REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

Department: School of Art  College: Art and Design  Date: 1/15/2013

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

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE from any departments affected (i.e. any department whose course(s) are to be added).

ACTION (check appropriate box):
( ) ADDING: Show the entire new minor using catalog format. Use plain sheets and attach.
(x) CHANGING: List present catalog description which is to be changed (left column) and the changes proposed (right column). In proposed column use strikeout and bold to indicate deletions and additions. Explain all changes adequately on attachment.
( ) SUSPENDING: Provide an adequate explanation for suspending the minor on plain sheets and attach.
( ) DROPPING: Provide an adequate explanation for dropping the minor on plain sheets and attach.

MINOR

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<thead>
<tr>
<th>PRESENT</th>
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<tbody>
<tr>
<td>Total semester hours in current minor: 21</td>
<td>Total semester hours in proposed minor: 21</td>
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Digital Media AVATAR Arts

To earn a Digital Media AVATAR Arts minor a student must complete 21 credit hours of coursework. These must include: CSC 1253 or CSC 1350; one course from ART 1001, 1011, ARTH 2470, MUS 1731, 1751, 1799, ENGL 2009; nine credit hours of approved arts electives; three credit hours of approved engineering and/or science electives; and the three credit hour Art AVATAR capstone course, ART 4059.

** See following pages for complete list of adds & deletes **

APPROVALS:
Department Faculty Approval Date: 4/11/2013
Department Chair's Signature: [Signature]
Date: 4/24/14
Chair, FS C & C Committee: [Signature]
Date: 4/24/14

College Faculty Approval Date: 3/31/2014
College Dean's Signature: [Signature]
Date: 5/1/14
Academic Affairs Approval: [Signature]
Date: 5/1/14

College Contact: Rod Parker
College Contact Email: sadir@lsu.edu
Changes and Additions to the DMART and DMTEC Minors in 2013:

CHANGES TO BE MADE TO THE DMART MINOR:

- Remove MUS 1731 from catalog description

  JUSTIFICATION: MUS 1731 has been dropped by the School of Music and will no longer be taught. Be aware that MUS 1731 remains in the degree audit programming for AVATAR for the last calendar year.

ADDITIONS TO BE MADE TO BOTH THE DMART AND DMTEC MINORS:

Computer Science:

- CSC 2700 – Add course: Digital Media Programming (Special Topics Course so name may change regularly) ... was previously called Intro to Digital Media.

  JUSTIFICATION: Addition of this course is a good way for Art students to satisfy the programming requirement of the minor, as well as to introduce almost all students to content that they simply don't have an opportunity to see in any other course.

- CSC 4243 – Interface Design and Technology – Add course...was formerly CSC 4700 Sec 2.

  JUSTIFICATION: Courses are now in catalog under a new and permanent course number

- CSC 4263 – Video Game Design – Add course...was formerly CSC 4700 Sec 3.

  JUSTIFICATION: Courses are now in catalog under a new and permanent course number

- CSC 4357/ME 4583 Applied Interactive Graphics – Add course

  JUSTIFICATION: This follow-on to Interactive Computer Graphics (CSC 4356 / ME 4573) builds experience with computer graphics through its application to a topic of interest in the areas of scientific visualization, computer-aided design, video game design, or art.
Engineering Courses:

- EE 3610 Signals and Systems - **Add course**
  
  **JUSTIFICATION:** This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- EE 4730 3D Graphical and Geometric Modeling - **Add course**
  
  **JUSTIFICATION:** This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- EE 4775 Networked Games and Their Algorithms - **Add course**
  
  **JUSTIFICATION:** This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- EE 4859/ART 4059 3D Graphical and Geometric Modeling - Capstone Course - **Change needed**
  
  **JUSTIFICATION:** Change should be made to reflect cross listing with ART 4059

- ME 4583/CSC 4357 Applied Interactive Graphics - **Add course**
  
  **JUSTIFICATION:** This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- ME 7263 Computer-Aided Geometric Modeling - **Add course**
  
  **JUSTIFICATION:** This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

Mass Communication:

- MC 2035 Digital Brands - **Add course**
  
  **JUSTIFICATION:** This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.
• MC 3031 Advertising Creative Strategy - **Add course**

  JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• MC 4001 Public Relations Writing and Applications - **Add course**

  JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• MC 4002 Strategic Social Media - **Add course**

  JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• MC 4720 Television Creative Projects - **Add course**

  JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• MC 4270 News Production for the Internet - **Remove course**

  JUSTIFICATION: This course should be removed from the DM minor, as it is no longer taught.

Art:

• ART 2210 Creative Web Development * - **Add course**

  JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• ART 2220 Moving Image * - **Add course**

  JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• ART 2230 Virtual Space * - **Add course**
JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- ART 2551 Typography for Visual Communications - **Add course**

JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- ART 4020 Special Topics - Advanced Moving Image * **Add course**

JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- ART 4059 Digital Media Capstone Course - **Change course** to reflect cross listing with EE 4859

JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- ART 4230 Virtual Space and Motion * - **Add course**

JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- ART 4240 Special Topics in Digital Art - **Add course**

JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- ART 4290 Digital Art Synthesis - **Add course**

JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- ART 4550 Digital Imaging for Visual Communications - **Add course**

JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.
• ART 4560 Interactive Media for Visual Communications - Add course
   (being phased out but must leave in curriculum for now)

   JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• ARTH 7250 Digital Art Praxis - Add course

   JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• ARTH 7255 Digital Art Seminar - Add course

   JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• ARTH 4480 Video Art & Theory - Add course

   JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• ARTH 4482 Digital Art History - Add course

   JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• ARTH 4484 New Media Art Theory - Add course

   JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

• ARTH 7420 Special Topics in Art History - Add course

   JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

* Approved 02/19/2013
Music:

- MUS 3745 Intro to Computer Music - Add course
  
  JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- MUS 4745 Computer Music - Add course
  
  JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

- MUS 4746 Seminar in Computer Music and Digital Media – Add course
  
  JUSTIFICATION: This course is appropriate for the DM minor, is offered regularly, and will enable more students to schedule classes that help them complete the minor path.

Honors:

- HNRS 3035 3D Visualization – Add course
  
  JUSTIFICATION: This course would benefit engineers and computer scientists. The goal of this course is to understand how tomography data are acquired, transformed into 3D data sets, visualized, and interpreted and would be beneficial to a DMTEC student.
Hi, Derick—

We apologize for not getting back to you on this issue.

I have a question: you mention in your email to Anna that you already use the phrase “Approved Electives” for the AVATAR/Digital Media minor.

The degree audit for the minor actually lists specific courses in each section of the minor, such as:

HAVE YOU TAKEN ARTS & SCIENCE/ENGINEERING ELECTIVES

CHOOSE 9 HRS FROM ARTS ELECTIVES: SEE FACULTY ADVISOR
ART 2050, ART 2055, ART 2210, ART 2220,
ART 2230, ART 2551, ART 4020, ART 4050,
ART 4055, ART 4230, ART 4240, ART 4290,
ART 4550, ART 4560, ARTH4466, ART 7250,
ARTH4468, ARTH4480, ARTH4482, ART 7255...

To my knowledge, this is a finite list, but allowing for substitutions to be made with approval from the School of Art. Has the minor been updated thru C&C?

Lynne Baggett and I met with some of the staff at the Registrar’s Office yesterday to address this same issue with changes to the Studio Art curriculum, and how to best work through the new integrated curriculum.

To put it mildly, it’s a complicated conundrum to resolve.

