

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of that fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*)

10.14.2014; REV 10.27.14; REV. 11.18.14, 2/16/15

PROGRAM AREA(S)

UNIV 311

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** UNIV 311

Title: PRESENTING YOUR RESEARCH **Units:** 1

Prerequisites Consent of Instructor. Program approval will be required to substitute this course as an elective in a major.

Corequisites

X Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Supervised work and study involving student research, scholarship, and creative activity and the presentation of that work. All students are required to attend the Sage Research Symposium, or similar conference, to present a talk or poster upon completion. Program approval will be required to substitute this course as an elective in a major. Graded credit/no credit.

Grading Scheme:

A-F Grades

X Credit/No Credit

Optional (Student Choice)

Repeatability: Repeatable.

X Repeatable for a maximum of 3 units

Total Completions Allowed

Multiple Enrollment in Same Semester

Course Level Information:

X Undergraduate

Post-Baccalaureate/Credential

Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Default Section Size	Graded Component	CS & HEGIS # (Filled in by the Provost's Office)
Lecture	1	1			
Seminar	1	1	20	X	
Laboratory					
Activity					
Field Studies					
Indp Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

1 hours lecture per week

hours blank per week

2. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

A-2 English Writing

A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

D (Social Perspectives)**E (Human Psychological and Physiological Perspectives)****UDIGE/INTD Interdisciplinary**

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

Lab Fee Request – Lab fee requests should be directed to the Student Fee Committee.

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification:

JUSTIFICATION:

This is an interdisciplinary class designed to allow students a space for working on skills that will allow them to communicate the results of their research, scholarship, or creative activity to a variety of audiences. Many students at CI participate in a faculty-mentored research experience, and many of those have occasion to present their work at local, regional, or national conferences and competitions. At present, CI offers no coordinated means for students to hone their presentation skills. For example, each year a group of faculty from the Student Research Steering Council coach CI students invited to compete at the CSU Research Competition. But those efforts are *ad hoc*, focus only on oral presentations, and focus on the competition's rubric. Student competitors appreciate that coaching, but they have expressed strong interest in a course that would do the same thing and more.

The course will assist the overall student research community on campus by acting as a resource for faculty mentors who would otherwise train their mentees in presentation skills. Having their students take this course would allow them to invest their scarce time and energy in their research, scholarship, or creative activity.

REQUIREMENTS:

To enroll in the course, each student must be engaged or have been engaged in a faculty-mentored research experience. That project will form the basis for the course. Students will be required to present their research at some point during the semester. In the fall, students will be required to present at the Southern California Conference for Undergraduate Research. In the spring, students will be required to present at CI's Sage Student Research Conference. (The spring course will also be used to prepare CI's competitors in the CSU Research Competition.)

Enrollment in the course is via consent of the instructor, and an emphasis will be placed on actively recruiting senior students though students at all levels will be welcome.

B. Degree Requirement:

☐ Requirement for the Major/Minor
☐ Elective for the Major/Minor

Note: Submit Program Modification if this course changes your program.

X Free Elective, but may be used within a major on a case by case basis.

4. Student Learning Outcomes. List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy:

<http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

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

1. appraise an oral presentation, identifying its strengths and shortcomings, and be able to apply those observations to create an effective oral presentation of their own;
2. appraise a large format poster presentation, identifying its strengths and shortcomings, and be able to apply those observations to create an effective large format poster presentation of their own;
3. appraise a one-page project description, identifying its strengths and shortcomings, and be able to apply those observations to create an effective one-page project description of their own;
4. present the results of their research in a public forum which may or may not be in a competitive setting; and,
5. associate audience needs and background to strategies for making a presentation (e.g., written, oral, online) successful.

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

Specific content will vary by student project, but all will work on advancing their research communication skills, improving their public speaking skills, evolving their poster and/or presentation, and understanding what makes a presentation effective and compelling. Common topics will include

- Giving an oral presentation, short or long
- The elevator pitch/talk
- The dinner-table pitch/talk
- Creating a large-format poster presentation
- Writing a one-page research summary
- (optional) Describing research on the internet
- (optional) Communicating using audio and video
- (optional) Using social media

If time permits, the course may also include instruction on how to attend a conference, e.g., choosing sessions, networking, dinners.

