

Submit originals and one copy and electronic copy to the Faculty Senate Office
(Email electronic copy to jbharvie@alaska.edu)

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Geosciences	College/School	CNSM
Prepared by	Chris Maio	Phone	907-474-5651
Email Contact	cvmaio@alaska.edu	Faculty Contact	Chris Maio

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept	GEOG/NRM	Course #	483W	No. of Credits	3
------	-----------------	----------	-------------	----------------	----------

COURSE TITLE	Research Design, Writing, and Presentation Methods
---------------------	---

Existing Course	<input checked="" type="checkbox"/>	New Course Pending Approval*	<input type="checkbox"/>
-----------------	-------------------------------------	------------------------------	--------------------------

*Must be approved by appropriate Curriculum Council.)

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)

Group (medium or large class)	<input type="checkbox"/>
Public (medium or large class)	<input type="checkbox"/>
Public (small class)	<input checked="" type="checkbox"/>
Public (large class) "O/2"	<input type="checkbox"/>

RECEIVED
OCT 13 2015
Dean's Office
College of Natural Science & Mathematics

3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

GEOG F483 W Research Design, Writing and Presentation Methods
3 Credits Offered Fall
Capstone research seminar for Geography and Natural Resources Management majors. Focuses on designing an individual research project or thesis in coordination with a faculty mentor. Designed to integrate the knowledge and skills students have gained through undergraduate course work, and to prepare them for graduate research or professional level projects. Emphasizes scientific method, research design, proposal writing, development of field and analytical methods, scientific writing, and the oral, written, and graphical presentation of data and research results. Prerequisites: ENGL F211X or ENGL F213X; at least one writing intensive course designated (W); junior standing. Cross-listed with NRM F483. (3+0)

NEW DESCRIPTION:

GEOG F483 W,O Research Design, Writing and Presentation Methods
3 Credits Offered Fall
Capstone research seminar for Geography and Natural Resources Management majors. Focuses on designing an individual research project or thesis in coordination with a faculty mentor. Designed to integrate the knowledge and skills students have gained through undergraduate course work, and to prepare them for graduate research or professional level projects. Emphasizes scientific method, research design, proposal writing, development of field and analytical methods, scientific writing, and the oral, written, and graphical presentation of data and research results. Prerequisites: ENGL F211X or ENGL F213X; COMM F131X or COMM F141X; at least one writing intensive course designated (W); junior standing. Cross-listed with NRM F483. (3+0)

JUSTIFICATION FOR ACTION REQUESTED

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

GEOG 483 has a very strong oral presentation component worth approximately 20% of the final grade.

10% of the student's grade is based on two oral presentations of their scientific posters. The first poster presentation is relatively informal in front of their peers and is worth 2.5% of their grade. Their second presentation is in a public setting where they have to stand in front of their poster and individually present the information for 10-15 minutes. After the individual presentation the audience visits the presenters as a group and is able to ask questions and discuss the subject matter. This formal poster presentation is worth 5% of their final grade.

In addition to the poster presentations, students are also required to give 3-5 (depending on enrollment) oral presentations on topics associated with learning how to become better writers. This is worth 10% of their final grade. These topics are selected from the book, The Elements of Style and are 5-10 minutes in duration and followed by a question answer discussion.

Students are also required to give an informal 5-10 minute presentation on the take-home message from a professional development seminar or workshop they attended. This is worth 2.5% of their final grade.

Written and oral instructor feedback is provided for all presentations.

The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

GROUP (medium or large class) (Regularly enrolling at least 12 students)

- A** 15% of the final grade based on oral communication
- B** 1 ongoing, integrated group project with 5-8 students
- C** 2 presentations (minimum of 5 minutes per member)
- D** Question & Answer period for both presentations
- E** Group and Individual grading
- F** Instructor Evaluation/Feedback on all presentations

PUBLIC (medium or large class) (Regularly enrolling at least 12 students)

- A** 15% of the final grade based on oral communication
- B** 3 presentations (minimum of 5 minutes each)
- C** Question & Answer period for both presentations
- D** Instructor Evaluation/Feedback on all presentations

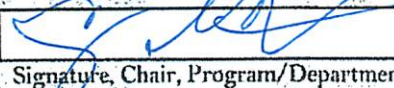
PUBLIC (small class) (Regularly enrolling less than 12 students)

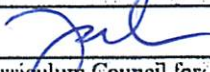
- A** 15% of the final grade based on oral communication
- B** 2 presentations of 20 minutes with Question & Answer or
3 presentations of 10 minutes with Question & Answer
- C** Instructor Evaluation/Feedback on all presentations


