 2210 Cell Biology (3 cr.)
- MCB 2410 Genetics (3 cr.) **or** MCB 2400 Human Genetics (3 cr.)
- MCB 2610 Fundamentals of Microbiology (4 cr.)

B. Laboratory Requirement: at least **one** laboratory course chosen from the following:

- MCB 2225 Cell Biology Laboratory (4 cr.) MCB 3989
- Introduction to Research (3 cr.)*
- MCB 3189 Clinical Research Lab (3 cr.)* MCB 4026W
- Advanced Biochem. Lab (4 cr.)
- MCB 3414 Experiments in DNA Identification (2 cr.) MCB 4624 Experiments in
- Bacterial Genetics (3 cr.)
- MCB 3633 Pathogenic Microbiology (4 cr.) MCB 4989 Introduction to
- Honors Research (3 cr.)*

*Three total credits required. May be repeated, but only 3 cr. of **these courses** may count toward the 24 cr. of required MCB courses.

C. Writing in the major: at least one of the following courses:

- MCB 3022W MCB 3996W EEB
- 2244W
- MCB 3602W MCB 4026W EEB
- 2245W
- MCB 3841W MCB 4997W

D. Advanced Courses: at least 9 credits at the 3000 level or higher:

___ credits in MCB ___
 ___ credits in MCB ___
 ___ credits in MCB ___

E. Total credits. List and sum credits for all 2000 level and above MCB courses taken. [Example: "3 credits in MCB 3201"]. Include courses listed in A, B, C and D above.

___ credits in MCB ___ ___ credits in MCB ___ ___ credits in
 MCB ___
 ___ credits in MCB ___ ___ credits in MCB ___ ___ credits in
 MCB ___
 ___ credits in MCB ___ ___ credits in MCB ___ ___ credits in
 MCB ___

___ **Total credits in MCB courses** (must be **24** or more at the 2000 level and above).

F. Related courses. At least 12 credits in related subjects at 2000 level or higher.

- 3 credits in CHEM 2443 ___ credits in _____ ___ credits in _____
- 3 credits in CHEM 2444 ___ credits in _____ ___ credits in _____

___ **Total credits in related courses** (must be **12** or more).

G. Other graduation requirements:

- 120 or more total credits
2000 level or higher
- At least 45 credits at
- Passed all courses required by CLAS for a Bachelor of Science degree
GPA of at least 2.0
- Overall and major

Expected graduation month/year: May August December Year: _____

Are you pursuing any minors? Yes No If yes, please list here: _____

Are you pursuing a double major or additional degree? Yes No If yes, please list here: _____

Student Name (print) _____ PeopleSoft #: _____

e-mail: _____ Cell/Local Phone: _____

I approve the above program for the Major in Molecular & Cell Biology. Advisor (print)

Advisor's signature _____ Dept. _____ Date _____