Does this course content overlap with a course offered in your academic program? **Yes** ☐ **No** ☒

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? **Yes** ☐ **No** ☒

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

6. Cross-listed Courses *(Please note each prefix in item No. 1) Beyond three disciplines consult with the Curriculum Committee.*

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course:

B. Program responsible for staffing: UNIV

7. References. *[Provide 3 - 5 references]*

In general, references will vary with student project, but there are general references in the area of undergraduate research and its presentation which may be helpful:

Alley, Michael. The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid. Springer. 2003.

Dean, Ceri B. B.J. Stone, Elizabeth Hubbell, Elizabeth, Howard Pitler. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, Second Edition. Association for Supervision and Curriculum Development, 2012.

Gore, Paul A., Jr., Louisa P. Carter, Ed. Students in Transition: Research and Practice in Career Development. The First-Year Experience Monograph Series No. 55. National Resource Center for The First-Year Experience and Students in Transition, 2011.

Hensel, Nancy, ed. Characteristics of Excellence in Undergraduate Research. Council on Undergraduate Research. 2012.

Jones, Phyllis, Teresa Whitehurst, Jo Egerton, Ed. Creating Meaningful Inquiry in Inclusive Classrooms: Practitioners' Stories of Research. Routledge, Taylor & Francis Group. 2012

Kuh, G. (2008) High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges and Universities.

Lopatto, D.; Tobias, S. (2010). Science in solution: The impact of undergraduate research on student learning. Council on Undergraduate Research.

Meredith, Dennis. Explaining Research: How to Reach Key Audiences to Advance Your Work. Oxford University Press. 2010.

Seymour, E.; Hunter, A.-B.; Laursen, S.L.; Deantoni, T. (2004). "Establishing the benefits of research experiences for undergraduates in the sciences: First findings from a three-year study," Science Education, 88(4), 493-534. DOI 10.1002/sce.10131.

8. Tenure Track Faculty Qualified to Teach This Course.

Matt Cook, Kimmy Kee-Rose, Sean Kelly, Kathleen Klompier, Kathryn Leonard, Jason Miller, Cindy Wyels.

9. Requested Effective Date:

First semester offered: Fall 2015

10. New Resources Requested. Yes No X

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs

D. Lab Fee Requested Yes No (Lab fee requests should be directed to the Student Fee Committee)

E. Other

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes No X

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 1, 2013 of preceding year.

Priority deadline for Course Proposals and Modifications: October 15, 2013, of preceding year.

Last day to submit forms to be considered during the current academic year: April 15th.

Jason Miller

9/1/2014

Oct. 14, 2014 3:24 PM.

Rosa,

Thanks for looking at the doc in such a detailed way. Please go ahead and change the '18' to a '20'. Also know that we have spoken about this to Marie François, and she supports the course.

Jason

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Jason Miller, Ph.D.
Senior Research Officer
Research and Sponsored Programs Office
California State University Channel Islands
jason.miller@csuci.edu
W: 805-437-8898

On Oct 14, 2014, at 2:35 PM, Rodriguez, Rosa <Rosa.Rodriguez@csuci.edu> wrote:

Hi Jason,
You've sent it to the correct person.
Want to let you know that the 10/15 deadline date is for the 2015-16 catalog therefore the earliest this course can be taught is in the Fall 2015 term.
The curriculum cycle runs on an annual basis.

I just did a quick review and noticed that you have a benchmark enrollment of 18. Per CO guidelines, courses with 20 or less students are usually taught as Seminars vs. Lecture. The delivery is the same but due to the small number of enrollments these courses are considered seminars.
Can I go ahead and make the changes to the form?

Also, since "University" courses fall under the auspices of University Experience program please confirm that Marie Francois has reviewed and is on board.

I will forward for review by Curriculum Committee.

Thank-you,
Rosa

Approval Sheet

Program/Course: UNIV

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
AVP		
	Signature	Date