Request for CHANGING an Existing Course

Department: School of Education  
College: Human Sciences and Education

Course Rubric and #: EDCI 4705  
Date: 12/03/12

Present Course Description

Title: Learning and Behavior Principles Applied to Students with Exceptionalities

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:
lecture: 2  lab/sem: 2
rec: 

Repeat Credit Max (if repeatable): 

Graduate Credit?  
Yes:  
No:  

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)

LEC  
LAB  
SEM  
REC  
RES/IND  
CLIN/PRACT

Total Weekly Contact Hours: 4

Grading System: Letter Grade  
Pass/Fail  

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog.

4705 Learning and Behavior Principles Applied to Students with Exceptionalities (3) Prereq.: EDCI 2700 and 4450-2 hrs. lecture; 2 hrs. lab/field experience. Development of intervention programs based on the principles of applied behavior analysis; emphasis on proactive strategies that promote learning and prosocial behavior.

Proposed Course Description

Title: Learning and Behavior Principles Applied to Students with Exceptionalities

Short Title: RNG/BEH PRIN EXC

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:
lecture: 2  lab/sem: 2
rec: 

Repeat Credit Max (if repeatable): 

Graduate Credit?  
Yes:  
No:  

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)

LEC  
LAB  
SEM  
REC  
RES/IND  
CLIN/PRACT

Total Weekly Contact Hours: 4

Grading System: Letter Grade  
Pass/Fail  

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog.

4705 Learning and Behavior Principles Applied to Students with Exceptionalities (3) Prereq.: EDCI 2700. 2 hrs. lecture; 2 hrs. lab/field experience. Development of intervention programs based on the principles of applied behavior analysis; emphasis on proactive strategies that promote learning and prosocial behavior.

These questions must be answered completely and accurately or proposal will be returned.

Has this change been discussed with and approved by all departments/colleges affected?  
Yes ()  
No ()  
N/A (X)

Is this course included in any curricula, concentrations, or minors?  
Yes (X)  
No ()  
If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses?  
Yes ()  
No (X)  
If yes, list courses; use separate sheet.

Is this course on the General Education list?  
Yes ( )  
No (X)

Justification/Explanation: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

Approvals:

Department Faculty Approval Date: 11-27-12  
Signed by: [Signature]

Department Chair's Signature: [Signature]  
(Date)

Graduate Dean's Signature: [Signature]  
(Date)

College Contact: Casey Bennett  
(Please print name.)

College Contact E-mail: cbenne5@lsu.edu

College Faculty Approval Date: 2-21-13  
Signed by: [Signature]

College Dean's Signature: [Signature]  
(Date)

Chair, FS C & C Committee: [Signature]  
(Date)

Academic Affairs Approval: [Signature]  
(Date)

[Signature]  
(Date)

[Signature]  
(Date)

[Signature]  
(Date)

[Signature]  
(Date)
Is this course included in any curricula, concentrations, or minors? Yes (X)
EDCI 3200 is included in the Grades 1-5 elementary curriculum.
EDCI 3200 is included in the proposed Grades 1-5 general / special education mild-moderate exceptionalities dual certification program.

Is this course a prerequisite or corequisite for other courses? Yes (X)
EDCI 3200 is concurrently listed with EDCI 3127 and EDCI 3137 and either EDCI 4460 or EDCI 4705 in the elementary and dual certification programs for Grades 1-5.
EDCI 3200 is a prerequisite for EDCI 3124 and 3125 in the elementary and dual certification programs for grades 1-5.

Justification:
Presently, EDCI 3200 is included in the Grades 1-5 elementary program, which requires concurrent registration in EDCI 4460. EDCI 3200 is also included in the proposed Grades 1-5 general / special education mild-moderate exceptionalities dual certification curriculum. In the dual certification, EDCI 4460 is not included, replaced by EDCI 4703, which is offered in a prior semester. The change is requested to amend the concurrent enrollment for EDCI 3200 to include either 4460 or EDCI 4705 so that students in either the elementary or dual certification program can take the appropriate sequence of courses.
Request for CHANGING an Existing Course

**Department:** School of Education  
**College:** Human Sciences and Education

**Course Rubric and #** EDCI 3137  
**Date:** 12/03/12

**Present Course Description**

**Title:** Assessing and Guiding Classroom Reading Instruction

**Semester Hours of Credit:** 3

If combination course type, # hrs. of credit for:

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Repeat Credit Max (if Repeatable): 

Graduate Credit? Yes: ___  No: x

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)

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</table>

Total Weekly Contact Hours: ___4___

Grading System: Letter Grade ___x___  Pass/Fail ___

**Course Description:**

Include course number, title, etc., exactly as it appears in the General Catalog.

3137 Assessing and Guiding Classroom Reading Instruction (3) Prereq.: EDCI 2400, 3000 and concurrent enrollment in EDCI 3127, 3200, and 4460. 2 hrs. lecture; 2 hrs. lab/field experience in multicultural, multi-level settings. Advanced reading instruction experience with particular emphasis on assessment in diverse and multicultural settings.

**THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.**

- Has this change been discussed with and approved by all departments/colleges affected? Yes ()  No ()  N/A (X)
- Is this course included in any curricula, concentrations, or minors? Yes (X)  No ()  If yes, please list on a separate sheet.
- Is this course a prerequisite or corequisite for other courses? Yes (X)  No ()  If yes, list courses; use separate sheet.
- Is this course on the General Education list? Yes ( )  No (X)

**JUSTIFICATION/EXPLANATION:** Use separate sheet.

**Note:** IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

**APPROVALS:**

**Department Faculty Approval Date:** 11-27-12  
**Department Chair’s Signature:** 12-3-12

**Graduate Dean’s Signature:** (Date)

**College Contact:** Casey Bennett  
**College Contact E-mail:** cbenne5@lsu.edu

**College Faculty Approval Date:** 2-21-13  
**College Dean’s Signature:** (Date)

**Chair, FS C & C Committee:** (Date)

**Academic Affairs Approval:** (Date)
Is this course included in any curricula, concentrations, or minors? Yes (X)
EDCI 3137 is included in the Grades 1-5 elementary curriculum.
EDCI 3137 is included in the proposed Grades 1-5 general/special education mild-moderate disabilities dual certification program.

Is this course a prerequisite or corequisite for other courses? Yes (X)
EDCI 3137 is concurrently listed with EDCI 3127 and EDCI 3200 and either EDCI 4460 or EDCI 4705 in the elementary and dual certification programs for Grades 1-5.
EDCI 3137 is a prerequisite for EDCI 3124 and 3125 in the elementary and dual certification programs for grades 1-5.

Justification:
Presently, EDCI 3137 is included in the Grades 1-5 elementary program, which requires concurrent registration in EDCI 4460. EDCI 3137 is also included in the proposed Grades 1-5 general-special education mild-moderate exceptionalties dual certification curriculum. In the dual certification, EDCI 4460 is not included, replaced by EDCI 4703, which is offered in a prior semester. The change is requested to amend the concurrent enrollment for EDCI 3137 to include either 4460 or EDCI 4705 so that students in either the elementary or dual certification program can take the appropriate sequence of courses.
Request for CHANGING an Existing Course

Department: School of Education

Course Rubric and #: EDCI 3127

Present Course Description

Title: Curriculum Disciplines: Social Studies

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:
lecture: 2 lab/sem 2 rec: 
Repeat Credit Max (if repeatable):

Graduate Credit?: Yes: ___ No: ___

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)

LEC 2 LAB 2 SEM 2 REC 2 RES/ IND 2 CLIN/PRACT

Total Weekly Contact Hours: 4

Grading System: Letter Grade ___ x ____ Pass/Fail ___

Course Description:

Include course number, title, etc., exactly as it appears in the General Catalog.

3127 Curriculum Disciplines: Social Studies (3) Prereq.: EDCI 2400, 3000 and concurrent enrollment in EDCI 3137, 3200, and 4460. 2 hrs. lecture; 2 hrs. lab/field experience in multicultural, multi-level settings. Structures of the social science disciplines applied to teaching social studies in grades 1-5; standards-based pedagogical strategies, techniques, and materials coordinated with basic rationales and principles of learning.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A (X)

Is this course included in any curricula, concentrations, or minors? Yes (X) No ( )

If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses? Yes (X) No ( )

If yes, list courses; use separate sheet.

Is this course on the General Education list? Yes ( ) No (X)

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:

Department Faculty Approval Date: 11-27-12

Department Chair's Signature: (Date)

Graduate Dean's Signature: (Date)

College Contact: (Name)

College Contact E-mail: 

College Faculty Approval Date: 2-21-13

College Dean's Signature: (Date)

Chair, FS C & C Committee: (Date)

Academic Affairs Approval: (Date)
Is this course included in any curricula, concentrations, or minors? Yes (X)
EDCI 3127 is included in the Grades 1-5 elementary curriculum.
EDCI 3127 is included in the proposed Grades 1-5 general/special education mild-moderate exceptionalities dual certification program.

Is this course a prerequisite or corequisite for other courses? Yes (X)
EDCI 3127 is a prerequisite for EDCI 3124 and 3125 in the elementary and dual certification programs for grades 1-5.
EDCI 3127 is a corequisite for EDCI 3137 and EDCI 3200 and either EDCI 4460 or EDCI 4705 in the elementary and dual certification programs for Grades 1-5.