But from that meeting, Brian Antie indicated that an “Approved List” could be embedded within the catalog link for Art & Design curricula that would then open to a list of courses that have been adopted by the School or the area. As I understand it, this list could be updated internally from semester to semester without having to go through C&C.

I’m sure you and Lynne will be conferring with Lynne before all of this goes forward.

Let me know if we can be of any assistance.

Thanks.

Theresa
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

None of the actions are selected.

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

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE from any departments affected (i.e. any department whose course(s) are to be added).

ACTION (check appropriate box):

( ) ADDING: Show the entire new minor using catalog format. Use plain sheets and attach.
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<td>Leadership Development Minor</td>
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<td>Students from all curricula will find themselves thrust into leadership roles within their profession and chosen organizations. This minor enables students from any major to develop the skills and competencies for leadership in any setting, including organizations and communities. Students must complete HRE 2723, HRE 3723, HRE 4723, HRE 4804 and 6 hours of electives from a list of courses approved by the department faculty.</td>
<td>Students from all curricula will find themselves thrust into leadership roles within their profession and chosen organizations. This minor enables students from any major to develop the skills and competencies for leadership in any setting, including organizations and communities. Students must complete HRE 2723, HRE 3723, HRE 4723, HRE 4804 and 6 hours of electives from a list of courses approved by the department faculty.</td>
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APPROVALS:

Department Faculty Approval Date 2/26/14

College Faculty Approval Date 3/20/14

Department Chair's Signature 2-26-14

Department Chair 3/20/14

Academic Affairs Approval 9/1/14

College Contact: Casey Bennett

College Contact Email cbenne5@lsu.edu
Explanation of Change

This request is accompanied by a request to create a new Leadership Development internship course number to more easily differentiate and reduce confusion between the two types of internships we offer—the Professional internship (HRE 4804) for nine credit hours and required by our major, and the Leadership Development Internship (proposed HRE 4808) offered for 3 hours to Leadership Development minor students.

Thus, this request is NOT a substantive change in the content of the minor but rather just updates the description for the new course number.
Request for CHANGING an Existing Course

Department: N/A
Course Rubric and #: UNST 3900
College: HSS
Date: 3/13/2014

Present Course Description

Title: Interdisciplinarity

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for lecture: lab/sem/rec:__
Repeat Credit Max (if repeatable): 0
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 LAB SEM REC RES/IND CLIN/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.
3900 Interdisciplinarity (3) Prereq: Senior standing in the College of Humanities & Social Sciences as an interdisciplinary studies major. Study of interdisciplinary approaches in the sciences, social sciences, arts and humanities; analysis of combinations of disciplinary approaches.

Proposed Course Description

Title: Interdisciplinarity
Short Title: Interdisciplinarity

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for lecture: lab/sem/rec:__
Repeat Credit Max (if repeatable): 0
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 LAB SEM REC RES/IND CLIN/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.
3900 Interdisciplinarity (3) Prereq: Standing in the College of Humanities & Social Sciences as an interdisciplinary studies major. Study of interdisciplinary approaches in the sciences, social sciences, arts and humanities; analysis of combinations of disciplinary approaches.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) 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 ( ) 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: 3-13-2014
Department Chair's Signature: ___________
Graduate Dean's Signature: ___________
College Contact: ___________
College Contact E-mail: ___________

College Faculty Approval Date: 4-2-14
College Dean's Signature: ___________
Chair, FS C & C Committee: ___________
Academic Affairs Approval: ___________
UNST 3900 is a required course for students majoring in Interdisciplinary Studies.
Justification for changing restrictions on UST 3900

UNST 3900 is the only required class in common for all students majoring in Interdisciplinary Studies (formerly General Studies). This major consists of combinations of three minors--some of them in preset concentrations, and well as an individualized studies option. The course was initially restricted to seniors in this major partially to spread out demand for the class over semesters. However, we appear to be at a point where demand has somewhat stabilized so this is no longer such a large concern. But more importantly, our experience with the course, including numerous comments from students, show that it could also have more impact if it was taken earlier in a student’s academic career. The course teaches them about the value added approach of interdisciplinarity, and how various disciplines can complement each other. Thus, students have commented they wish they had had this insight when they were choosing the courses they were taking in their minors, as well as electives, in order to have a more coherent and integrated training. We would therefore like to open the course up to Interdisciplinary Studies majors at any point in their career, and we will be advising and encouraging students to take this class earlier rather than later, in order to maximize their benefit from it.
**Request for CHANGING an Existing Course**

**Department** Philosophy & Religious Studies  
**Course Rubric and #** REL 4990  
**College** Humanities & Soc. Sciences  
**Date** 3/25/14

### Present Course Description

**Title** Independent Reading and Research (1-3)

**Semester Hours of Credit** 1-3

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<th>LEC</th>
<th>LAB</th>
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<td>1-3</td>
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</table>

| Total Weekly Contact Hours: | 1-3 |

**Grading System:** Letter Grade _X_ Pass/Fail __

**Course Description:**

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

4990 Independent Reading and Research (1-3) Open to advanced students with prior approval of faculty member who will direct the course. Student is responsible for selecting area of reading and research and gaining agreement of faculty member to direct the course. May be taken for a max. of 6 hrs. of credit when topics vary.

### Proposed Course Description

**Title** Independent Reading and Research (1-3)

**Semester Hours of Credit** 1-3

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| Total Weekly Contact Hours: | 1-3 |

**Grading System:** Letter Grade _X_ Pass/Fail __

**Course Description:**

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

4990 Independent Study (1-3) Prereq.: written consent of instructor and department. May be taken for a max. of 6 sem. hrs. of credit when topics vary.

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

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

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

Is this course a prerequisite or corequisite 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:**

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CURRICULA, CONCENTRATIONS, OR MINORS

REL 4990 counts as an elective for the B.A. in Philosophy with a concentration in Religious Studies. It also counts as an elective for the minor in Religious Studies.

JUSTIFICATION

Because of the current course description, the Registrar gives this course the special enrollment code “PI” (Permission of Instructor).” We wish to change the course description so that the Registrar will give it the special enrollment code “PD” (Permission of department)
REQUEST FOR ADDITION OF NEW COURSE

Department: Kinesiology
Human Sciences and Education

College: ____________________________

PROPOSED COURSE
Short Title: SALES & SPONSORSHIP IN SPORT
Rubric & No.: KIN 3805

COURSE CREDIT
Graduate Credit: YES X NO
Semester Hours of Credit: 3

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:

COURSE TYPE
Check one type: LEC LAB LEC/LAB SEM CLIN/PRACT RES/IND

Maximum enrollment per section: 25

Total weekly contact hours: 3

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

3805 Sales and Sponsorship in Sport (3) This course focuses on the sales and sponsorship aspect of sport management. An introduction to the basic core concepts, presented with actual models relevant to working in sales and sponsorship in the competitive sport environment, and actual sales and sponsorship experience working with a sport organization.

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 11/22/13
College Faculty Approval 1-30-14

Graduate Dean's Signature (for 4000 level and above) (date)

Casey Bennett
cbenne5@lsu.edu
Justification Regarding the Addition of Sales and Sponsorship in Sport

Sport administration/management programs have grown in number and quality throughout the world and many support curricula that promote educational training in many areas including sales and sponsorship. Sales knowledge and experience is becoming a key component of a student’s portfolio in trying to obtain a job post-graduation in today’s challenging job environment. As a result, this class will provide the students with an opportunity to obtain real life sales experience with a local sports organization.

This course will not duplicate any others. This proposed course has been taught as an independent study for students in the spring and fall, 2013. In the spring and fall, 2013 there were 25 students each semester.