PUBLIC (large class) "O/2" (Regularly enrolling 20 or more students)

- A** 7.5% of the final grade based on oral communication
- B** 1 presentation (minimum of 5 minutes), and
- C** 1 presentation of 8-10 minutes with Question & Answer
- D** Instructor Evaluation/Feedback on all presentations

APPROVALS:

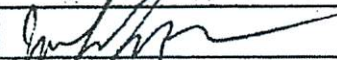
 Date: 10-13-2015
Signature, Chair, Program/Department of: Geography

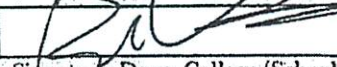
 Date: 10-13-2015
Signature, Chair, College/School Curriculum Council for: CNSM

 Date: 10/13/15
Signature, Dean, College/School of: CNSM

APPROVALS:

Peter J Fix
Digitally signed by Peter J Fix
DN: cn=Peter J Fix, ou=School of Natural Resources and Extension,
ou=Department of Natural Resources Management,
email=pjfix@alaska.edu, c=US
Date: 2015.10.01 11:29:28 -0800 Date:
Signature, Chair, Program/Department of: Natural Resources Management

 Date: 9/29
Signature, Chair, College/School Curriculum Council for: SNRE

 Date: 10/01/2015
Signature, Dean, College/School of: SNRE

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

Signature, Chair, Senate Core Review Committee Date:

GEOG/NRM 483W&O – RESEARCH DESIGN, WRITING, AND PRESENTATION METHODS (3 credits)

Fall 2016

SYLLABUS

INSTRUCTOR	Chris Maio, Assistant Professor
OFFICE	Reichardt 368
OFFICE HOURS	Wednesday 1:00 pm – 2:00 pm Thursday 12:00 pm - 1:00 pm And by appointment
CONTACT	907-474-5651 cvmaio@alaska.edu
LECTURES	Murie 230 Tuesday & Thursday Class Time: 2:00 pm -3:30 pm

BOOK

Required: *Elements of Style* by Strunk and White (4th edition).
Other relevant readings will be assigned and distributed via Blackboard or in class.

PREREQUISETS

ENGL F111X; ENGL F211X OR ENGL F213X; **COMM F131X or COMM F141X**; at least one writing intensive course designated (w); at least junior standing; or permission of instructor.

ORAL INTENSIVE COURSE

This course is designated as Oral-Intensive (O). This designation means that the “O” or “O/2” is evident in the course number on the syllabus (e.g., Education F452 O). The designation applies to upper-division courses. **ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:**

- A minimum of 15 percent of the graded work in the O course (7.5 percent for “O/2”) will be based on effectiveness of oral communications.
- Students will receive intermediate instructor assistance in developing presentational competency.
- Students will utilize their communication competency across the span of the semester, not just in a final project.
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

COURSE DESCRIPTION

This course is designed as a capstone research and professional development course for Geography, Natural Resources Management, and Geoscience majors. It can also serve as a Research Methods course for undergraduates in other programs, or for beginning graduate students. Students will focus on designing an individual research project and proposal. The course will provide real world active learning assignments that seek to integrate the knowledge and skills gained through undergraduate course work, and will prepare you for graduate and professional level projects. The course is writing intensive and will focus on scientific writing, and the oral, written, and graphical presentation of data and research results.

COURSE GOALS

This course will provide a real world opportunity to conduct background research, complete a formal proposal, develop job or graduate school application materials, and present work. This course will provide a capstone opportunity for students to integrate their course-based knowledge with practical skills that will help in professional and research settings. Of most importance, this course is writing intensive and emphasizes written and oral communication skills. Students will become better writers and overall better communicators as they prepare to complete their Bachelor's degree.

TEACHING METHODS

This course centers around individual research projects and will emphasize all aspects of applied research from initial project design, methods, data analysis, graphics, and final presentation. Student's written and graphical work will go through drafts and receive feedback from peers, instructor, and mentor. There is a heavy emphasis on writing and on the critical review of your own work and other students in the class. Lectures will cover basic principles of scientific research, writing, and presentation. Specific assignments provide practice in important professional skills. This course is meant to mimic a professional/graduate experience, and will require a substantial investment of time, with numerous assignments and deadlines that must be met for success.