Justification:
Presently, EDCI 3127 is included in the Grades 1-5 elementary program, which requires concurrent registration in EDCI 4460. EDCI 3127 is also included in the proposed Grades 1-5 general-special education mild-moderate exceptionalities dual certification curriculum. In the dual certification, EDCI 4460 is not included, replaced by EDCI 4703, which is offered in a prior semester. The change is requested to amend the concurrent enrollment for EDCI 3127 to show either 4460 or EDCI 4705 so that students in the elementary or dual certification program can take the appropriate sequence of courses.
Request for CHANGING an Existing Course
PLEASE SUBMIT 17 COPIES OF EACH REQUEST

Department French Studies
Course Rubric and # French 4040
College Arts and Sciences
Date 11/5/08

Present Course Description
Title French Literature of the 19th Century

Semester Hours of Credit 3.0
If lecture/lab, # hrs. of credit for lecture: ___
Graduate Credit? Yes: X No: ___
Current Contact Hours Per Week (from ACM):
LEC ___ LAB ___ SEM ___ RES/IND ___ CLIN/PRACT ___
Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
4040 French Literature of the 19th Century (3) V
Major aspects of the literature of the period.

Proposed Course Description
Title French Literature of the 19th Century
Short Title 19TH CENT FRENCH LIT

Semester Hours of Credit 3.0
If lecture/lab, # hrs. of credit for lecture: ___
Graduate Credit? Yes: X No: ___
Proposed Contact Hours Per Week:
LEC ___ LAB ___ SEM ___ RES/IND ___ CLIN/PRACT ___
Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
4040 French Literature of the 19th Century (3) V
Prereqs: FREN 3071 and 3072 or equivalents, or permission of instructor. Major aspects of the literature of the period.

Has this change been discussed with and approved by departments/colleges affected? Yes ( ) No ( ) N/A (X)
Is this course included in any curricula? Yes (X) No ( ) If yes, list curricula; use separate sheet.
Is this course a prerequisite for other courses? Yes ( ) No (X) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) No (X)

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:
Department Faculty Approval Date 5/10/07
Department Chair's Signature 1/06/09 (Date)
Graduate Dean's Signature 5/13/09 (Date)

College Faculty Approval Date 1-24-09
College Dean's Signature 5-7-09 (Date)
Chair, FS C & C Committee 3-8-13 (Date)

Academic Affairs Approval 3/15/13 (Date)
French 4040

Justification: All 4000-level literature courses in French presuppose familiarity with the material included in our literature surveys, 3071 and 3072. Signalling these courses as prereqs clarifies course sequencing in the French curriculum and will enhance student success in our 4000-level literature classes.
Major Concentrations in French Studies

French and Francophone Cultural Studies (FFCS)
French and Francophone Political Studies (FFPS)
International Business (INTLBS)
International Studies (INTLST)
Literary Studies (LITSTD)

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</table>
From: Jack Yeager  
Sent: Friday, March 08, 2013 2:00 PM  
To: Anna M Castrillo  
Subject: FW: Approval from International Studies for new prereqs in French

Bonjour,

Attached below, the approval from Dr. Ray from International Studies for our new prereqs.

Please let me know if there is anything else you need.

And thanks again for your patience in seeing these changes through.

Best wishes,
Jack Y.

From: Leonard P Ray  
Sent: Friday, March 08, 2013 11:00 AM  
To: Jack Yeager  
Subject: RE: Approval from International Studies for new prereqs in French

Dr. Yeager,

International Studies has no objections to the proposal to make FREN 3060 and FREN 3071, 3072 prerequisites for the upper level courses you identified in your e-mail. We are updating our language requirement to reflect this change. Thanks for consulting us about this curriculum reform and best of luck with the approval process!

Dr. Leonard Ray  
Director, International Studies Program  
Associate Professor of Political Science  
Louisiana State University

From: Jack Yeager  
Sent: Tuesday, February 26, 2013 2:11 PM  
To: Leonard P Ray  
Subject: Approval from International Studies for new prereqs in French

Hi Len,

Here are the approvals I need from International Studies:

French 3060 as a prereq for 4031, 4051, 4080, and 4100.

French 3071 and 3072 as prereqs for 4040, 4050, 4060 4070, 4090, and 4095.

Please let me know if you have questions.

And thanks in advance for your support.

Best,
Jack
Request for CHANGING an Existing Course

Please submit 17 copies of each request.

Department: French Studies
Course Rubric and #: French 4050
College: Arts and Sciences
Date: 11/5/08

Present Course Description

Title: French Literature of the 20th Century

Semester Hours of Credit: 3.0

If lecture/lab, # hrs. of credit for lecture: __________ lab: __________
Graduate Credit? Yes: X No: __________

Current Contact Hours Per Week (from ACM):
LEC: 3.0 LAB: ___ SEM: ___ RES/IND: ___ CLIN/PRACT: ___
Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog

4050 French Literature of the 20th Century (3) V
Major aspects of the literature.

Proposed Course Description

Title: French Literature of the 20th Century

Short Title: 20TH CENT FRENCH LIT

Semester Hours of Credit: 3.0

If lecture/lab, # hrs. of credit for lecture: __________ lab: __________
Graduate Credit? Yes: X No: __________

Proposed Contact Hours Per Week:
LEC: 3.0 LAB: ___ SEM: ___ RES/IND: ___ CLIN/PRACT: ___
Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog

4050 French Literature of the 20th Century (3) V
Prereqs: FREN 3071 and 3072 or equivalents, or permission of instructor. Major aspects of the literature.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A (X)
Is this course included in any curricula? Yes (X) No ( ) If yes, list curricula; use separate sheet.
Is this course a prerequisite for other courses? Yes ( ) No (X) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) No (X)

Justification/Explanation: Use separate sheet.

Note: If course is or will be cross-listed, separate forms must be submitted by each department.

Approvals:

Department Faculty Approval Date: 5/10/07

Department Chair’s Signature: ____________________________
(Date): 11/6/09

College Faculty Approval Date: 1-21-09

College Dean’s Signature: ____________________________
(Date): 5-7-09

Graduate Dean’s Signature: ____________________________
(Date): 5-19-09

Chair, FS C & C Committee: ____________________________
(Date): 3-8-13

Academic Affairs Approval: ____________________________
(Date): 3-15-13
French 4050

Justification: All 4000-level literature courses in French presuppose familiarity with the material included in our literature surveys, 3071 and 3072. Signalling these courses as prereqs clarifies course sequencing in the French curriculum and will enhance student success in our 4000-level literature classes.
Major Concentrations in French Studies

French and Francophone Cultural Studies (FFCS)
French and Francophone Political Studies (FPFS)
International Business (INTLBS)
International Studies (INTLST)
Literary Studies (LITSTD)

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FREN 4915

FFCS
FPFS
INTLBS
INTLST
LITSTD
From: Jack Yeager  
Sent: Friday, March 08, 2013 2:00 PM  
To: Anna M Castrillo  
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Louisiana State University

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French 3060 as a prereq for 4031, 4051, 4080, and 4100.

French 3071 and 3072 as prereqs for 4040, 4050, 4060, 4070, 4090, and 4095.

Please let me know if you have questions.

And thanks in advance for your support.

Best,  
Jack
Request for CHANGING an Existing Course
PLEASE SUBMIT 17 COPIES OF EACH REQUEST

Department French Studies College Arts and Sciences
Course Rubric and # French 4051 Date 11/5/08

Present Course Description
Title French for Business

Semester Hours of Credit 3.0
If lecture/lab, # hrs. of credit for lecture: lab.
Graduate Credit? Yes No X
Current Contact Hours Per Week (from ACM):
LEC 3.0 LAB SEM RES/IND CLIN/PRACT

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog

4051 French for Business (3) V Language acquisition for students preparing for careers involving trade or business activities with French-speaking areas.

Proposed Course Description
Title French for Business
Short Title FRENCH FOR BUSINESS
Semester Hours of Credit 3.0
If lecture/lab, # hrs. of credit for lecture: lab.
Graduate Credit? Yes No X
Proposed Contact Hours Per Week:
LEC 3.0 LAB SEM RES/IND CLIN/PRACT

Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog

4051 French for Business (3) Prereq: FREN 3060 or equivalent or permission of instructor. Language acquisition for students preparing for careers involving trade or business activities with French-speaking areas.

Has this change been discussed with and approved by all departments/colleges affected? Yes No N/A
Is this course included in any curricula? Yes No If yes, list curricula; use separate sheet.
Is this course a prerequisite for other courses? Yes No If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes No

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:
Department Faculty Approval Date 5/10/07
Department Chair's Signature 1/06/09

College Faculty Approval Date 1-21-09
College Dean's Signature 3-7-09
Chair, FSC C & C Committee 3/8/13

Academic Affairs Approval 3/15/13
French 4051

Justification: All 4000-level courses in French presuppose advanced study in grammar and writing. Signalling 3060 as a prereq clarifies course sequencing in the French curriculum and will enhance student success in our 4000-level classes.
Major Concentrations in French Studies

French and Francophone Cultural Studies (FFCS)
French and Francophone Political Studies (FPFS)
International Business (INTLBS)
International Studies (INTLST)
Literary Studies (LITSTD)

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From: Jack Yeager
Sent: Friday, March 08, 2013 2:00 PM
To: Anna M Castrillo
Subject: FW: Approval from International Studies for new prereqs in French

Bonjour,

Attached below, the approval from Dr. Ray from International Studies for our new prereqs.

Please let me know if there is anything else you need.

And thanks again for your patience in seeing these changes through.

Best wishes,
Jack Y.

From: Leonard P Ray
Sent: Friday, March 08, 2013 11:00 AM
To: Jack Yeager
Subject: RE: Approval from International Studies for new prereqs in French

Dr. Yeager,

International Studies has no objections to the proposal to make FREN 3060 and FREN 3071, 3072 prerequisites for the upper level courses you identified in your e-mail. We are updating our language requirement to reflect this change. Thanks for consulting us about this curriculum reform and best of luck with the approval process!