Justification for no final exam

Given the applied nature of the class, the sales process and outcome will replace a formal final examination.
Hi,

I just received the e-mail below from the Department of Marketing documenting that they have no opposition to the course proposal for KIN 3805.

If you read the e-mail trail below, you can see that I did suggest the e-mail be sent to you, but hopefully the forwarded note will suffice.

Please let me (or Dee Jacobsen) know if you need anything else.

Melinda A. Solmon, Ph.D.
Roy Paul Daniels Professor and Director
School of Kinesiology
Louisiana State University
Baton Rouge, LA 70803
Phone: 225-578-2639
Fax: 225-578-3680
E-mail: msolmo1@lsu.edu

From: Ron Niedrich
Sent: Thursday, March 27, 2014 3:14 PM
To: Melinda A Solmon
Subject: RE: KIN 3805

Hi Melinda:

In response to your email request below, the Department of Marketing does not oppose the proposal for KIN 3805 (Sales and Sponsorship) in the sport administration degree.

Regards, Ron

Ronald W. Niedrich, Ph.D.
Professor and Chairman
Department of Marketing
E. J. Ourso College of Business
Louisiana State University
Baton Rouge, LA 70803
(225) 578-9068 – office phone
niedrich@lsu.edu

From: Melinda A Solmon
Sent: Monday, March 24, 2014 4:01 PM
To: Ron Niedrich  
Subject: RE: KIN 3805

Thanks so much for the update—

Melinda

Melinda A. Solmon, Ph.D.
Roy Paul Daniels Professor and Director
School of Kinesiology
Louisiana State University
Baton Rouge, LA 70803
Phone: 225-578-2639
Fax: 225-578-3680
E-mail: msolmo1@lsu.edu

From: Ron Niedrich
Sent: Monday, March 24, 2014 3:56 PM
To: Melinda A Solmon
Subject: RE: KIN 3805

Hi Melinda:

Sorry I missed your call. I have received your email and have sent this information to the department for comment. Although I do not expect an issue, I would like to run a quick email check before providing a response. Thank you.

Regards, Ron

Ronald W. Niedrich, Ph.D.
Professor and Chairman
Department of Marketing
E. J. Ourso College of Business
Louisiana State University
2100B Business Education Complex
Baton Rouge, LA 70803
(225) 578-9068 - phone
niedrich@lsu.edu

From: Melinda A Solmon
Sent: Monday, March 24, 2014 12:12 PM
To: Ron Niedrich
Subject: FW: KIN 3805

Hi,

I just left a voice mail for you concerning the course proposal for KIN 3805. Please let me know if you have questions or if you need additional information.

Thanks,

Melinda A. Solmon, Ph.D.
Roy Paul Daniels Professor and Director
Dear Dr. Niedrich,

I erroneously sent an e-mail to Dr. Burns concerning a course proposal. The e-mail trail is below. I am writing to see if received the e-mail, and if you are willing to write an e-mail indicating that the Department of Marketing does not oppose the new course that has been proposed. If we need to provide more information, we are happy to do that. I have copied in Dr. Jacobsen, who is the program coordinator for sport administration so that she can be involved in the conversation.

Thank you for your consideration,

Melinda A. Solman, Ph.D.
Roy Paul Daniels Professor and Director
School of Kinesiology
Louisiana State University
Baton Rouge, LA 70803
Phone: 225-578-2639
Fax: 225-578-3680
E-mail: msolmo1@lsu.edu

From: Alvin C Burns
Sent: Saturday, February 15, 2014 7:24 AM
To: Melinda A Solman
Subject: Re: KIN 3805

Melinda:
I have forwarded this to Dr. Ronald Niedrich who is the chairman of the Department of Marketing.
Take care,
Al

Sent from Al's iPad

On Feb 14, 2014, at 4:10 PM, "Melinda A Solmon" <msolmo1@lsu.edu> wrote:

Dear Dr. Burns,

We have proposed a new course as an elective in our sport administration degree. The university courses and curricula committee sent us the following comment:

"The Committee felt that this course was similar to a marketing course and would therefore need a letter of support from the MKT department."
When we requested information about which marketing course was similar and creating the concern, here is the response that we got:

“They didn’t say that it was identical to a specific course, but that it was very closely related to Marketing topics and thus would need the Mkt approval.”

A couple of other minor modifications were requested in the syllabus, and those corrections have been. I have attached the revised syllabus. The justification for the course is:

Justification Regarding the Addition of Sales and Sponsorship in Sport

Sport administration/management programs have grown in number and quality throughout the world and many support curricula that promote educational training in many areas including sales and sponsorship. Sales knowledge and experience is becoming a key component of a student’s portfolio in trying to obtain a job post-graduation in today’s challenging job environment. As a result, this class will provide the students with an opportunity to obtain real life sales experience with a local sports organization.

We have offered this class three semesters as a special topics class, and the student feedback has been very positive. I am hoping that you will agree to write a short letter of support for course proposal, indicating that the Department of Marketing has no opposition to the new course. I think that, if you are willing to do that, an e-mail to Anna M. Castrillo, Coordinator in the Office of the University Registrar will be sufficient. Her e-mail is acastr1@lsu.edu

If you have questions, or need more information, please let me know.

Thanks for your consideration,

Melinda

Melinda A. Solmon, Ph.D.
Roy Paul Daniels Professor and Director
School of Kinesiology
Louisiana State University
Baton Rouge, LA 70803
Phone: 225-578-2639
Fax: 225-578-3680
E-mail: msolmo1@lsu.edu

<KIN3805_syllabusrevised.pdf>
At their February 13, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the KIN proposals:

- The Committee conditionally approved the proposal to add KIN 3805 pending a revised syllabus that either changes the 20% final sales class project or justifies the reasoning behind it. The Committee felt that this would penalize a student if the class as a whole did not perform as well. Is there any structure to how the group functions for this class project? The syllabus should show how the project is graded, i.e., peer reviews. The Committee also felt that this course was similar to a marketing course and would therefore need a letter of support from the MKT department.
- The Committee conditionally approved the proposal to add KIN 7506 pending a revised syllabus that better details the course evaluation. The syllabus is essentially a contract between the student and the instructor and should be as informative as possible.
- The Committee conditionally approved the proposal to change KIN 7530. The Committee wanted further justification as to why the lab component of the course was being dropped. Since this is a 7000-level course, the department can increase the credit hours and still maintain the lab; this would then allow the course to cover the necessary material. If the department wishes to drop the lab component, then a justification is required. The Committee also requested a syllabus for the course as the proposal is changing the format of the course.
- The Committee conditionally approved the proposals to add KIN 7546 and 7547 pending revised syllabi that adds the out of class expectations. This tells the student how much time is expected outside of class spent on the course. Please see attached for examples.

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

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
SYLLABUS
KIN 3805 Sales and Sponsorship in Sport 3 credit hours

Course Description:
This course specifically focuses on the sponsorship and sales aspect of sport management. In this class, students will be introduced to the basic core concepts, presented with actual models relevant to working in sales in the competitive sport environment, and gain experience by working with a sport organization selling a good or service.

Course Objectives: After completing the course, students will:

• Understand the theoretical background of promotion and how it relates to consumer incentives to purchase goods.
• Be able to consider the sport sales process from top to bottom, and know the various models of sales used in sport management.
• Understand the importance of sponsorship, and how it generates needed revenue for sport organizations.
• Consider new and innovative ways to sell sport and acquire sponsorship.
• Recognize the importance of communication in the sport sales process.
• Apply concepts learned in class to an actual sales and sponsorship setting through a sports organization.