LEARNING OUTCOMES

- Students will learn to develop and write a complete research proposal (including an abstract, project narrative, figures, collaborative support, etc.).
- Students will gain practice in the scientific method via the development of sound research questions and a project design.
- Students will learn how to find, evaluate, and use scientific literature for research.
- Students will improve the quality of their writing through assignments of varied length and purpose.
- Students will improve the quality of their writing through the evaluation of the work of peers, and the critical evaluation and revision of their own writing.
- Students will learn how to develop a curriculum vitae (CV) for use in job and graduate school applications.

- Students will learn and practice how to produce publishable figures using Adobe Illustrator and ArcGIS software.
- Students will learn and practice various presentation styles including data presentation/graphics, poster presentations, and oral presentations.

COURSE POLICIES

EXPECTATIONS

Students are expected to come to class prepared and on time. This includes reading the assigned material, having completed all assignments that are due and prepared to discuss the course material. There is also an expectation that students will act with professionalism and be respectful to other students, the instructor, and guests. A failure to meet these expectations will result in a lowering of the final course grade and dismissal from the class in which the expectations were not met.

PARTICIPATION AND PROFESSIONALISM

In class, participation and professionalism will be worth a total of 10% of the final grade. If there is an emergency or other important obligation which prevents a student from attending class they are expected to email the instructor prior to the absence. If students do not email prior to the absence, points will be deducted from the participation grade and other related course work.

STUDENT CONDUCT

UAF students are subject to the Student Code of Conduct. The principles of the student code are designed to encourage communication, foster academic integrity and defend freedoms of inquiry, discussion and expression across the university community. For a complete description of the University's Code of Conduct please go to http://www.uaf.edu/catalog/catalog_14-15/pdf/04_Academics.pdf and see Academics and Regulations.

STUDENT SUPPORT SERVICES

STUDENTS WITH DISABILITIES

UAF is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services (Mary Matthews) at the Center for Health & Counseling (x7043). If you need classroom accommodations or other support, please make an appointment with Mary K. Matthews at the Office of Disability Services at (uaf-disabilityservices@alaska.edu), to enlist the appropriate support. I will collaborate to provide accommodations to assist students in meeting course goals.

WRITING SUPPORT

Students are encouraged to make use of the Writing Center (8th floor, Gruening Building) where you can take a draft of any writing and be helped with editing. <http://www.uaf.edu/english/writing-center/>

VETERAN SUPPORT

It is an honor to have veterans attending UAF and every accommodation will be made to support their success. Please let me know if there is anything that can be done to facilitate your transition or continuation of an academic career.

Walter Crary is the Veterans Service Officer at the Veterans Resource Center, 111 Eielson Building. 474-2475.
Email: wecrary@alaska.edu

Fairbanks Vet Center 456-4238. VA Community Based Outpatient Clinic at Ft. Wainwright is 361-6370.

STUDENT EVALUATION

Assignment	Points	Total Percent Course
<i>Proposal</i>		35%
Outline/Concept Map	4	
Literature Review/Bibliography	4	
Draft 1	7	
Draft 2	7	
Figure	5	
Final Draft Submission Ready	8	
<i>In-Class/Public Presentations and Poster Development</i>		25%
Poster Draft 1	5	
Poster Final – in-class presentation	5	
A - Poster Public presentation	5	
B & C <i>Elements of Style</i> Rules (4-5 each)	10	
<i>Peer Reviews</i> (your review of others' work)		15%
Proposal	6	
Poster	3	
Cover Letter/Other	3	
CV	3	
<i>Career Development</i>		15%
Cover Letter/Other	4	
Curriculum vitae (CV)	6	
Public Seminar/Workshop	5	
<i>Participation and Professionalism</i>	10	10%

NOTE: Late assignments will be penalized up to 30% each day it's late unless previously discussed with the instructor. Upon instructor approval, there will be accommodations made for students who have specific research/academic needs not included in the existing course evaluation criteria.

N SCHEDULE

Due Date	Assignment	Course Points
9/17	Proposal: Outline/Concept Map	4
10/1	Proposal: Literature Review and Bibliography	4
10/6	Proposal: Figure Draft 1	2
10/13	Proposal: Draft 1	7
10/20	Peer Review: Proposal	6
10/22	Proposal: Figure Draft 2	3
11/3	Proposal: Draft 2	7
11/5	Career Development: Cover Letter/Other	4
11/10	Peer Review: Cover Letter/Other	3
11/12	Career Development: CV Draft 1	3
11/17	Peer Review: CV	3
11/19	Proposal: Submission Ready	8
11/24	Career Development: CV Draft 2	3
12/1	Presentation: Poster Draft 1	5
12/3	Peer Review: Poster	3
12/10	Presentation: Poster Final Draft	5
12/17	Presentation: Poster Presentation	5
9/3-12/17	Career Development: Seminar/Workshop	5
9/3-12/17	Presentation of <i>Element</i> Rules (3-4 each)	10
9/3-12/11	Participation and Professionalism	10
	TOTAL POINTS	100