Dr. Leonard Ray
Director, International Studies Program
Associate Professor of Political Science
Louisiana State University

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Sent: Tuesday, February 26, 2013 2:11 PM
To: Leonard P Ray
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Please let me know if you have questions.

And thanks in advance for your support.

Best,
Jack
Request for CHANGING an Existing Course

Please submit 17 copies of each request.

Department: French Studies
Course Rubric and #: French 4060
College: Arts and Sciences
Date: 11/5/08

Present Course Description
Title: French Literature of Quebec

Semester Hours of Credit: 3.0
If lecture/lab, # hrs. of credit for lecture: Lab:
If lecture/lab, # hrs. of credit for lecture: Lab:
Graduate Credit? Yes: X No:
Current Contact Hours Per Week (from ACM):
LEC 3.0 LAB SEM RES/IND CLIN/PRAC

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog

4060 French Literature of Quebec (3) V Major aspects of the literature of Quebec.

Proposed Course Description
Title: French Literature of Quebec
Short Title: FRENCH LIT OF QUEBEC

Semester Hours of Credit: 3.0
If lecture/lab, # hrs. of credit for lecture: Lab:
If lecture/lab, # hrs. of credit for lecture: Lab:
Graduate Credit? Yes: X No:

Proposed Contact Hours Per Week:
LEC 3.0 LAB SEM RES/IND CLIN/PRAC

Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog

4060 French Literature of Quebec (3) V Prereqs: FREN 3071 and 3072 or equivalents, or permission of instructor. Major aspects of the literature of Quebec.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A ( )
Is this course included in any curricula? Yes (X) No ( ) If yes, list curricula; use separate sheet.
Is this course a prerequisite for other courses? Yes ( ) No (X) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) No (X)

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:
Department Faculty Approval Date 5/10/07
Department Chair's Signature 1/06/09 (Date)
Graduate Dean's Signature 5/19/09 (Date)

College Faculty Approval Date 1-21-09
College Chair's Signature 5-7-09 (Date)
Chair, FS C & C Committee 3/8/13 (Date)

Academic Affairs Approval 3/15/13 (Date)
French 4060

Justification: All 4000-level literature courses in French presuppose familiarity with the material included in our literature surveys, 3071 and 3072. Signalling these courses as prereqs clarifies course sequencing in the French curriculum and will enhance student success in our 4000-level literature classes.
Major Concentrations in French Studies

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FREN 4915

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Anna M Castrillo

From: Jack Yeager
Sent: Friday, March 08, 2013 2:00 PM
To: Anna M Castrillo
Subject: FW: Approval from International Studies for new prereqs in French

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Best wishes,
Jack Y.

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To: Jack Yeager
Subject: RE: Approval from International Studies for new prereqs in French

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Associate Professor of Political Science
Louisiana State University

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French 3071 and 3072 as prereqs for 4040, 4050, 4060 4070, 4090, and 4095.

Please let me know if you have questions.

And thanks in advance for your support.

Best,
Jack
Request for CHANGING an Existing Course
PLEASE SUBMIT 17 COPIES OF EACH REQUEST

Department French Studies
Course Rubric and # French 4080
College Arts and Sciences
Date 11/5/08

Present Course Description
Title Special Topics in French/Francophone Cultures and Civilizations

Semester Hours of Credit 3.0
If lecture/lab, # hrs. of credit for lecture: ___________ lab: ___________
Graduate Credit? Yes: ___________ No: ___________
Current Contact Hours Per Week (from ACM):
LEC 3.0 LAB SEM RES/IND CLIN/PRACT

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog.

4080 Special Topics in French/Francophone Cultures and Civilizations (3) V Taught in French. May be taken for a max. of 6 hrs. of credit when topics vary.

Proposed Course Description
Title Special Topics in French/Francophone Cultures and Civilizations
Short Title FRENCH CULT & CIV

Semester Hours of Credit 3.0
If lecture/lab, # hrs. of credit for lecture: ___________ lab: ___________
Graduate Credit? Yes: ___________ No: ___________

Proposed Contact Hours Per Week:
LEC 3.0 LAB SEM RES/IND CLIN/PRACT

Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog.

4080 Special Topics in French/Francophone Cultures and Civilizations (3) V Prereq: FREN 3060 or equivalent, or permission of instructor. May be taken for a max. of 6 hrs. of credit when topics vary.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A ( )
Is this course included in any curricula? Yes (x) No ( ) If yes, list curricula; use separate sheet.
Is this course a prerequisite for other courses? Yes ( ) No (x) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) No (x)

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:
Department Faculty Approval Date 5/10/07
Department Chair's Signature 11/6/09
Graduate Dean's Signature 3/12/09

College Faculty Approval Date 1-21-09
College Dean's Signature 5-7-09
Chair, FS C & C Committee 3/8/13

Academic Affairs Approval 3/15/13
French 4080

Justification: All 4000-level courses in French presuppose advanced study in grammar and writing. Signalling 3060 as a prereq clarifies course sequencing in the French curriculum and will enhance student success in our 4000-level classes.
Major Concentrations in French Studies

French and Francophone Cultural Studies (FFCS)
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And thanks in advance for your support.

Best,
Jack
Request for CHANGING an Existing Course
PLEASE SUBMIT 17 COPIES OF EACH REQUEST

Department: French Studies
Course Rubric and #: French 4100
College: Arts and Sciences
Date: 11/5/08

Present Course Description

Title: Special Topics in French Language and Literature

Semester Hours of Credit: 3.0
If lecture/lab, # hrs. of credit for lecture: 
If lecture/lab, # hrs. of credit for lab: 
Graduate Credit? Yes: X No:

Current Contact Hours Per Week (from ACM):
LEC 3.0 LAB SEM RES/IND CLIN/PRAC

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog

4100 Special Topics in French Language and Literature (3) May be taken for a max. of 6 hrs. of credit when topics vary.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A (X)
Is this course included in any curricula? Yes (X) No ( ) If yes, list curricula; use separate sheet.
Is this course a prerequisite for other courses? Yes ( ) No (X) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) No (X)

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:
Department Faculty Approval Date: 5/10/07
Department Chair's Signature: (Date) 1/06/09
Graduate Dean's Signature: (Date) 5/19/09
Chair, FS C & C Committee: (Date) 3/8/13

Academic Affairs Approval: (Date) 3/15/13

Proposed Course Description

Title: Special Topics in French Language and Literature

Semester Hours of Credit: 3.0
If lecture/lab, # hrs. of credit for lecture: 
If lecture/lab, # hrs. of credit for lab: 
Graduate Credit? Yes: X No:

Proposed Contact Hours Per Week:
LEC 3.0 LAB SEM RES/IND CLIN/PRAC

Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog

4100 Special Topics in French Language and Literature (3) Prereq: FREN 3060 or equivalent, or permission of instructor. May be taken for a max. of 6 hrs. of credit when topics vary.
French 4100

Justification: All 4000-level courses in French presuppose advanced study in grammar and writing. Signalling 3060 as a prereq clarifies course sequencing in the French curriculum and will enhance student success in our 4000-level classes.
Major Concentrations in French Studies

French and Francophone Cultural Studies (FFCS)

French and Francophone Political Studies (FFPS)

International Business (INTLBS)

International Studies (INTLST)

Literary Studies (LITSTD)

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<th>FREN 4001</th>
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<td>LITSTD</td>
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</tbody>
</table>
From: Jack Yeager  
Sent: Friday, March 08, 2013 2:00 PM  
To: Anna M Castrillo  
Subject: FW: Approval from International Studies for new prereqs in French

Bonjour,

Attached below, the approval from Dr. Ray from International Studies for our new prereqs.

Please let me know if there is anything else you need.

And thanks again for your patience in seeing these changes through.

Best wishes,
Jack Y.

From: Leonard P Ray  
Sent: Friday, March 08, 2013 11:00 AM  
To: Jack Yeager  
Subject: RE: Approval from International Studies for new prereqs in French

Dr. Yeager,

International Studies has no objections to the proposal to make FREN 3060 and FREN 3071, 3072 prerequisites for the upper level courses you identified in your e-mail. We are updating our language requirement to reflect this change. Thanks for consulting us about this curriculum reform and best of luck with the approval process!

Dr. Leonard Ray  
Director, International Studies Program  
Associate Professor of Political Science  
Louisiana State University

From: Jack Yeager  
Sent: Tuesday, February 26, 2013 2:11 PM  
To: Leonard P Ray  
Subject: Approval from International Studies for new prereqs in French

Hi Len,

Here are the approvals I need from International Studies:

French 3060 as a prereq for 4031, 4051, 4080, and 4100.

French 3071 and 3072 as prereqs for 4040, 4050, 4060 4070, 4090, and 4095.

Please let me know if you have questions.

And thanks in advance for your support.

Best,
Jack
Request for CHANGING an Existing Course

Department
Course Rubric and # MC 3520
College
Date 2-13-13

Present Course Description

Title Political Communication Writing

Semester Hours of Credit 3
If combination course type, # hrs. of lecture: 3 credit for lab/sem
/rec: 
Repeat Credit Max (if repeatable) 
Graduate Credit? Yes: No X
Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.) LEC 3 LAB 0 SEM 0 REC 0 RES/ IND PRACT

Total Weekly Contact Hours: 3
Grading System: Letter Grade X Pass/Fail __

Course Description: Include course number, title, etc. exactly as it appears in the General Catalog

Proposed Course Description

Title POLI COMM WRITING

Semester Hours of Credit 3
If combination course type, # hrs. of lecture: 2 credit for lab/sem
/rec: 
Repeat Credit Max (if repeatable) 
Graduate Credit? Yes: No X
Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.) LEC 2 LAB 2 SEM 0 REC 0 RES/ IND PRACT

Total Weekly Contact Hours: 4
Grading System: Letter Grade X Pass/Fail __

Course Description: Include course number, title, etc. exactly as it appears in the General Catalog

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED:

Has this change been discussed with and approved by all departments/colleges affected? Yes (x) No ( ) N/A ( )
Is this course included in any curricula, concentrations, or minors? Yes (x) No ( ) If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes (x) No ( ) If yes, please list on a separate sheet.
Is this course on the General Education list? Yes ( ) No (x)

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:

Department Faculty Approval Date 2-13-13
Department Chair's Signature (Date)

Graduate Dean's Signature (Date)

College Contact: (Please print name.)