Course Format:
The structure of the class is a discussion format where open lecture/discussion, critical analysis of the readings, and questions are encouraged and expected. This class is designed to be an applied course given the project that surrounds the lecture and discussion.

Out of Class Expectations:
It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

Course Grade Determination:

<table>
<thead>
<tr>
<th>Element</th>
<th>Date</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Exams</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Event Evaluation</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Sales Journal</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Call Logs</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Final Ind. Sales</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

No late work will be accepted.

Grading Scale:
Quizzes:
There will be both announced and unannounced quizzes. Quizzes will be a mixture of multiple choice, short answer, and true-or-false questions. The quiz questions will come directly from the reading, lectures, and class discussions. They will not only prepare students for the exam but also will test students on the core sales and sponsorship concepts in order to prepare the students for the class project regarding selling in the community.

Exams:
Exams will be a mixture of multiple choice, true-or-false, short answer, and essay questions. Exams will test the students on not only the fundamentals covered in the quizzes but also provide the students with scenarios to put the foundational material into action as they prepare to go out and sell.

Event Evaluation:
A 5-page individual assessment of a sporting event that you attend. The paper must have 3 full pages of text (not including graphics, tables, photos, references). The paper will be 12-point Times New Roman font, double spaced with 1 inch margins. You will go to a sporting event and assess the event from multiple perspectives. Talk about the positives and negatives, as well as how you would change the event. Things you can (should) talk about include parking and other forms of transportation, concessions, restrooms, signage, marketing of the event (pre-/during-/post-event), sponsorship, traffic and crowd flow, etc. It is important that at no time should you talk about the score, who won, and the play of the game. This evaluation is not regarding the events of the actual on-field play or the final outcome. The paper will be graded as follows: grammar and spelling, structure and layout of the paper, logic and flow, and discussion and analysis of the event.

Sales Assignment: Given the class and the importance that sales experience is in today’s current professional environment, the class will take on a sales project for a local sports organization. Each individual will be given his/her own sales goal. Throughout the sales process, students will need to compile both call logs and a sales journal. The call log will log each individual call/visit a student made, the sales approach taken, the outcome of the visit/call and any notes and strategies for future calls to the particular individual and in general. The sales journal will speak more broadly about the selling experience and the student’s reactions to their sales outcomes. Both the call logs and sales journals will be checked regularly to make sure that students are keeping up with their sales calls and logs. More information about the sports organization and the project will be provided in the early part of the semester.

Tentative Course Schedule/Outline
Tentative Course Schedule - Dates Approximate for Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Sport Promotion and Sales</td>
</tr>
<tr>
<td>2</td>
<td>Theoretical Foundations for Effective Sport Promotion and Sales</td>
</tr>
<tr>
<td>3</td>
<td>Theoretical Foundations for Effective Sport Promotion and Sales</td>
</tr>
<tr>
<td>4</td>
<td>Sport Consumer Incentivization</td>
</tr>
<tr>
<td>5</td>
<td>Sport ticket Sales Staff Training</td>
</tr>
<tr>
<td>6</td>
<td>Sport Sales</td>
</tr>
<tr>
<td>7</td>
<td>Customer Service and Retention</td>
</tr>
<tr>
<td>8</td>
<td>Sport Sponsorship Fundamentals</td>
</tr>
<tr>
<td>9</td>
<td>Sport Sponsorship Sales</td>
</tr>
<tr>
<td>10</td>
<td>Sport Sponsorship Activation</td>
</tr>
<tr>
<td>11</td>
<td>Promotional merits of Sport Licensing</td>
</tr>
<tr>
<td>12</td>
<td>E-Commerce as a Promotional Tool</td>
</tr>
<tr>
<td>13</td>
<td>Sport Brand Communications</td>
</tr>
<tr>
<td>14</td>
<td>Sport Promotion and Sales Risk Management</td>
</tr>
</tbody>
</table>

Course Policies

- **Class Attendance.** Class attendance is the responsibility of the student. The student is expected to attend all classes, be on time, participate and show respect for other classmates. Your participation and attendance in the class is an indication or professional attitude and your desire to develop as a professional in order to obtain your educational and professional objectives. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences. Valid reasons for absences include:
  - Illness;
  - Serious family emergency;
  - Special curricular requirements such as judging trips or field trips;
  - Court-imposed legal obligations such as subpoenas or jury duty;
  - Military obligations;
  - Serious weather conditions;
  - Religious holidays; and
  - Participation in varsity athletic competitions or university musical events.
  - For the complete policy on class attendance, refer to PS-22.

- **Special Accommodations:** Policy Statement Number: PS-26. Title/Topic Policy for Persons with Disabilities Office of Disability Services (ODS): Determines, coordinates, and provides all disability-related support services and academic accommodations in collaboration with other university departments, as necessary for enrolled students with documented temporary and permanent disabilities at the University. ODS also provides information on services for students with disabilities to potential students and their families and serves as a campus resource for matters concerning persons with disabilities.

- **Student Code of Conduct Handbook:** “Academic Misconduct” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other
assignment), or the attempt to commit such an act. Students are to do their own original work within the confines of the course objectives and evaluation procedures. Any deviation from these expectations is considered academic misconduct the Student Code of Conduct will be enforced. Please see me if you have any questions about academic misconduct or consult the full Student Code of Conduct Handbook (http://deanofstudents.lsu.edu/?OpenDocument)
REQUEST FOR ADDITION OF NEW COURSE

**Department:** School of Human Resource Education & Workforce Development  
**College:** Human Sciences and Education  
**Date:** 2/26/14

**PROPOSED COURSE**

**Short Title:** Leadership Development Internship  
**Rubric & No.:** HRE 4808  
**Title:** Leadership Development Internship

**COURSE CREDIT**

<table>
<thead>
<tr>
<th>Graduate Credit</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester Hours of Credit</th>
<th>3</th>
</tr>
</thead>
</table>

*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:*

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

**GRADING**

<table>
<thead>
<tr>
<th>Final Exam</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Letter Grade</th>
<th>Pass/Fail</th>
</tr>
</thead>
</table>

*Attached justification if the proposed course will not hold a final exam during examination week.*

**COURSE TYPE**

<table>
<thead>
<tr>
<th>LEC/REC</th>
<th>LEC/SEM</th>
<th>LEC</th>
<th>LAB</th>
<th>LEC/LAB</th>
<th>SEM</th>
<th>CLIN/FRACT</th>
<th>RES/IND</th>
</tr>
</thead>
</table>

| Maximum enrollment per section | 30 |

*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*

**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 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**

<table>
<thead>
<tr>
<th>Department Faculty Approval</th>
<th>2/26/14</th>
<th>College Faculty Approval</th>
<th>3-20-14</th>
</tr>
</thead>
</table>

**Department Chair’s Signature:**

**College Contact:** Casey Bennett

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

**Chair, FS C&C Committee:**

**Academic Affairs Approval:**
Justification for adding HRE 4808

The School of Human Resource Education and Workforce Development has offered the Leadership Development Internship for six years using the course number HRE 4804 – Professional Development Internship. However, because HRE 4804 is also required for all students in the School with a Human Resource and Leadership Development concentration, it has caused extreme difficulties tracking and advising students because the students from the minor who take only 3 hours are mixed together with students from the major who take 9 hours with a different assignment in one course number.