NAL ASSIGNMENT INFORMATION

- 1) **Proposal Outline/Concept Map:** This should be a sound outline of the purpose and scope of the individual project. Must include all proposal components and be in standard outline format (I, A, 1).
 - a) Abstract
 - b) Goals
 - c) Background and Significance
 - d) Design and Methodology
 - e) Anticipated Outcomes
 - f) Mentoring
 - g) Budget
- 2) **Proposal Draft 1:** First cut at what your proposal is going to look like. Must include well developed introduction, literature review, methods, and a decent outline of what the Results and Discussion section will look like. Must include list of potential figures, maps, tables (with draft figures where possible).
- 3) **Proposal Draft 2:** Complete with all required components including summary, project description, bibliography, figures, tables, budget and timeline.
- 4) **Proposal Final Submission Ready:** Submission-ready, e.g. quality writing, figures, maps and references.
- 5) **Peer Reviews:** There are a total of 4 Peer Review assignments. Each assignment will require two components including, 1) detailed editing corrections and comments on the document itself (Care should be taken to make these on-page edits legible and concise), and, 2) a 80-150 word paragraph providing detailed constructive feedback on the author's work. This paragraph (typed or written) should summarize the on-page corrections and comments. Upon agreement between peers, students can utilize Microsoft "review" functions to track editing changes and provide comments digitally. Digital reviews should be emailed to the instructor for grading.
- 6) **Presentations:**
 - a) **Poster** – Detailed instructions will be given on the design and development of a poster in class. Scientific posters will follow standard format and be approximately 36 inches by 48 inches. Posters will be printed on the Department of Geosciences printer at no charge to students (1 free per semester). Posters will be presented on two occasions during the semester the first being in the classroom while the second will be in a public forum. Each presentation will last approximately 12-15 minutes and be followed by a question answer discussion.
 - b) **Elements of Style** – On 3-4 occasions (depending on class size) students will present material to the class from *The Elements of Style*. Each presentation will cover either, 1 Rule from Chapters II or V, 7 misused words/expressions from Chapter IV, or 7 words from the Glossary. Presentations should be 10-12 minute long and consist of clearly stating the rule/topic, providing examples from the book, and real world student derived examples. Students can use a presentation media of their choice including, but not limited to, PowerPoint, chalk board, paper, etc. Writing Rules and vocabulary should be clearly stated with examples provided for their use and misuse. A brief discussion of the material covered will follow each presentation. The instructor will provide feedback for all presentations.
- 7) **Career Development:** Three assignments will be used to prepare students for entering graduate school and professional careers. A CV will be developed, instructor/peer reviewed, and refined for use and dissemination. Additionally, a cover letter or other document for graduate school/job application will be developed and instructor/peer reviewed. Students will also attend a public seminar or luncheon of their choosing aimed at professional development and afterwards summarize the take home message for their classmates.