College Contact E-mail:

College Faculty Approval Date 5-4-12
College Dean's Signature (Date)

Chair, FS C & C Committee (Date)

Academic Affairs Approval (Date)
Request for CHANGING an Existing Course
MC 3520 Political Communication Writing

This course was part of a major curriculum overhaul that passed through C&C in 2012 to take effect in fall 2013. As we were entering this class in the fall 2013 schedule, we noticed an error on our part. The paperwork for MC 3520 Political Communication Writing had been entered as a lecture class. However, the class was created and intended to be a lecture-lab course. The class is a small, writing-intensive class that will have numerous in-class writing assignments. The maximum enrollment per section was approved at 20, so this change will not affect class size.

This course is part of the Political Communication concentration in mass communication and is a prerequisite for MC 4520 which is the concentration’s senior capstone course.
MC 3520 Political Communication Writing
Course Description and Objectives

This course explores political and public affairs communications strategy, how it evolves, how it translates into political communications planning, and how it adapts as campaign factors alter the landscape after the campaign is engaged. The course will focus on writing for political and public affairs campaigns, i.e., on-line communications plans and other memoranda, messaging to specific audiences, press releases, TV advertising, statements, op-eds, talking points and speeches.

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

1. Think critically and write persuasively in a political or campaign environment (i.e., communication plans, press releases, talking points, speeches, television, radio campaign scripts, digital and social media).
2. Understand different types and uses of public opinion surveys and be able to analyze public opinion surveys and measures of conversation, sentiment, and social media behaviors and clout for practical use in political or public affairs campaigns.
3. Understand the various types of media and their relative importance for paid, earned, and owned media in political and public affairs campaigns, including selection and use of communications delivery systems for conveying the message.
4. Understand and be able to devise strategies for incorporating digital, social, and mobile media into communications planning.
5. Understand and be able to use various types of demographic, electoral (i.e., Census information and voting history), and digital behavioral data in political and public affairs campaigns.
6. Apply research to communications decisions.
7. Understand the interaction of politicians and the news media.

Required Reading

It is expected that students will purchase or obtain copies of the following books:

- *Winning Your Election the Willstone Way*, by Blodgett
- *Thank You for Arguing*, by Heinrichs
- *Made to Stick: Why Some Ideas Survive and Others Die*, by Heath and Heath
- *The Political Speechwriter’s Companion*, by Lehrman
- *Here Comes Everybody*, by Shirky
- Other supplementary readings will be provided in class, by email or posted on Moodle.

Prerequisites: MC 2010 (Media Writing), MC 2015 (Visual Communication), MC 3504 (Introduction to Political Communication)
Assignments and Tests

Writing Assignments: 70 percent
Ten campaign-related writing projects will be assigned:

1. Message development memo
2. Earned media plan memo
3. On-line/social media plan
4. Policy memoranda
5. Press release
6. Press release
7. Radio and TV spot scripts
8. TV spot/video storyboard
9. Speaker introduction
10. Op-ed piece for newspaper or assignment with blog entry

Most of the assignments will be based on research that each student will conduct on an actual forthcoming U.S. Senate or gubernatorial campaign.

The final due dates for each of these written assignments will follow substantial in-class time for group or individual based in-class writing and written and oral feedback from the instructor and other class members. In cases where the writing assignment is for speaking delivery (i.e. radio and TV spot scripts, speaker introductions, and press releases), we will also simulate the public speaking scenarios. This allows the student to receive feedback from the class and the instructor on both the written and speaking versions of the assignment. Students may opt (or be required) to present their TV and radio spots via pre-recorded video presentations or sound clips. The instructor will also follow a feedback and redo method of grading, requiring draft submissions or informal class presentations and/or submissions before the final product is due. This allows the student an opportunity to learn from detailed feedback and to revise and resubmit.

No more than two students may choose the same candidate; it will be first come, first served.

Final Project: 30 percent
You will write a 15-to-20-minute speech for a politician based on a scenario that I will provide to you.

Class Schedule, Readings and Assignments

Message Development and the Basics of Political Persuasion

Week 1

Heinrichs, chaps. 1-8; Blodgett, chap. 3
In class work writing policy memo; feedback from class and instructor.

Week 2

Heinrichs, chaps. 9-17

*Policy memo due*

In-class drafting of Op-Ed; informal feedback from class and instructor.

Week 3

Heinrichs, 18-22

*Op-ed due*

In class work on message development memo; feedback from class and instructor.

Week 4

Heath, 1-4

*Message development memo due*

Week 5

Heath, 5-8

**Earned Media: Message Events, Press Releases, etc.**

Week 6

Blodgett, chap. 8; “Public Relations Writing” chapter; “Public Relations Writing: News Media” chapter.

In class work on first press release; feedback from class and instructor.

Week 7

Book chapters and other readings, i.e., press release examples, to be assigned

*First press release due*

Present rough second press release to class; feedback from class and instructor.
Week 8

Book chapters and other readings, i.e., press release examples, to be assigned

Second press release due

In class work on earned media plan; feedback from class and instructor.

Broadcast Communication: Television and Radio

Week 9

Campaigns & Elections chapters on TV spots.

In class we will watch PowerPoint on TV production:
http://prezi.com/wglecxyb8zsp/joe-slade-white-company-nothing-is-black-white-about-tv/

Watch and discuss campaign spots in class

Earned media plan due

Week 10

Campaigns & Elections chapters on TV spots.

Watch and discuss campaign spots in class

Class time dedicated to drafting TV spot scripts with feedback from class and instructor.

Online Campaign Communication

Week 11

TV spot scripts due

Shirky, chaps. 1-6; Learning from Obama, chaps. 1-3

Class Presentations of TV spots - feedback from class and instructor.

Week 12

TV spot due.
Shirky, chaps. 7-8; *Learning from Obama*, chaps. 4-6.

In class work on online media plan; informal feedback from class and instructor.

**Speechwriting**

**Week 13**

Lehrman, 1-6; Heinrichs, 23-24

*Online media plan due*

In class work on speaker introduction – informal presentations of introduction and class/instructor feedback.

**Week 14**

Lehrman, 7-14

*Speaker introduction due*

**Week 16 (Finals week)**

*Final project due.*
Copy Editing Symbols and Abbreviations

General

\^  \-

\(\)  \(\)

Paragraph Development

coh  pov  itt  dev  log

\(\)

Sentence Structure

agr  awk  dm  mm  frag  ro  trans  ?

\|  \|

pa  var/s

Word Choice

V  cli  exact  id  inflate  inf  pwc  ref  sp  t  var/w

\(\)  \(\)

W

Punctuation

abbr  cap  ital  p

\(\)  \(\)

#  \*/
A Manship Education

Your degree in Mass Communication should signify two things:

- You understand the core values underlying the various mass communication professions.
- You’ve become competent in specific skills vital to success in today’s media industries.

This means that each of your MC courses should help you learn some combination of these core values and skills.

I. CORE VALUES

- FREE SPEECH Understand the principles of free speech and press – including the right to criticize power.
- HISTORY Understand the role of people and institutions in shaping the media landscape over time.
- ETHICS Understand the principles underlying the various media professions - and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- DIVERSITY Understand how the mass media act as vehicles of culture, and the implications this has on diverse groups of people across the globe.

II. COMMUNICATION SKILLS

The primary goal of a communication professional is to acquire knowledge and convey it to others effectively.

The better you can do these two activities, the more successful you’ll be.

With that in mind, your Manship courses will give you the opportunity to learn the skills that are crucial to both of these goals:

ACQUIRE KNOWLEDGE

- UNDERSTAND CONCEPTS AND THEORIES Learn about and understand concepts and theories in the use and presentation of images and information.
- THINK CRITICALLY Think critically, creatively and independently. Hone your problem-solving abilities.
- USE (AND DO!) RESEARCH Learn how to do research and - perhaps more importantly - be able to evaluate the validity of research that’s presented to you.
- APPLY NUMBERS & STATS Learn how to understand and apply basic statistical concepts.
- USE MEDIA TOOLS & TECHNOLOGY Gain proficiency in using the informational resources and software applications used in the media industries.

CONVEY IT TO OTHERS EFFECTIVELY

- WRITE CLEARLY Become “fluent” in the written word - writing clearly, without mechanical errors, in the style appropriate for media professions and audiences.
- EDIT & EVALUATE WRITING Learn to critically assess your written work and the work of others for accuracy, fairness, clarity, grammar, and style.

III. MASTER’S PROGRAM

- CONTRIBUTE TO KNOWLEDGE Contribute original research appropriate to the communication professions.
# WRITING ESSENTIALS

Writing skills are essential for all of our students, and writing is a skill to be developed in all courses offered in the Manship School of Mass Communication. I will grade and evaluate student writing assignments in this class with these fundamental writing concepts in mind.