Thus, this request is not really a new course in that it has been offered for some time. In the most recent semester, approximately 85 students were enrolled in the Leadership Development Internship. Rather, it is to more easily differentiate and reduce confusion between the two types of internships we offer—the Professional internship (HRE 4804) for nine credit hours and required by our major, and the Leadership Development Internship (proposed HRE 4808) offered for 3 hours to Leadership Development minor students.
SYLLABUS
HRE 4804 LEADERSHIP DEVELOPMENT INTERNSHIP
Spring 2014

COURSE DESCRIPTION

The School of Human Resource Education and Workforce Development recognizes that there are important elements in the development of leadership skills that cannot be adequately taught in classrooms. For that reason, the School has established an internship experience as a required part of the LSU Leadership Development Minor.

PREREQUISITES

This course serves as the capstone for the Leadership Minor. Students are expected to apply the knowledge, skills, and abilities gained through prior coursework. Successful completion of HRE 2723 and HRE 3723 is required prior to taking this course. Students may be concurrently enrolled in HRE 4723 or have successfully completed the course during past semesters.

PRIMARY INSTRUCTORS

Dr. Reid Bates
Professor of Human Resource, Leadership, and Organization Development
School of Human Resource Education and Workforce Development
College of Human Sciences and Education
Office: 279 Coates Hall
Phone: (225) 578-2457
Email: rabates@lsu.edu
Office Hours: By Appointment

Nicole Cannonier
PhD student, Human Resource, Leadership, and Organization Development
Professor of Human Resource, Leadership, and Organization Development
School of Human Resource Education and Workforce Development
College of Human Sciences and Education
Office: 113 Old Forestry Building
Phone: (225) 302-4385
Email: nwarne1@tigers.lsu.edu
Office Hours: By Appointment

COURSE GOALS

The overarching goal of the internship is to encourage students to obtain meaningful and realistic experiences in which they take on the roles and responsibilities of leadership. The nature of the internship can be quite varied including paid or unpaid positions with placements on-campus or off-campus. The most acceptable internship positions are perhaps those that relate to a student’s career interests or goals and that promise to be challenging in terms of difficulty and responsibility. Internship credit is not available for an experience that has occurred in the past or in a self-employed internship position.
GENERAL COURSE OBJECTIVES

Upon completion of this course, students will be able to:
1. Articulate a functional understanding of leadership
2. Integrate previous leadership development coursework into an authentic leadership experience.
3. Demonstrated improvement in his/her leadership knowledge and skills.
4. Demonstrate the capacity to independently manage the challenges and uncertainties associated with leadership.
5. Lead a group of people to accomplish or create something

COURSE INFORMATION

This course will not have in-class meetings. The majority of this course takes place at the student’s internship site. The Instructor and graduate assistants (if any) will utilize Moodle to deliver any necessary information, and all assignments will be submitted via Moodle. The Instructor and the graduate assistants will utilize email as the primary communication method for this course. All emails will be sent to students’ official LSU email address. Moodle will also be used to distribute necessary information and assignments. It is the student’s responsibility to frequently check his/her email and Moodle accounts. LSU has multiple computer labs available on campus for student use. The computer labs provide computers loaded with many popular programs, scanners, and printers. The use of the computer labs is free and printing cost a nominal $.05 per page. LSU provides your first one hundred black and white printed pages for free. Please visit http://www.lsu.edu/grok for more information regarding the LSU Computer Labs and for help with Moodle.

ADVISING POLICIES

It is our goal to be available to help students in any way possible. We therefore try to make ourselves available to assist students at their convenience. At the same time, we have a number of other commitments and responsibilities and may therefore be out of the office or busy should you come by for a drop-in visit. The best way to get to see us is to set up an appointment. Email is the best way to reach us to schedule an appointment.

THE ESSENCE OF THE INTERNSHIP

The internship experience is designed to give students an authentic leadership experience. The intent of the internship is not to just attach the internship to a current job and call it leadership but to actually have an initiative with goals and to lead others to their achievement. There are four main criteria for selecting a successful internship. Each of these criteria must be addressed in the written internship proposals that students must prepare in the first few weeks of the course.

1. There is a specific and identifiable initiative or project in which the student has an opportunity to take part.
2. The initiative or project has well-defined goals.
3. The achievement of the initiative’s or project’s goals can be demonstrated.
4. The initiative or project requires LEADING A GROUP OF PEOPLE to accomplish the goals.
ACADEMIC INTEGRITY

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/sga. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

SPECIAL NEEDS

Students are expected to communicate with instructors regarding special circumstances, (such as illness, emergency, learning disabilities, etc.) which might impact their learning in the course. There is a commitment to the success of each student in class. Students living with disabilities that require accommodation should contact the Office of Disability Services (578-5919). The instructor will work with ODS registered students to ensure that all educational needs are met. If any other special need or concern that may affect student learning and full participation in the course are identified, contact the instructor to discuss how to collaboratively ensure classroom success.

LATE ASSIGNMENTS AND INCOMPLETES

We strongly believe that part of your responsibility as students and part of our responsibility as professionals is to complete assigned work and meet deadlines. Therefore, in this class, late assignments will not be accepted. If you miss an assignment deadline, you will receive a zero for that assignment. Please plan ahead to insure you do not miss any deadlines.

REQUIRED TEXT AND MATERIALS

There are no required textbooks or other resources that must be purchased for this course. The instructors will provide necessary materials via Moodle.

THE HOUR REQUIREMENT

Internships for three (3) semester hours of academic credit require a minimum of 135 clock hours of work time over the course of the semester. Internships for more than 3 semester hours of credit are discouraged and will only be permitted in special circumstances.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Minimum Work Hours Per Week</th>
<th>Minimum Work Hours Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>135</td>
</tr>
</tbody>
</table>
Students must keep a **Time Log** that documents the hours they have spent working on the internship. Time should be kept weekly in the log. All entries must be signed by the Site Supervisor. The completed Time Log is submitted at the end of the semester with the Product Portfolio. A Time Log document is available on the Moodle site.

**EVALUATION**

There are a total of 500 possible points in this course. The grading scale is as follows:

- **A** 90 - 100%
- **B** 80 - 89.99%
- **C** 70 - 79.99%
- **D** 60 - 69.99%
- **F** 0 - 59.99%

**ASSIGNMENTS**

The assignments for this course are designed to ensure that you conduct a successful internship. All assignments are designed to help you develop your leadership skills and assist you in designing and developing an effective internship portfolio. All assignments are submitted via drop boxes on Moodle.

1. **Internship Proposal and Contract (75 points, 15%)**

   Prior to undertaking an internship, you are expected to develop and submit an internship proposal that describes your internship setting and clearly state your leadership goals, objectives, and development outcomes. An internship contract must also be signed by your site supervisor and scanned and submitted on Moodle. The internship proposal and contract serve as a written contract between you, your site supervisor, and the instructor of the course. The guidelines for the proposal are included in a separate document available on Moodle.

   **IMPORTANT:** Failure to submit a proposal and contract by the deadline listed in the course calendar will result in a 25% deduction from your final grade for this course.

2. **Forum Posts (75 points, 15%)**

   The completion of weekly forum posts is a requirement for this course. The Instructor will post the discussion questions on Moodle and students will be expected to post a thorough and complete response to the appropriate forum by Sunday at midnight each week. The forum posts are graded on a pass/fail basis and are evaluated on the quality and thoughtfulness of the response. No late posts are accepted. The dates for each forum post are listed in the course calendar at the end of this syllabus.