TENTATIVE COURSE SCHEDULE

Week	Date	Lectures	In-Class Activity	Assignments Due
1	3 Sept Th	<i>Lecture 1: Course introduction and the Syllabus</i>	<ul style="list-style-type: none"> • Student introductions, background, and course expectations 	
2	8 Sept T	<i>Lecture 2: Navigating the post-undergraduate world</i>	<ul style="list-style-type: none"> • Syllabus • Objective statement 	
	10 Sept Th	<i>Lecture 3: Writing an URSA proposal.</i> Guest Speaker Dr. Trent Sutton, Co-Director of URSA and Associate Dean of SFOS.	<ul style="list-style-type: none"> • Proposal discussion • <i>Elements</i> selection 	
3	15 Sept T	<i>Lecture 4: The mechanics of proposal writing Part I : The funding environment, high stakes writing, and your future</i>	<ul style="list-style-type: none"> • <i>Elements</i> 1-3 	
	17 Sept Th	<i>Lecture 5: Peer reviews: The importance of getting and providing critical feedback</i>	<ul style="list-style-type: none"> • Outline discussion 	Proposal: Outline/Concept Map
4	22 Sept T	<i>Lecture 6: Guest Speaker Jessica Armstrong, CNSM Graduate Student Coordinator</i>	<ul style="list-style-type: none"> • <i>Elements</i> 4-6 • Individual feedback on Outline/Concept Map 	
	24 Sept Th	<i>Lecture 7: Conducting a literature review and utilizing library resources</i> Guest Speaker Dr. Steven Hunt, Director UAF Research Library Meet at Rasmuson Library 301	<ul style="list-style-type: none"> • Literature review 	
5	29 Sept T	<i>Lecture 8: Developing a bibliography and properly citing sources within text</i>	<ul style="list-style-type: none"> • <i>Elements</i> 7-9 • Literature review group discussion 	
	01 Oct Th	COMPUTER LAB TBA <i>Lecture 9: The art of producing effective and publishable figures using Adobe Illustrator</i>	<ul style="list-style-type: none"> • Making figures with Adobe 	Proposal: Literature Review/Bibliography
6	06 Oct T	COMPUTER LAB TBA <i>Lecture 10: Producing publishable maps using ArcGIS</i>	<ul style="list-style-type: none"> • Study site figures 	Proposal: Figure Draft 1
	08 Oct Th	TBA	TBA	
7	13 Oct T	<i>Lecture 11: Developing an Elevator Talk</i>	<i>Elements</i> 10-12	Proposal: Draft 1
	15 Oct Th	Peer Review	Peer reviews	
8	20 Oct T	Peer Review Discussion	<ul style="list-style-type: none"> • Peer reviews • <i>Elements</i> 13-15 	Peer Review: Draft 1
	22 Oct Th	<i>Lecture 12: Cover Letters and Emails</i>	<ul style="list-style-type: none"> • Peer reviews 	Proposal: Figure Draft 2
Week	Date	Lectures	In-Class Activity	Assignments Due
9	27 Oct	<i>Lecture 13: Developing synergism through</i>	<ul style="list-style-type: none"> • <i>Elements</i> 16-18 	

	T	<i>collaborative research and education projects</i>		
	29 Oct Th	TBA	TBA	
10	03 Nov T	<i>Lecture 15: Applying to graduate school and professional careers. Guest Speaker Laura Bender, Director of Graduate School and Interdisciplinary Programs</i>	<ul style="list-style-type: none"> • Peer reviews 	Proposal: Draft 2
	05 Nov Th	<i>Lecture 15: Applying to Graduate School and Professional Careers</i>	<ul style="list-style-type: none"> • Peer Reviews 	Career Development: Cover Letter/Other
11	10 Nov T	<i>Lecture 16: CV and Resume development; how to effectively portray yourself on paper</i>	<ul style="list-style-type: none"> • Elements 19-21 	Peer Review: Cover Letter/Other
	12 Nov Th	<i>Lecture 17: Presenting at conferences; networking, social interaction, and synergy</i>	<ul style="list-style-type: none"> • CV's • Elements 22-24 	Career Development: CV Draft 1
12	17 Nov T	<i>Lecture 18: Making scientific posters; finding the middle, not too much, not too little</i>	<ul style="list-style-type: none"> • Peer Review • Elements 25-27 	Peer Review: CV
	19 Nov Th	COMPUTER LAB TBA	<ul style="list-style-type: none"> • Poster development 	Proposal: Submission Ready
13	24 Nov T	COMPUTER LAB TBA	<ul style="list-style-type: none"> • Poster development 	Career Development: CV Draft 2
	26 Nov Th	NO CLASS THANKSGIVING HOLIDAY	<ul style="list-style-type: none"> • Poster development 	
14	01 Dec T	COMPUTER LAB TBA	<ul style="list-style-type: none"> • Poster development 	Presentation: Poster Draft 1
	03 Dec Th	<i>Lecture 19: Educational outreach: Bridging the gap between scientists and the rest of the world</i>	Poster feedback	Peer Review: Poster
15	08 Dec T	<i>In Class Poster Presentations</i>	<ul style="list-style-type: none"> • 10-12 minute presentations 	
	10 Dec Th	Poster printing and course evaluations Reichardt 308	<ul style="list-style-type: none"> • Print poster • Fill out course evaluations 	Presentation: Poster final draft
16	15 Dec T	<i>Lecture 22: Action based research: bringing benefits to society through science</i>	<ul style="list-style-type: none"> • TBA 	
	17 Dec Th	<i>Research Presentations PIZZA PARTY! Location TBA</i>	<ul style="list-style-type: none"> • Presentations and Discussion 	Presentation: Public Presentation

Students will be notified and the syllabus will be updated on Blackboard if there are any changes to the above schedule.