<table>
<thead>
<tr>
<th>WORD CHOICE</th>
<th>The following words are often confused or misused in writing. Make sure you understand the difference:</th>
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<td>• accept, except</td>
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<td></td>
<td>• a lot</td>
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<td></td>
<td>• all right</td>
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<td>• affect, effect</td>
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<td>• among, between</td>
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<td>• anxious, eager</td>
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<td>• because, since</td>
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<td>• due to, because of</td>
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<td>• farther, further</td>
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<td>• fewer, less</td>
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<td>• its, it’s</td>
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<td>• media (plural), medium (singular)</td>
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<td>• principal, principle</td>
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<td>• stationary, stationery</td>
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<tr>
<th>ACTIVE/PASSIVE VOICE</th>
<th>English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the &quot;doer&quot; of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not &quot;doer&quot; of the action; the object becomes the &quot;doer&quot; of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the &quot;doer of the action.&quot; Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.</th>
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<tr>
<td>Active:</td>
<td>The executive committee approved the new policy.</td>
</tr>
<tr>
<td>Passive:</td>
<td>The new policy was approved by the executive committee.</td>
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</table>
### ANTECEDENT/PRONOUN AGREEMENT

A pronoun usually refers to something earlier in the text (its *antece*denot) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it *must* be clear what the antecedent is in either case.

A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of them:

Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to "it" (singular) and "its" (singular possessive).

#### Incorrect:
If a student loses their books, they should go to lost and found.

#### Correct:
If students lose their books, they should go to lost and found.

#### Incorrect:
Jerry called Steve 12 times while he was in Reno.

#### Rationale:
The pronoun "he" could refer either to "Jerry" or to "Steve."

#### Incorrect:
McDonald's cancelled all of their advertising, and they later regretted doing so.

#### Correct:
McDonald's cancelled all of its advertising, and it later regretted doing so.

### PARALLEL CONSTRUCTION

An article or a preposition applying to all the members of a series must be used either before the first term or be repeated before each term.

Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.

#### Incorrect:
The French, the Italians, Spanish and Portuguese

#### Correct:
The French, the Italians, the Spanish and the Portuguese

#### Incorrect:
It was both a long ceremony and very tedious.

#### Correct:
The ceremony was
<table>
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<tr>
<th>When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.</th>
<th>both long and tedious.</th>
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<tbody>
<tr>
<td>Incorrect: My income is smaller than my wife.</td>
<td>Correct: My income is smaller than my wife's.</td>
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<tr>
<td>ATTRIBUTION/CITING</td>
<td>Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable.</td>
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<tr>
<td>In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.</td>
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<tr>
<td>PUNCTUATION OF QUOTES</td>
<td>Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement ends in a quoted question, allow the question mark within the quotation marks to end the sentence. On the other hand, if a question ends with a quoted statement that is not a question, the question mark will go outside the closing quotation mark.</td>
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<tr>
<td>&quot;I like to go swimming,&quot; she said, &quot;but I am afraid of getting sunburned.&quot;</td>
<td></td>
</tr>
<tr>
<td>May asked her daughter, &quot;Who are you going out with tonight?&quot;</td>
<td></td>
</tr>
<tr>
<td>Who said, &quot;Fame means when your computer modem is broken, the repair guy comes out to your house a little faster&quot;?</td>
<td></td>
</tr>
<tr>
<td>SUBJECT/VERB AGREEMENT</td>
<td>Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.</td>
</tr>
<tr>
<td>My brother is a nutritionist. My sisters are mathematicians.</td>
<td></td>
</tr>
<tr>
<td>PREPOSITIONS</td>
<td>A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.</td>
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For more help with writing style, the following Web sites and books are recommended:


The Online Writing Lab (OWL) at Purdue University - http://owl.english.purdue.edu/owl/


*Latest edition of* The Associated Press Stylebook and Briefing on Media Law
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their February 19, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the MC proposal:

MC 3250
- The Committee conditionally approved the proposal to change MC 3250 pending a revised syllabus that explains the lab portion of the course. The Committee determined there was no experiential component listed within the syllabus.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastril@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at rouse@lsu.edu.
Request for CHANGING an Existing Course

Department: Geography and Anthropology
Course Rubric and #: GEOG 4020

College: Humanities and Social Sciences

Date: 1/15/13

Present Course Description
Title: Aerial Photo Interpretation

Semester Hours of Credit: 3
If lecture/lab, # hrs. of credit for lecture: 2
Repeat Credit Max (if repeatable): 
Graduate Credit? Yes: x No:

Credit will not be given for this course and:

Contact Hours Per Week (from ACM): 4
LEC 2 LAB 2 SEM RES/IND CLIN/PRACT

Total Weekly Contact Hours: 4

Grading System: Letter Grade: _ x Pass/Fail _

Course Description:
Aerial Photo Interpretation (3) Prereq.: Geol 1001 and 1003 or Geog 2051. Credit will not be given for both this course and Geog 4019. 2 hrs. lecture; 2 hrs. lab. Analysis and mapping of geologic structure, lithology and landforms from aerial photographs.

Proposed Course Description
Title: Aerial Photo Interpretation and Image Processing
Short Title: AERIAL PHOTO INTERPR

Semester Hours of Credit: 3
If lecture/lab, # hrs. of credit for lecture: 2
Repeat Credit Max (if repeatable): 
Graduate Credit? Yes: x No:

Credit will not be given for this course and:

Contact Hours Per Week: 4
LEC 2 LAB 2 SEM RES/IND CLIN/PRACT

Total Weekly Contact Hours: 4

Grading System: Letter Grade: _ x Pass/Fail _

Course Description:
4020 Aerial Photo Interpretation and Image Processing (3) Prereq.: consent of instructor. Credit will not be given for this course and ANTH 4024. Analysis and mapping of geological features, hydrological process, land forms, cultural features, natural resource, and environmental phenomena from aerial photographs and satellite images.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

Has this change been discussed with and approved by all departments/colleges affected? Yes (X) No ( ) N/A ( )
Is this course included in any curricula, concentrations, or minors? Yes (X) No ( ) If yes, please list on a separate sheet.
Is this course a prequisite or corequisite for other courses? Yes ( ) No (X) If yes, list courses, use separate sheet.
Is this course on the General Education list? Yes ( ) No (X)

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:
Department Faculty Approval Date: Jan 25, 2013
Department Chair’s Signature: 2/21/13
Graduate Dean’s Signature: (Date)

College Faculty Approval Date: 2-20-13
College Dean’s Signature: 2-20-13
Chair, FS C & Q Committee: 3-15-13
Academic Affairs Approval: (Date)
REQUEST FOR APPROVAL

Purpose:
Seek approval to change the description of the Course: 4020 Aerial Photo Interpretation* in the General Catalog

Reason for change:
The subject course is one of the two fundamental courses to be taught for remote sensing and is listed as an elective course for minor in geography major. However, this course has not been offered (hence its content not been updated) since the retirement of the previous instructor in 2008. After a detailed review of the content of the existing teaching material, I believe there is good opportunity to update it. By focusing more on the recent technologies developed in this field, it is possible to make the course of more valuable and of greater interest for students.

Therefore, I suggest changing the prerequisite and focus of the content to include broader geographic applications and to leverage interests of the students, up-to-date information, and software. Previous prerequisites in geology are not necessary and useful for my current course design. Furthermore, removing prerequisites can significantly boost class enrollment since the majority of the students are from other departments. The course content is also modified to deliver key knowledge for anthropology and archeology students from the Department of Geography and Anthropology.

Course to be taught by Xuelian Meng in Fall 2013
Course Title: Aerial Photo Interpretation and Image Processing (GEOG 4020/ANTH 4024)
Term: Fall 2013
Meeting time & location: MW 4-6 pm, 260 HOWE

Instructor information:
Instructor: Dr. Xuelian Meng
Office: E101 Howe-Russell
Office Hour: MW 1-2 pm
Email: smeng@lsu.edu
Phone: (225) 578-6199

Textbook:

Additional materials and PowerPoint files

Course Schedule

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**Course Description**

This course introduces image interpretation and processing skills to analyze and map geological features, hydrological process, land forms, natural resource, culture features, and environmental phenomena from aerial photographs and satellite images. Students will learn the fundamentals of aerial photograph measurement, image interpretation, and digital image processing skills to extract quantitative and qualitative information for various applications. The first part of the course covers basic principles of photogrammetry. The second part focuses on interpretation of culture and physical features. The third part introduces image enhancement, pattern recognition and change detection skills to allow advanced image process to derive thematic information. The practical component involves a series of step-by-step lab exercises. This will give students extensive hands-on practice in using remote sensing software to process, analyze, and interpret both airborne and satellite images. Students will carry out an environmental independent project that will take them through a condensed, yet complete research experience of identifying a science problem/question, designing a research protocol, carrying out meaningful analysis and effectively addressing the question at hand.

**Course Objectives**

Upon successful completion of this course, the students should be able to:

1. Understand the geometry of a vertical aerial photograph and principle of photogrammetry;
2. Learn image interpretation skills to understand remotely sensed images and their applications in geology features, hydrological process, land forms, nature resource, culture features, and environment changes impact;
3. Study image enhancement, pattern recognition, and change detection methods to obtain thematic information through advance image processing;
4. Gain hands-on experience and skills in applying remotely sensed data to solve practical problems.

**Physical or Learning Disabilities**

Any student with a documented disability needing academic adjustments should speak with the Office of Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This information/material is available in alternative formats upon request. Please contact the Office of Disability Services, 112
Johnston Hall, 225-578-5919. I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course.

Requirements

Exams
When exams are adopted for evaluation, the midterm exam will cover the first half of the course, and the final exam will be comprehensive. An unexcused absence from an exam will result in a zero point for that exam.