3. **Product Portfolio (350 points, 70%)**

   A product portfolio is a purposeful collection of work completed during the Leadership Development Internship that demonstrates the use and development of student leadership skills and competencies. The portfolio is a focused collection of materials through which students define their developmental and learning goals, demonstrate progress toward those goals, and describe, evaluate and reflect on their development and learning. The product portfolio is the capstone project for this course. The individual elements of the portfolio are described in product portfolio document available on Moodle.
Development of the Product Portfolio involves four steps:

1. Describing in writing the internship experience (e.g., what you did, with whom, for how long, etc.).
2. Identifying the leadership development and learning goals or objectives for the internship.
3. Collecting and assembling evidence (e.g., documents, videos, work products, performance evaluations, or other artifacts) that demonstrate what was accomplished and learned as a result of the internship experience.
4. Written evaluations and reflections by the student on her/his portfolio materials and their learning experiences, by the Site Supervisor, and by the group/team being led.

Time Log

Students must also keep a time log that documents the hours they have spent working on the internship. The log must be signed weekly by the Site Supervisor and submitted at the end of the semester with the Product Portfolio. A Time Log document is available on the Moodle site.

Additional information about the Product Portfolio and what it contains can be found on the following pages.

4. Exams

There are no exams required for this course.
The Internship Proposal is a written document to be prepared by the student. A satisfactory proposal must contain ALL SEVEN of the elements listed below. The proposal should be between 5-7 pages double spaced, 12 point Times New Roman Font, with 1" margins on all sides.

1. A detailed description of the setting or organization in which the internship will take place including:
   - Sufficient detail should be provided such that a clear understanding of the description internship setting is communicated.
   - A description of the program/project/work Initiatives in which the student will be involved.
   - A description of the student’s leadership responsibilities in the program/project/initiative.
   - A description of the resources available (Human, financial, or technical resources), the time frame (start and end dates) for the internship, and the number of hours the student will be working on a weekly basis.
   - A listing of the personnel the student will be working with including names, position/job titles, and a summary of their responsibilities as they relate to the internship.
   - The name of the student’s Site Supervisor including a description of the student’s working relationship with him/her.

2. A detailed description of one or more specific initiatives the student will be undertaking as part of the internship experience. This should identify the specific programs, projects, or work for which the student will be responsible.

3. Identification of a set of achievable outcomes or goals related to the projects or programs identified in #2. These should be tangible or measurable criteria or indicators that can be used to demonstrate the effectiveness of the student’s leadership efforts in the internship. For example, if the internship involves a project to develop a training program one indicator of success might be the production of a course outline, the development of instructional objectives, or the creation of lesson plans. Each of these could be identified as an achievable outcome or goal.

4. A plan for monitoring and assessing the extent to which these outcomes are attained. In other words, the internship proposal must discuss some ideas the student has about how to keep track of progress toward the outcomes or goals identified in #3. For example, a student might develop a timeline to show when he/she expects to achieve certain goals or outcomes in her/his internship.

5. An outline of preliminary plans the student has to lead his/her group towards the attainment of the defined outcomes. In other words, what are your initial thoughts about how you will go about leading your group or team to achieve the outcomes you have defined? What do you plan to do to get your group or team up to speed on the project you have in mind? What will you do to motivate them?

6. A description of critical leadership challenges you think you might encounter as you pursue the goals/outcomes you have defined.

7. A description of personal leadership development goals/objectives you will try to attain as a result of this experience. Here you should think deeply about how you would like the internship experience to help you strengthen areas you see as weaknesses or help you progress in areas you think are critical for your personal leadership development.
The Internship Contract

It is expected that students will share their Internship Proposal with their Site Supervisor prior to submitting it so that the Site Supervisor is aware of what the student's goals and objectives are for the internship and to assure that the Site Supervisor is willing to facilitate the student's success.

The Leadership Development Student Internship Agreement shown below must therefore be completed and signed by the student and his/her site supervisor. The signed document must be scanned and submitted with your internship proposal on Moodle. Your proposal will not be accepted without this completed document.

<table>
<thead>
<tr>
<th>Leadership Development Student Internship Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following parties voluntarily enter into this agreement:</td>
</tr>
<tr>
<td>Student Name: _______________________________</td>
</tr>
<tr>
<td>LSU ID Number:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>City, State, Zip Code:</td>
</tr>
<tr>
<td>Telephone Number:</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
<tr>
<td>Site Supervisor name: ________________________</td>
</tr>
<tr>
<td>Organization:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>City, State, Zip Code:</td>
</tr>
<tr>
<td>Telephone Number:</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
<tr>
<td>By signing this agreement it is mutually agreed that __________________________ (student's name) will perform the internship at the following location:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>City, State, Zip Code:</td>
</tr>
<tr>
<td>Telephone Number:</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
<tr>
<td>The internship will commence on ___________ and end on ___________. (start/end dates)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Supervisor Signature</td>
<td>Date</td>
</tr>
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<td>Instructor Signature</td>
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Internship Evaluation

Evaluation of the internship experience is based on four different elements:

1. The creation of a Product Portfolio with written reflections and evaluations provided by the student intern.

2. A written narrative assessment of the student's leadership efforts provided by the Site Supervisor.

3. A written narrative assessment provided by the team or group that took part in the project, program, or initiatives.

4. A Time Log that documents the hours students have spent working on the internship. The log must be signed weekly by the Site Supervisor and submitted at the end of the semester with the Product Portfolio. A Time Log document is available on the Moodle site.

These elements are described in more detail below.

1. THE PRODUCT PORTFOLIO

The Product Portfolio is the main deliverable for students participating in HRE 4804 Leadership Development Internship. The Product Portfolio is a purposeful collection of work completed during the internship experience that demonstrates achievement of the goals or outcomes of the leadership project/initiative AND demonstrates the use and development of student leadership skills. It should be a focused collection of materials through which students:

- Demonstrate the extent to which their internship was successful in achieving the goals or outcomes it set out to achieve; and

- Define their developmental and learning goals, demonstrate progress toward those goals, and describe, evaluate and reflect on their development and learning.

A Product Portfolio contains four parts that must be prepared by the student:

a. A description of the internship experience (e.g., what you did, with whom, for how long, etc.).

b. A description of the internship goals/outcomes and personal leadership development and learning goals.

c. A collection of evidence (e.g., documents, videos, work products, performance evaluations, or other material) that demonstrate what was accomplished and learned as a result of the internship experience.

d. Written evaluations and reflections by the student on her/his portfolio materials and his/her learning experiences.

These four parts of the portfolio are described in more detail below.
a. **Description of the Internship Setting**

The first part of the Product Portfolio should be a section describing in relatively specific terms the nature of the internship experience. Sufficient detail should be included so that the description makes clear the leadership setting in which you worked including the nature of the project/work/initiative, your leadership responsibilities, resources available (e.g., human, financial, or technical resources), time frame if appropriate (e.g., start and end dates), and personnel with whom you worked (names, position/job titles, summary of responsibilities, and any other relevant details of the people you were leading) including the name of your direct supervisor.

b. **Internship Goals/Outcomes and Personal Leadership Development Goals/Objectives**

The second part of the Product Portfolio should be a section describing the following elements:

- A description of one or more specific initiatives you pursued as a part of your internship experience.
- Identification of the achievable outcomes you pursued as a leader in this setting.
- A description of the critical leadership challenges you encountered as you pursued these goals/outcomes AND a description of how you were able to use your leadership strengths or were able to overcome your weaknesses to meet these challenges.
- A description of the extent to which you were successful in achieving your personal leadership development goals/objectives. Here you should reflect on how the internship experience helped you strengthen areas you felt were weaknesses in terms of your leadership capabilities. In other words, describe the keys areas of leadership knowledge and skill development you felt were critical for your development as a leader and specify how your internship experience helped you build these competencies.

