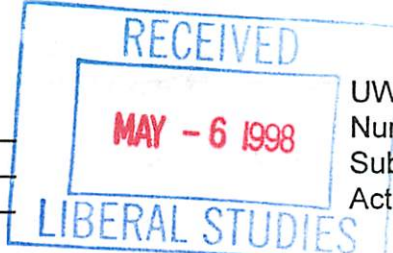


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: _____
Submission Date: _____
Action-Date: _____

99-14C
98-23C

UWUCC App 10/19/99
Senate App 2/1/00

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Darlene Richardson/Karen Rose Cercone Phone x 2379

Department Geoscience

II. PROPOSAL TYPE (Check All Appropriate Lines)

☒ **COURSE** GS 480 Seminar
Suggested 20 character title

____ New Course* _____
Course Number and Full Title

☒ Course Revision GS 480 Seminar
Course Number and Full Title

____ Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

____ Course Deletion _____
Course Number and Full Title

____ Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

____ Course or Catalog Description Change _____
Course Number and Full Title

____ **PROGRAM:** ____ Major ____ Minor ____ Track

____ New Program* _____
Program Name

____ Program Revision* _____
Program Name

____ Program Deletion* _____
Program Name

____ Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Darlene Richardson
Department Curriculum Committee

John D. Eck
Department Chair

John D. Eck
College Curriculum Committee

John D. Eck
College Dean

Charles S. Hall
+ Director of Liberal Studies (where applicable)

Charles S. Hall
*Provost (where applicable)

II. DESCRIPTION OF CURRICULUM CHANGE

1. New syllabus of record

The “old” and “new” syllabus of record is the same with the exception of the change in prerequisite. The syllabus is found on the following pages.

2. Summary of proposed revision

Change in prerequisites from none to GS 380, senior standing

From current Catalog Description:

GS 480 Geoscience Seminar

1 credit

Prerequisite: none

(var-1 sh)

For seniors majoring in some aspect of geoscience. The seminar (1) provides the student with an opportunity to prepare, formally present, and defend a scientific paper based either on his/her own research or on a topic chosen with the approval of instructor and (2) provides opportunity to discuss topics presented by other students, faculty, or guests.

To proposed Catalog Description:

GS 480 Geoscience Seminar

1 credit

Prerequisites: GS 380, senior standing

(var-1 sh)

For seniors majoring in some aspect of geoscience. The seminar (1) provides the student with an opportunity to prepare, formally present, and defend a scientific paper based either on his/her own research or on a topic chosen with the approval of instructor and (2) provides opportunity to discuss topics presented by other students, faculty, or guests.

3. Justification for change

GS 380 and GS 480 are intended to form a continuous sequence for senior undergraduates, allowing them to pursue a research topic in the fall semester, when weather conditions are optimal for field work, and then prepare their research for professional-style presentation in the following spring semester. By making GS 380 a pre-requisite for GS 480, students will be given the advantage of carrying out their research and field work in the fall of their senior year, instead of squeezing both field work and paper presentation into a single harried semester.

Although the course number and catalog description make senior standing explicit, we have occasionally had students who are juniors register for the course. These students have later dropped or withdrawn from the course. We wish to emphasize that the course is for seniors.

4. **Old syllabus of record:** same as “new” with exception of change in prerequisites

5. **Liberal Studies course approval:** not applicable

Part III. Letters of support: no other departments are affected by this change

Course Syllabus (both “old” and “new”)

(Change in Prerequisite shown in *Italics*; otherwise syllabus is unchanged)

GS 480 Geoscience Seminar Spring

Course Description

Pre-requisites: GS 380, senior standing

For seniors majoring in some aspect of geoscience. The seminar (1) provides the student with an opportunity to prepare, formally present, and defend a scientific paper based either on his/her own research or on a topic chosen with the approval of instructor and (2) provides opportunity to discuss topics presented by other students, faculty, or guests.

Course Objectives

During the first class meeting, we will together as a group decide on at least three objectives.

Note: objectives decided by previous students included:

1. Students will learn the elements of a good scientific presentation in the style used at the Geological Society of America national meetings. They will make a 15 minute presentation at Geoscience Day utilizing that format.
2. Students will present their research using visual aids (photographs, microphotographs, computer-aided drafting, presentation software, etc.)
3. Students will put a research project together.

Reading Materials (may be signed out by you or distributed in class)

Bishop, E.E. and others (1978) Suggestions to authors of reports of the USGS 6th Edition, Washington DC: USGPO.

Clifton, H.E. (Date unknown) Tips on talks or how to keep an audience attentive, alert and around for the conclusions at a scientific meeting. Washington DC: USGPO.

Cochran, W. and others (1979) Geo-writing — a guide to writing, editing and printing in earth sciences. Falls Church VA AGI.

Heron, D. (1986) Figuratively speaking techniques for preparing and presenting a slide talk: Tulsa OK: AAPG.