Labs
This course has ten lab assignments. The practical lab exercises provide a way to acquire skills in processing, analyzing and interpreting various digital remote sensing data. ERDAS Imagine will be used as the major software for lab exercises. All lab assignments are due in a week, which is usually at the beginning of the next lab. A penalty of 10% per day will be deducted for late labs. Each lab assignment normally requires both written responses to questions and creation of images, figures, and maps. Write-ups for lab assignments must be typed: hand-written work will not be accepted for grading.

Final project
As an important way to evaluate her/his capability in effectively learning and applying remote sensing knowledge and skills, students are expected to conduct research projects that addresses specific issues.

Students will have the flexibility to select project topics of interests in their specialized areas or narrow down their options through guidance from the lecture. On the fourth week, an opportunity will be given in class for each student to talk about their initial interests that require remote sensing and GIS analytical skills. Then up to three students can form a research project team to focus on a selected topic. The option for an independent project without mates is also available if preferred. At the end of the semester, each project team will make an oral presentation and turn in one final project report. The same grade will be assigned to each project members in the same team.

Evaluation of research projects will be based on (1) the creativity of research topics, (2) the scientific design of research methods and the performance evaluation, 3) the quality of the research presentation, and 4) the quality of final project report.

Evaluation
Grading scale: A (>=90%), B (80-89%), C (70-79%), D (60-69%), and F (<60%)
Grades will be weighted as follows:

Mid-term: 15%
Final exam: 20%
Lab assignments: 45%
Final project 15%
Class participation 5%
Total: 100%

Class participation is nothing more than proving your interest in the subject by attending class, reading the assignments, and asking questions if you are confused.

Extra credit: The instructor reserves up to 3 extra credit points to reward students who make special efforts and show creativity.
GEOG 4020

- The Committee conditionally approved the proposal to change GEOG 4020 pending a revised syllabus that includes a 14 week schedule along with the topics assigned each week and an addition on how the project will be selected. The Committee also wanted to know what would be done with GEOG 4019 as it seems as though the course has been integrated into the newly revised GEOG 4020.

Response from Xuelian Meng:
The syllabus has been revised as requested, which include a 14 week schedule with assigned topics and an additional clarification for class project.

Course GEOG 4019 is an image interpretation course with a focus on culture features to serve anthropology and architecture students in the department of Geography and Anthropology. The course hasn't been offered for a while since the retirement of previous professor. In the revised course description, the function of GEOG 4019 is actually replaced by the cross-listed Anth 4024 course except that the revised course delivers broader knowledge. So students who used to take GEOG 4019 can alternatively register for Anth 4024.
REQUEST FOR ADDITION OF NEW COURSE

Department: Geography and Anthropology
Humanities and Social Sciences

PROPOSED COURSE
Short Title: AERIAL PHOTO INTERPR
Rubric & No.: ANTH 4024
Title: Aerial Photo Interpretation and Image Processing

COURSE CREDIT
Graduate Credit: YES NO
(Semester Hours of Credit: 3
(For "Lecture/Lab" type courses only: 2 Lecture Hrs. 2 Lab Hrs.)
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of
Credit will not be given for this course and:

GRADING
Final Exam: YES NO Grading System: Letter Grade Pass/Fail
(Indicate rubrics and course numbers)

(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE
Check one type: LEC LAB LEC/LAB SEM CLIN/PRACT RES/IND
Maximum enrollment per section: 28
(use integer, e.g. 25 not 20-30)
Total weekly contact hours: 4
(If lecture/lab, contact hours of: Lecture Lab)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
4024 Aerial Photo Interpretation and Image Processing (3) See Geog 4020.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES NO
Will additional space, equipment, special library materials or other major expense be involved? YES NO
(If answer to either question above is "yes" attach explanation.)

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

JUSTIFICATION: Justification must explain why this course is needed. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter, titles of text, lab manual, and/or required readings; grading scale and criteria.
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS
Department Faculty Approval 1/25/2013
Department Chair’s Signature 2/21/13
College Faculty Approval 2-20-13
College Dean’s Signature (date) 2-26-13
Chair, FS C&C Committee (date) 2-28/13
Graduate Dean’s Signature (for 4000 level and above) 3-15-13
Academic Affairs Approval (date)
Justification for Cross Listing Anth 4024 with Geog 4020

Critical for Anthropology students particularly Archaeology who integrate aerial photos into GIS, to aid in looking for archaeological sites and for interpreting cultural and environmental spatial data.

Anthropology students typically take the course on air photo interpretation. Cross listing it with Anthropology makes it more accessible for students registering and allows them to include the course as an elective in Anthropology.

The course can be taught by other faculties in the Department of Geography and Anthropology if needed.
Hi, Linda,
Please see the forwarded email for the confirmation from Geology and Geophysics for the removal of 4020 prerequisite.
Shelley

From: Carol Wicks
Sent: Monday, January 14, 2013 9:46 AM
To: Shelley Meng
Cc: Kevin Robbins (krobbins@srrc.lsu.edu)
Subject: RE: Inform of course change: taking GEOL 1001, 1003 off the prerequisites of GEOG 4020

Dr. Meng,

Your plan of action is thorough and thoughtful.

G&G agrees with the changes you originally suggested (removing geol1001 and 1003).

Carol Wicks
225-578-2692 (office)
225-223-2846 (cell)
Chair and Frank W. and Patricia Harrison Family Professor
Department of Geology and Geophysics
E235 Howe-Russell-Kniffen Geoscience Complex
College of Science
Louisiana State University
Baton Rouge LA 70803

From: Shelley Meng
Sent: Monday, January 14, 2013 9:21 AM
To: Carol Wicks
Cc: Kevin Robbins (krobbins@srrc.lsu.edu)
Subject: RE: Inform of course change: taking GEOL 1001, 1003 off the prerequisites of GEOG 4020

Dear Dr. Wicks,
Thanks for your response. I also appreciate you for your suggestion.

Remote sensing is a relatively small class and the enrollment is usually between 12-15 students with few may drop due to various reasons. Realizing that most students are not from either geography or geology department, limiting the prerequisites may risk the enrollment to be below 10. So I try to adapt to the situation to allow students with more background to register since some students just want to know how remote sensing can help in their fields. Once enrollment is ensured, I may consider to add prerequisites back to the course.

Thanks again for your understanding and response.
Xuelian Meng

From: Carol Wicks  
Sent: Monday, January 14, 2013 6:56 AM  
To: Shelley Meng  
Cc: Kevin Robbins (krobbins@srrc.lsu.edu)  
Subject: FW: Inform of course change: taking GEOL 1001, 1003 off the prerequisites of GEOG 4020

Dear Dr. Meng,

Geology and Geophysics agrees that having GEo1003 as a prerequisite for Geog4020 is not necessary.

We recommend that you leave Geol1001 OR Physical GEOGRAPHY was a prerequisite so that students have some familiarity with maps before they enter Geog4020. However, it is your course and we understand if you wish to remove Geol1001 as a prerequisite.

Carol Wicks
225-578-2692 (office)
225-223-2846 (cell)
Chair and Frank W. and Patricia Harrison Family Professor
Department of Geology and Geophysics
E235 Howe-Russell-Kniffen Geoscience Complex
College of Science
Louisiana State University
Baton Rouge LA 70803

From: Geology Department  
Sent: Thursday, January 10, 2013 11:03 AM  
To: Carol Wicks  
Subject: FW: Inform of course change: taking GEOL 1001, 1003 off the prerequisites of GEOG 4020

Please see below.

From: Shelley Meng  
Sent: Wednesday, January 09, 2013 7:16 PM  
To: Geology Department  
Cc: Kevin Robbins; Linda T Strain  
Subject: Inform of course change: taking GEOL 1001, 1003 off the prerequisites of GEOG 4020

Dear officials in Geology Department:
I plan to offer the GEOG 4020 (Aerial photo interpretation) from the Fall of 2013. The course hasn’t been offered for a while since the retirement of the previous professor. I am now going through the process to revise the course description in The General Catalog. I plan to take Geol 1001 and Geol 1003 off from the 4020 prerequisites to allow more enrollment.

Would you please help me direct this information to the person in charge and inform the corresponding instructors? If you have concerns regarding this change, please contact me as soon as possible through email smeng@lsu.edu.

Thanks

Xuelian (Shelley) Meng
# SYLLABUS

## Course Title
Aerial Photo Interpretation and Image Processing (GEOG 4020/ANTH 4024)

## Term
Fall 2013

## Meeting time & location
MW 4-6 pm, 260 HOWE

## Instructor information

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GEOG 4020

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REQUEST FOR ADDITION OF NEW COURSE

Department: Public Administration Institute
Date: 1/15/2013

College: E. J. Ourso College of Business

PROPOSED COURSE
Rubric & No.: PADM 7904
Title: Seminar in Policy Dilemmas and Decisions

COURSE CREDIT
Graduate Credit: X YES ___ NO
Semester Hours of Credit: 3
(Lecture Hrs. ___ Lab/Sem/Rec Hrs. ___)
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours.
Credit will not be given for this course and:

GRADING
Final Exam: YES X NO Grading System: X Letter Grade ___ Pass/Fail ___
(Indicate rubrics and course numbers)

COURSE TYPE
(Indicate hours in the appropriate course type)

LEC/REC ___ LEC/SEM ___ LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/FRACT ___ RES/IND ___
Maximum enrollment per section: ___ 25 (use integer, e.g. 25 not 20-30)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
7904 Seminar in Policy Dilemmas and Decisions (3) The course explores the difficulties of collective decision making and the instruments and processes involved in reaching consensus. Areas of focus include the structure of strong arguments, models and rationality, participation, and probabilistic reasoning. A mixture of contemporaneous and historical case studies will be used.