*Please note* that much of the information for the first two bullet points can be taken from the Internship proposal prepared at the beginning of the semester. However, if your internship changes over the course of the semester this should be reflected in these sections of your Product Portfolio.

c. **Material Demonstrating/Documenting Your Achievement and Development**

The third part of the Product Portfolio should contain materials or evidence in the form of outputs, products, or accomplishments that provide evidence of the extent to which the:

- Specific program/project/initiative(s) in which the student was involved were successful.
- Achievable outcomes defined in the internship proposal were attained through the student’s leadership initiative.
- Personal leadership development goals pursued by the student were attained.

In this section of the Product Portfolio, students are to include a number of “entries” that address the issues listed above. An “entry” is a piece of evidence or material that shows success or achievement in the internship. “Entries” can be anything that the student thinks best shows that the leadership initiative was successful, the outcomes were achieved, or personal development goals were reached. An “entry” could be an audio or videotape; graphs, charts, or diagrams; information/documents from others people or sources that help demonstrate the
achievement of outcomes or use and development of leadership skills (e.g., a letter from a customer or client); project or work plans or proposals; written reports prepared as a part of the project; or pictures, photos, posters, or other materials created during the course of the internship.

For example, one “entry” in a Product Portfolio might be an audio-enhanced videotape of a meeting led by the student intern in which important project goals are defined. Or it could be a copy of the notes from that meeting. Another example might be a business plan that was developed as part of the internship project. Or an entry might be a copy of the meeting agenda and a set of photos of people participating in a fund-raising meeting organized by the student intern. The materials used in your portfolio are limited only by your creativity. Additional examples are provided in the sample portfolios available on the Moodle site.

Product Portfolios should contain multiple pieces of evidence (multiple entries) that demonstrate student success or achievement in the internship. However, it is important that the materials included in the portfolio are carefully selected. Students should NOT include everything they did or produced during the course of the internship. Only materials that best reflect the achievement of defined outcomes or the use/development of leadership skills and capabilities should be included.

d. Evaluations/Explanations/Reflections

Following each entry in the Product Portfolio students must provide a written narrative that describes the entry, how you think the entry provides evidence the internship was successful, the outcomes were achieved, or personal development goals were attained, and why you see the entry as important. In other words, following each entry in the Product Portfolio students must include a 1-2 page written narrative describing what the “entry” is and why it is important.

The narratives should address all of the following issues:

- Description of the individual entry and date undertaken and completed.
- Identification of the specific achievement or developmental objective (for the intern) the entry addresses.
- Analysis of how the entry reflects or documents outcome achievement or the attainment of personal leadership development goals/objectives and an explanation describing why it is valuable evidence of that achievement or development.
- Reflection on your leadership performance with regard to that portfolio entry. For example, what did you do particularly well? What could you have done better? How might you do this better in the future?

These are the most important elements of your portfolio and it is expected you will put a good deal of thought and effort into this part of your portfolio. These narratives should actively engage you in reflecting on, examining, and evaluating your leadership efforts and, in this way, maximize your learning from the experience.

Finally, in addition to the narratives for each portfolio entry, students must also include a SEVEN TO TEN PAGE SUMMARY NARRATIVE that reflects on and encapsulates your assessment of the overall internship experience. It must include:

- A description of how well you were able to achieve the goals or outcomes of the internship.
• Any disappointments or surprises you had with regard to the experience (e.g., big oh no’s or aha’s).
• Any speculations you may have about how you could have done things differently to better meet your achievement and developmental goals.
• A discussion of areas in which you feel you need to continue the development of your leadership skills and how that development might be accomplished.

Assembling the Portfolio

Portfolio materials must be arranged in a professional manner and constructed so that the reader can progress through them easily. Also, constructing your portfolio does not need to be a solo activity. You are encouraged to collaborate with your colleagues at work, your site supervisor or others about what best reflects your learning and how it does so.

2. SITE SUPERVISOR ASSESSMENT

The second component used in assessing the internship experience is a written narrative provided by the Site Supervisor assessing the student’s performance as a leader. The Site Supervisor must prepare a brief written narrative that addresses the following questions:

• Overall, how well was the student intern able to achieve the goals or outcomes of the program, project or initiatives in which he/she was involved?
• In what areas could the student intern have been more effective or done things differently to better meet goals and objectives of the program, project, or initiative in which he/she was involved?
• In what areas do you think the student intern needs to continue the development his or her leadership skills?

The Site Supervisor Assessment should be included in the Product Portfolio and handed in to the instructor at the end of the semester.

3. GROUP/TEAM ASSESSMENT

The third component used in assessing the internship experience is a written narrative provided by the group or team that worked with the student intern. The group or team must collectively provide a single written narrative that gives their views on the student intern’s performance as a leader. The group/team assessment must address the following questions:

• Overall, how well was the group or team able to achieve the goals or outcomes of the project, program or initiatives in which they were involved?
• In what ways was the leadership provided by the student intern particularly effective in helping the group/team achieve its goals?
• In what ways could leadership provided by the student intern have been more effective or what could have been done differently to better help the group/team meet its goals and objectives?

The Group/Team Assessment should be included in the Product Portfolio and handed in to the instructor at the end of the semester.
4. **Time Log**

At the end of the semester students must submit a Time Log that documents the hours they have spent working on the internship. The log must be signed weekly by the Site Supervisor and submitted with the Product Portfolio. A Time Log document is available on the Moodle site.
At their April 24th meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the HRE 4808 proposal:

**HRE 4808 Leadership Development Internship**
- The Committee conditionally approved the proposal to add the course pending a revised syllabus that includes a signature line for the instructor of record. This is required for all internship agreements. The Committee also wanted to be sure that the internship proposal is presented and attached to the internship agreement so that the site supervisor and instructor of record are made aware of the goals and objectives of the course. The Committee suggested adding a statement on the internship agreement page that states “Attach Internship Proposal to the Internship Agreement” or a statement of a similar nature.

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

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
REQUEST FOR ADDITION of NEW COURSE

Department: Architecture Art + Design
Date: 10-18-13
College: __________________________

PROPOSED COURSE
Short Title: CONTEMPORARY ARCHITECTURE HISTORY & THEORY
Rubric & No.: ARCH 7008
Title: Contemporary Architecture: History & Theory

COURSE CREDIT
Graduate Credit: YES NO
Semester Hours of Credit: 3 (For combination course types only: 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 NO Grading System: Letter Grade Pass/Fail
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE
(Indicate hours in the appropriate course type)
/ LEC/REC / LEC/SEM / LEC / LAB / LEC/LAB / SEM / CLIN/PRACT / 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)
ARCH 7008 CONTEMPORARY ARCHITECTURE: HISTORY & THEORY (3) The development of
den, theory and practice from the mid-twentieth century to the present day.

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.) 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?
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 (date)
College Faculty Approval (date)

Department Chair’s Signature (date)
Graduate Dean’s Signature (for 4000 level and above) (date)
College Contact:

College Contact E-mail: __________________________

College Dean’s Signature (date)
Chair, FS C&C Committee (date)
Academic Affairs Approval (date)
The proposed course is intended to provide students with a survey of recent trends in architectural design and thinking. In particular the course examines developments in contemporary architecture following the rise of global culture as a response to the failure of the Modern Project. This course focuses on complex ideas which each student must engage and critique with depth and seriousness. Students demonstrate their mastery by synthesizing readings, lectures, and case studies to generate their own theses regarding contemporary architecture, therefore papers and presentations will be revised and submitted in lieu of a final exam.