Malde, D. (1986) Guidelines for reviewers of geological manuscripts: Alexandria VA: AGI.

Pratt, D. and Ropes, L. (1978) 35-mm slides: a manual for technical presentations: Tulsa OK:

AAPG.

Call for Abstracts of the national GSA Meeting (most recent available)

Annual Meeting Speakers Information, GSA (most recent available)

Suggestions/instructions to authors from various geological journals (as examples: GSA Bulletin, AAPG Bulletin, J. Geology, J. Sed. Pet. and so on).

Schedule of lectures/discussions/workshops

- | | |
|------------|--|
| Week 1 | Introduction to the course, what Geoscience Day is all about, determination of course objectives, cooperative and collaborative learning communities (group work : list objectives for this course and your work in it) |
| Week 2 | Literature search techniques; visit the library, introduction to computer bibliographic searches (your assignment : do a computer bibliographic search on your topic) |
| Week 3 | Reading and writing critically: what is an abstract, what are the elements of a good summary and of a good abstract (your assignment : summarize an article and write an abstract). |
| Week 4 | Plagiarism, copyright, citing references: what are the elements of a good presentation (your assignment : make a list of five of your references using GSA Bulletin Bibliographic style and write a summary of the good and need-to-be improved aspects of a scientific presentation) |
| Week 5 | Micro-photography techniques: taking 35-mm slides of specimens, figures, photographs and thin sections (your assignment : take three slides now or...) |
| Week 6 | Making visual aids work for you: taking slides from computer screens and field photography, using PowerPoint as one example of presentation software (your assignment : ...take 3 slides now) |
| Week 7 | No class; Spring Break |
| Weeks 8-10 | No formal class meeting; individual or group help sessions (note that you will be expected to spend at 5-10 hours during Weeks 13 and 14 at evening rehearsals (computer-aided drafting, cut and paste techniques, use of colors, etc for figures, diagrams, maps for presentation; your assignment : submit by Week 11 copies of at least 3 diagrams, figures, conclusions for your presentation--may be submitted as slides, on computer disks) |
| Week 11 | How should presentation be evaluated? Proper format for abstract (no deviation accepted) (group work : evaluation criteria for Geoscience Day presentations and evaluation of diagrams, figures, conclusions etc by your colleagues) |
| Week 12 | Abstracts Due ("camera ready" on disk which means that your abstract must be in final form with proper margins, in specified font and font size, correct length) |
| Week 13 | Practice presentation (you must have all your slides in order, your completed notes, etc. This class will run longer than usual.) |
| Week 14 | Practice presentation II |
| Week 15 | GEOSCIENCE DAY |

Week 16 Final Exam Period; post-mortem on presentations and seminar class (what you learned, what you think should be learned/practiced but wasn't and so on); changes in schedule of activities; discussion of grade.

Evaluation Methods

20% In class group work and assignments (graded and ungraded, but counted)

80% Geoscience Day evaluation (see attached example--ratings averaged from all Geoscience Department faculty and professional guest speaker)

Grading scale: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, <60% = F

Special resource requirements: Students will provide disks (if doing a PowerPoint-type presentation, students will need a "zip-disk"), 35-mm film (if doing a 35-mm slide presentation). The Geoscience Department will provide the computer and zip-drive for use with presentation software and the College of Natural Sciences and Mathematics will provide the projector.

Bibliography: Please see list of readings on page 1 of the syllabus. We will also utilize the most recent publications dealing with presentation software (e.g., Beskeen, D.W. (1997) Microsoft PowerPoint 97. Course Technology: Cambridge, MA and Fulton, J. (1997) Easy Microsoft PowerPoint 97. Que Corporation: Indianapolis, IN).

Evaluation Form for Geoscience Day Presentation

Name of Speaker: _____

Rate the speaker in each of the following categories. Rate students by giving them the appropriate score out of total points. For example: 4/5, 10/10, 14/15. If you have time (and space), please indicate what was particularly good or why students lost points.

Criterion	Score	Comments
Appearance/Conduct (5 pts.) - appropriate dress, neatness, gesture, mannerisms, faces audience, poise, was talk dull or lively, etc.		
Voice (5 pts.) - voice, enunciation, rate of delivery, variation in tone		
Introduction (5 pts.) - clear statement of the problem, procedure and purpose		
Term Usage (10 pts.) - proper vs improper use of English and geological terms.		
Content/Selection (10 pts.) - proper selection to emphasize major points, convey important information vs. trivial and superfluous information, finish on time.		
Content/sound interpretation on data - (10 pts.) no misinterpretation or overextension of data.		
Organization (15 pts.) - clear, logical, coherent.		
Illustration/Appropriateness and Quality (15 pts.) - proper selection and placement of figures, good design and preparation		
Conclusion (10 pts.) - effective summary and smooth closing of talk		
Effective (5 pts.) - in responding to questions		
Abstract (10 pts.) - well-written, emphasizes important points, quantitative/specific where appropriate		