BUDGET IMPACT
If this course is approved, will additional staff be needed? X YES ___ NO ___
Will additional space, equipment, special library materials or other major expense be involved? X YES ___ NO ___
(If answer to either question above is “yes” attach explanation.)
Academic Affairs Approval: Date:

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses? See attachment

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students). See attachment

APPROVALS
Department Faculty Approval 1/8/2013 (date)
College Faculty Approval 2/1/2013 (date)

Department Chair’s Signature 1/15/2013 (date)
Graduate Dean’s Signature (for 4000 level and above) (date)
College Dean’s Signature (date)
College Contact: Edward F. Watson (Please print name.)
College Contact E-mail: ewatson@lsu.edu

Chair, FS C&C Committee 2/16/13 (date)
Academic Affairs Approval 3/15/13 (date)
Justification for
PADM 7904
Seminar in Policy Dilemmas and Decisions

The Public Administration Institute provides courses in public policy. Our students have been asking for more courses in the public policy area. This course serves the purpose of augmenting a current area of specialization that our graduate students want to take. In addition, it offers a thorough review of decision making that will be helpful throughout the university for students interested in special areas of public policy decision making, ranging from environmental science to educational policy and so on. The course is designed to fill a need within the Public Administration Institute, but we believe it will also provide academic assistance across the campus.
Seminar in Policy Dilemmas and Decisions
PADM 7904 Louisiana State University

Instructor:
Roy L. Heidelberg
royh@lsu.edu
225-578-1397
Office: BEC 2053
Hours: Wednesday 1-3 pm and by appointment

Course Meetings
Tuesday 2:00 – 5:00 pm
(NOW BEING OFFERED AS INDEPENDENT STUDY)

Course Website: http://lore.com/Models-and-Decision-Making.1
Course Website Signup: http://join.lore.com/A4QJ22

1. Course Description

We make decisions every day. Some of the decisions are trivial: I will wear a tie today. Some of the decisions are non-trivial: I will devote many hours of my free time to pursuing a graduate degree. We may never know what the right decision is in every occasion, but the benefits of improving our decision-making process extend broadly.

The objective of this course is to motivate a more thorough consideration of how we decide and to develop a linkage between this understanding and the large-scale decisions we make in policy. Policy, as a field of study and as an area of action, is practical and experimental. It exists abstractly in an environment of uncertainty. To accommodate this uncertainty, we develop models. These models are tools to assist us in making decisions lacking the foresight required to know what outcomes will arise. Functionally, models vary from those of human behavior such as the rational-actor of economic theory to large scale computational models such as that of climate or weather.

The renowned statistician George Box famously said that all models are wrong, but some are useful. We mustn’t think of models as answers or solutions to our problems. They are but instruments to aid in our ability to make decisions marginally better. Part of the course will be devoted to exploring why it is that we find models filling a need: we are cognitively limited by a number of biases. These biases also require us to simplify decisions to a level that we can easily communicate or make a case for them in order to make decisions together. In policy arenas, it is very important to have decision rules as well as a grasp of the processes in which decisions are made collectively. The most basic decision rule
is voting, and we implicitly assume that everyone will accept the outcomes of a vote even if they disagree with it.

This course is divided into three sections. In the first section we will discuss rationality and explore the limits to what we conventionally consider to be rational decision making. We will conclude this block of sessions with a discussion of argumentation and informal modes of reasoning. The second section considers the policy arena and how decisions arise out of problem situations. The final section, a culmination of the themes in the previous two sections, considers the instruments used in collective decision making and the consequential effects of deliberate decisions for the public sector.

II. Course Requirements

This course is a seminar, and it is designed to grow from the participation of the students. It is very important that you attend every class and come prepared to contribute to the discussions with questions about the readings or previous lectures.

There will not be any formal exams in this course. The evaluation of your performance will be based upon writing assignments and a final presentation. Because each session will include a discussion period, our efforts will require some leadership. I will randomly choose a student to lead the class in discussion for some meetings.

Books

*Thinking Fast and Slow* by Daniel Kahneman (Nobel Prize Winner in Economics)
*Nudge* by Richard Thaler and Cass Sunstein
*The Signal and the Noise: Why So Many Predictions Fail – But Some Don’t* by Nate Silver

Additional reading material will be provided by the instructor through the course website.

III. Assignments and Grading Scale

Class Participation: 10% (100 points)
Reflections: 40% (400 points)
Final Presentation: 35% (350 points)
Session Leading: 15% (150 points)

Your writing assignments (Reflections) will be based upon prompts that I provide in class and will be due the following week before class begins. No late assignments will be accepted. The details of the assignment will be provided with each prompt. You will have 5 Reflections worth a total of 400 points. The
first two assignments will be worth 50 points each to give you an opportunity to adjust to the course expectations.

**Session leading** is the requirement that each student lead at least one discussion session. The session leader must be prepared to lead the class in discussion and have questions and applications of the concepts and theories presented in the readings. **Class participation** means being prepared to discuss the readings and to engage your peers’ questions during class discussions. A seminar is successful only if students are prepared to contribute to the class discussions.

The Final Presentations will take place during the last two class meetings. The details of this assignment will be provided and discussed at the fourth class meeting (on February 5th).

**Grading Scale**

- 90% and above, A
- 80% to 89%, B
- 70% to 79%, C
- 60% to 69%, D
- Below 60%, F

**IV. Course Objectives**

- To gain an understanding of the complex environment in which policy decisions are made and to reflect on the challenges of collective decisions
- To learn about the use of models and assumptions as instruments for simplifying the decision making process while also appreciating the limits to their use
- To conclude the course with an independent assessment of a decision by reflecting upon the course material and presenting it to the class
## V. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Lecture</th>
<th>Activity</th>
<th>Reading</th>
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<tr>
<td>15-Jan</td>
<td>Introduction to Course</td>
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<td></td>
<td></td>
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<tr>
<td>22-Jan</td>
<td>On Rationality</td>
<td>TED videos: Dan Gilbert and Paul Bloom</td>
<td>TFS Part 1</td>
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</tr>
<tr>
<td>29-Jan</td>
<td>Cognitive Biases</td>
<td>TFS Part 2</td>
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<td>Presentation Prompt</td>
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<td>Intelligence Squared</td>
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<td>Instruments of Good Arguments</td>
<td>Debate</td>
<td>Zarefsky*, Jackson*</td>
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<td>Moyers interview with</td>
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<td>Leiserowitz</td>
<td>Nudge Part 1</td>
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<td>Rational Model</td>
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<td>McBeth, Chpts 2&amp;3*</td>
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<td>12-Mar</td>
<td>Experimental Basis of Policy</td>
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<td>and Radical Empiricism</td>
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<td>McBeth Chpt 4*</td>
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<td>Social Construction and</td>
<td>TED videos: Barry Schwartz</td>
<td>TFS Appendix B,</td>
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<td>Social Technologies</td>
<td>and Philip K. Howard</td>
<td>Nudge Parts 2-4</td>
<td>Reflection</td>
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<td>26-Mar</td>
<td>Probability and Models:</td>
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<td>Instruments of Decisions</td>
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<td>SAN Chpt 1-4</td>
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<td>2-Apr</td>
<td><strong>SPRING BREAK</strong></td>
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<td>9-Apr</td>
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<td>Case Study: Participatory</td>
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<td>After the Decision: The</td>
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<td>30-Apr</td>
<td>Presentations</td>
<td>Review of Course</td>
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*Available on Course Website
VI. Academic Integrity

Students are encouraged to work and study together. However, all tests and written reports are to be done independently. Violations of academic integrity will be dealt with according to their severity and within the guidelines of LSU policy.

VII. Special Accommodations

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services, 112 Johnston Hall, (225) 578-5919, as soon as possible to ensure that such accommodations are implemented in a timely fashion.
Rationale for Final Evaluation Decision for PADM 7904

The content in the Seminar in Policy Dilemmas and Decisions is especially concerned with thorough deliberation. Policy decisions are frequently made among parties with competing ideologies and frames of reference, and to bridge the differences it is important that evidence be applied in a deliberative manner. The final presentation is an exercise for the entire class to apply the material and the skills that they will learn in the course of the semester, and a very important aspect of the course is the unexpected and impromptu back-and-forth of dialogue. This is an objective of the course that is best evaluated through the requirement of a presentation to peers. It is an opportunity to evaluate more fully— not only the presenter but the audience in the interactions fostered by the sharing of case studies, an opportunity that is not adequately enabled with a final written examination.
REQUEST FOR ADDITION OF NEW COURSE

Date: 04/24/2012

Department: English
Humanities and Social Sciences

College: English

PROPOSED COURSE
Rubric & No.: ENGL 3930
Title: Internship in English

COURSE CREDIT
Graduate Credit: YES X NO
(Semester Hours of Credit): 1-3
(For "Lecture/Lab" type courses only: Lecture Hrs. Lab Hrs.)
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours.
Credit will not be given for this course and: N/A

GRADING
Final Exam: X YES NO Grading System: Letter Grade Pass/Fail
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE
Check one type: LEC LAB LEC/LAB SEM CLIN/PRACT X RES/IND
Maximum enrollment per section: ___
(use integer, e.g. 25 not 20-30)
Total weekly contact hours: ___
(if lecture/lab, contact hours of: Lecture Lab)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)

3930 Internship in English (1-3) May be taken for a maximum of 3 sem. hrs. of credit. Prereq: Permission of Department. Normally open to only juniors and seniors. Program of study, research project, book discussion, conferences with faculty mentor, and work in a position related to writing and critical analysis, such as editing and publishing.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES X NO
Will additional space, equipment, special library materials or other major expense be involved? YES X NO

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.
JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria.
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

APPROVALS
Department Faculty Approval 4-24-12
College Faculty Approval 2-20-13

Department Chair's Signature 2-21-13
College Dean's Signature 2-8-13
Graduate Dean's Signature (for 4000 level and above) 3/14/13
Chair, FS C&C Committee 3/10/13

Academic Affairs Approval 3/10/13
Justification for Adding a Course on Internship in English

3930 Internship in English (1-3) *May be taken for a maximum of 3 sem. hrs. of credit.* Program of study, research project, book reports, regular meetings with faculty mentor and work in a position related to English studies, such as publishing, grant writing, and non-profit organizations.

Explanation/Justification: The English department believes that internships can be a vital part of the undergraduate academic experience. Internships in English will help students apply the skills they have acquired as English majors to the professional realm. Students will also make contacts in occupations that are allied to English studies, such as media, technical writing, and book publishing. These contacts, as well as the work experience obtained through an internship, will help students get jobs once they graduate. Student interns will also develop close academic relationships with their faculty mentors and benefit intellectually from one-on-one contact with professors in their major field of study. An actively offered course on internships in English will ensure that the English department is engaged with the professional needs of its students. This will help attract more majors and boost enrollments in English.

This internship is designed for English majors to receive hands-on work experience in positions where they can use their expertise as close readers, lucid writers, and sound researchers. Students will also use the internship as an opportunity for close academic contact with a faculty mentor in the English department. Students will work for 5-20 hours a week in internship positions directly related to English studies, such as editing, publishing, and technical writing, film, games, media, as well as evolving new media including online publications, web design, blogs, and web series. Internships may also be conducted at institutions such as TV stations, libraries, and museums that require their employees to have strong research and writing skills. Additionally, students may intern with on-campus employers such as The New Delta Review, The Southern Review and the Hill Memorial Library. If the work-related part of the internship is not directly associated with English studies, the faculty advisor, in collaboration with the student, will ensure that the academic component is closely linked to the field. Students may secure the internship positions themselves or with help from the English department and/or Career Services.

The internships will be coordinated by a faculty member in the English department. Once the student identifies an internship opportunity, he or she will discuss the plan of study with the internship coordinator who will then assign the student to the faculty member whose teaching and research interests most closely match the student's internship position. The student and the faculty advisor will develop a program of study that explains in detail the requirements for and the means of evaluating the academic component of the course. While the specifics of the program of study will be left largely to the individual student and professor, the academic component is expected to consist of rigorous reading, writing, and research assignments such as book reviews, response papers, and/or a research project. The program of study, therefore, will be subject to the approval of the internship coordinator to ensure consistency across internships.

Student interns must be English majors at LSU, have at least 60 credit hours, and a minimum GPA of 3.0 in English to enroll in the course. The internship will count towards the student's free electives and will be offered for pass/fail credit only. While there may be some concerns about student performance in a class that does not award letter grades, the internship coordinator and the faculty advisor will serve as much-needed letter writers for a student looking for jobs. This will be an incentive for the student to perform well in the course. The faculty mentor will invite comments from the employer but the professional evaluation will not be a requirement for the grade awarded in the course, which will be based on the academic aspect only.

Justification for variable 1-3 credit hours

Internships vary greatly in duration, hours of work per week required, and in the degree of complexity of the tasks required and the degree of initiative or creative work required. This, in itself, means that the complexity and the amount of academic reflection on the internship experience could vary from one internship experience to another. Because of that, and possibly also independently of it, the level of academic engagement of the student with topics related to the internship could vary from one student enrollment in ENGL 3930 to another. For one hour of credit, a student might simply keep a log of internship activities, and then write a short summary paper at the end. For three hours of credit, a student would do work comparable to writing a full research paper suitable for a term paper on issues related to the work. For example, an internship on the staff of a US senator could involve a research paper on Senate procedure, or the debt ceiling debate.
Sample Syllabus

English 3930: Internship in English

Faculty Advisor: Professor Pallavi Rastogi
Email: prastogi@lsu.edu
Internship Position: Unpaid Intern at LSU Press
Academic Component: 3 credit hours in English

Course Requirements:

- The undergraduate internship in English will be taken for pass/fail credit only.
- The student must be an English major at LSU and must have at least a 3.0 GPA in English.
- The student will work no more than 10 hours a week on her internship with LSU Press. She will assist the editorial staff in reading proofs, writing promotional material, designing front and back matter for various publications, as well as complete any other work that the internship supervisor deems appropriate for the position.
- The student will keep a record of the time spent on the internship, which will be signed by the work-place supervisor and shown to the faculty advisor every month.
- The student will consult with the faculty advisor for one hour a week. She will keep a journal during the internship, which will be reviewed by the faculty advisor every week. The student will chart her professional development in the journal. The journal entries should describe her experiences at the internship and critically analyze what she is learning during her time at LSU Press.
- The student will read two books on scholarly publishing (see below) and write a 2-page report on each text. The reports should discuss how the books have helped the student understand the nature of scholarly publishing, particularly in terms of her experience at LSU Press. The reports should also reflect on how the student’s work experience has informed her reading of the scholarly books assigned for the course.
- The student will write a 8-10 page final paper that will integrate the academic and professional aspects of the internship. The paper will have a research component that will expand on the issues raised in the books read for this course, particularly reflecting on the future of scholarly publishing in a digitized age. The paper should also discuss how the internship at LSU Press will be beneficial in terms of future employment or for graduate study.

Required Readings:


Program of Study:

- Week 1: Discussion of work experience and journal entry.
- Week 2: Discussion of work experience and journal entry.
- Week 3: Discussion of work experience and journal entry.
- Week 4: Discussion of work experience and journal entry.
- Week 6: Discussion of work experience and journal entry.
- Week 7: Discussion of work experience and journal entry.
- Week 8: Discussion of work experience and journal entry.
- Week 9: Discussion of Planned Obsolescence; book report due.
- Week 10: Discussion of work experience and journal entry.
- Week 11: Discussion of work experience and journal entry.
- Week 12: Discussion of work experience and journal entry.
- Week 13: Discussion of work experience and journal entry.
- Week 14: Final paper due; discussion of paper; evaluation of internship experience.
LSU ENGLISH DEPARTMENT
INDIVIDUAL INTERNSHIP AGREEMENT—SAMPLE

This individual Internship Agreement documents the contract between The Southern Review (organization) and Josephine Smith (student) for a full time (circle one) internship, in connection with the student’s enrollment in ENGL 3930 for 1, 2 (circle one) semester hours of credit towards the Bachelor of Arts in English. ENGL 3930 may only be substituted for an approved elective.

INTERSHIP INFORMATION

Start Date: 08/27/12
End Date: 12/03/12
Hourly Rate: Unpaid
Internship Location: LSU Press, 3990 W. Lakeshore Drive, Baton Rouge, LA 70808
Medical Insurance Provided By: Family

Planned Work Duties: (adapt or elaborate as appropriate; select more than one if applicable)

Reading or proofreading: reading manuscript proposals; proofreading manuscripts
Editing: editing manuscripts
Research: conduct research for book covers
Office work (Administrative assistance): checking book indexes

Company Information

Company Contact:
Name and title: Mary Katherine Callaway, Director
Address: LSU Press, 3990 W. Lakeshore Drive
City: Baton Rouge
State: LA
Zip: 70808
Email: mkc@lsu.edu
Phone: 225-578-6144
Fax: N/A

Immediate Supervisor:
Name and title: Lee Campbell Sioles, Managing Editor
Email: lsioles@lsu.edu
Phone: 578-6467
Fax: N/A

ACCEPTED AND AGREED:

STUDENT
Name (printed): Josephine Smith
Signature: xxx
Date: 07/31/12

COMPANY
Name (printed): Lee Campbell Sioles
Signature: xxx
Date: 07/31/12

APPROVED

LSU ENGLISH DEPARTMENT
Name (printed): Pallavi Rastogi
Signature: xxx
Date: 07/31/12
LSU ENGLISH DEPARTMENT
INDIVIDUAL INTERNSHIP AGREEMENT

This individual Internship Agreement documents the contract between __________________________ (organization) and __________________________ (student) for a full time/part time (circle one) internship, in connection with the student's enrollment in ENGL 3930 for 1, 2, or 3 (circle one) semester hours of credit towards the Bachelor of Arts in English. ENGL 3930 may only be substituted for an approved elective.

INTERNSHIP INFORMATION

Start Date: __________
End Date: __________
Hourly Rate: __________
Internship Location: __________________________
Medical Insurance Provided By: Family / Student / Company

Planned Work Duties: (adapt or elaborate as appropriate; select more than one if applicable)
   Reading or proofreading
   Writing
   Editing
   Research
   Public Relations / Outreach
   Office work (Administrative assistance)
   Other

Company Information

Company Contact:
Name and title: __________________________
Address: __________________________
City: __________________________
State: __________
Zip: __________________________
Email: __________________________
Phone: __________________________
Fax: __________________________

Immediate Supervisor:
Name and title: __________________________
Email: __________________________
Phone: __________________________
Fax: __________________________

ACCEPTED AND AGREED:

STUDENT
Name (printed): __________________________
Signature: __________________________
Date: __________________________

COMPANY
Name (printed): __________________________
Signature: __________________________
Date: __________________________
APPROVED

LSU ENGLISH DEPARTMENT
Name (printed): ____________________
Signature: _________________________
Date: __________
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

February 27, 2013

At their February 26, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the ENGL proposal:

**ENGL 3930**
- The Committee conditionally approved the proposal to add ENGL 3930 pending a revised syllabus that includes an internship agreement with the student. (Please see attached for an example.)

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.