Currently, architectural history and theory courses are not offered at the graduate level. To meet changed Federal requirements for graduate curricula, this course and the complimentary ARCH 7007 – History of Modern Architecture are being created. Combined the two courses constitute a program of study that establishes an understanding of significant architectural ideas and projects in the twentieth and twenty-first centuries. This grounding in modern and contemporary architectural history is necessary to satisfy NAAB accreditation requirements for professional programs of architecture.
CONTEMPORARY ARCHITECTURE: HISTORY & THEORY

COURSE CODE: ARCH 7008
COURSE NAME: Contemporary Architecture: History & Theory
CLASS HOURS: Tuesday 10:30-11:50, Thursday 10:30-11:50
INSTRUCTOR: GA:
OFFICE HOURS:

CATALOG DESCRIPTION: ARCH 7008 CONTEMPORARY ARCHITECTURE: HISTORY & THEORY (3) The development of architecture history and theory from the mid-twentieth century to the present day.

COURSE OVERVIEW: This seminar provides a thematic overview of contemporary architectural history and theory. Students will be introduced to relationship between architectural idea, artifact and theoretical position through the examination of works built from the mid-twentieth to the early twenty-first century. Students will balance the study and analysis of historical case studies and theoretical texts alongside of readings of the philosophical texts contemporary architects have explicitly and implicitly referenced to justify or explain their work. This course builds on the understanding students gain in ARCH 7007-History of Modern Architecture to interrogate contemporary architectural practice as a social, cultural, political and philosophical act. This class is open to undergraduate students with appropriate approval. Students should check the LSU General Catalog for the appropriate approval process for undergraduate students pursuing graduate courses.

COURSE OBJECTIVES: The course objectives are intended to provide the knowledge and understanding necessary:

- To interrogate the relationship between architectural idea, tectonic resolution and philosophical position.
- To develop a theoretical acuteness in articulating and critiquing design intention and realization in built work.
- To thoughtfully consider how architects engage the inherent complexity of social, political, cultural, and philosophical issues surrounding architectural production in the late-twentieth and early twenty-first century.

NAAB CRITERIA & LEARNING OBJECTIVES:
A.1 Communication Skills: Ability to read, write, speak and listen effectively
A.5 Investigative Skills: Ability to gather, assess, record, apply and comparatively evaluate relevant information within architectural coursework and design processes.
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity
C.2 Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.
C.8 Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
C.9 Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

SCHEDULE:

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<th>Week</th>
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<th>Details</th>
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<tr>
<td>1</td>
<td></td>
<td>Class Introduction and Presentation Assignments Theme: We are not modern</td>
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<td>2</td>
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<td>Theme: Japan was never modern</td>
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<td>3</td>
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<td>Theme: The Japanification of the West</td>
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<td>4</td>
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<td>Theme: Signaling the End of History: The Postmodern Condition</td>
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<td>Theme: Fragmenting the World: The Poststructuralist Critique</td>
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<td>6</td>
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<td>Theme: Commodifying Architecture: The Age of Late Capitalism</td>
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<td>7</td>
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<td>Theme: Softening the Modern I: Critical Regionalism</td>
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<td>8</td>
<td>Midterm - Paper One Presentations</td>
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<td>9</td>
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<td>Theme: Blobbing Architecture: Digital I</td>
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<td>10</td>
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<td>Theme: Animating Architecture: The Biology Metaphor</td>
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<td>11</td>
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<td>Theme: Ornamenting Surface: Digital II</td>
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<td>12</td>
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<td>Theme: Softening the Modern II: Sustainable Design and Biomimesis</td>
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<td>Theme: Fabricating Just in Time: Digital III</td>
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<td>14</td>
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<td>Theme: Questioning Humanity: The Postdigital Condition</td>
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<td>15</td>
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<td>Paper Two Presentations</td>
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ASSIGNMENTS:
Class Participation:
- You are required to read all the required texts.
- You are required actively participate in all class discussions.
- You are required to attend all classes.
- Prior to each class, you will write a short synopsis (250-500 words) of the assigned readings for the day’s class discussion.
- Following each class, you will post a summary of the class discussion (250-500 words) that summarizes the discussion and identifies any concepts that were unclear or questions for review in the following class.

Class Presentation:
- Each of you will choose two readings over the course of the semester for which they will be responsible for presenting a critical summary of the work and leading the class discussion on the scheduled theme. Class presenters are expected to do additional research related or inspired by their chosen reading. Presentations will be roughly thirty minutes in length with fifteen minutes for discussion. A thirty-minute presentation is roughly twelve double-spaced pages of text or 2,500 words.

Papers:
- You will write two 2500 word papers on selected topics in twentieth or twenty-first century architecture approved by the course instructor.
- You will present both papers in special class sessions for comments and suggestions.
- You will revise your papers based on these comments and comments suggested by the professor and upload them to the blog. The revised papers constitute your final exam.

Please see the course’s Moodle website for additional assignments, readings and other resources.

WORK EXPECTATION: The majority of your time dedicated for the seminar will be devoted to reading and understanding the weekly readings. Although many of the readings are dense and obtuse, it is expected that you will dedicate the time necessary to develop an understanding of the texts. If you are having difficulty with the texts feel free to drop by my office so we can review the readings together. Also, use the blog and the blog prompts as a means to work with your colleagues to reinforce your interpretations of the readings.

GRADING:
Class Participation (including Course Blog): 20%
Class Presentations:
  Presentation 1: 10%
  Presentation 2: 10%
Papers:
  Paper 1: 20%
  Paper 1 Revisions: 10%
  Paper 2: 20%
  Paper 2 Revisions: 10%

LATE WORK: Late work or absence from any review will result in a reduction by one letter grade for the associated assignment.

COURSE EVALUATION: Evaluation will be carried out in accordance with university policy. Completion of the required work does not equate with acceptable mastery of the course material. The University General Catalog defines letter grades as follows:

- A (100-90) Distinguished mastery of the course material
- B (89-80) Good mastery of the course material
- C (79-70) Acceptable mastery of the course material
- D (69-60) Minimally acceptable achievement
- F (59-0) Failing

ACADEMIC INTEGRITY: Academic misconduct is destructive to the central purpose of the University; is demeaning to the community of scholars in the School of Architecture; is unprofessional behavior, and inconsistent with an architect’s code of ethics; and is universally disdained. Academic misconduct is defined in the Code of Student Conduct (rev. March 1990) and each student must read and understand what constitutes academic misconduct, and the policies and procedures that govern the Code’s enforcement. Any student found guilty of committing an act of academic dishonesty will receive appropriate disciplinary action.
STUDIO MEETING TIME AND ATTENDANCE REQUIREMENTS: Attendance is mandatory for the scheduled duration of the studio sessions. More than three unexcused absences may constitute grounds for placement on attendance probation (see Attendance Regulations in the LSU General Catalog). Since most class meetings or general discussions will take place at the beginning of the class period it is important that all students should be in the studio promptly at. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence.

OUT OF CLASS WORK EXPECTATION—LECTURE COURSE: It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

SUBSTANCE ABUSE: University regulations prohibit the consumption of alcoholic beverages and the use of any illegal substance in University buildings at any time. Violations are likely to result in serious penalties. Smoking is prohibited in University buildings and within 25 feet of University buildings at any time (this includes the upper floor balconies and stairwells). Repeated violations of any of these regulations may also result in buildings being closed at night and on weekends. For the benefit of all, please be aware of the serious consequences that could result from violations of these regulations.

INDIVIDUALS NEEDING ACCOMMODATIONS: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a staff member in the Office of Disability Services (112 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

RESPONSIBILITY: If for any reason, at any time, the goals of the class seem unmanageable, it is the student’s responsibility to schedule a meeting with the instructor to discuss the difficulty and to actively seek a solution.
At their April 24, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the ARCH proposals:

**ARCH 7007 and 7008**
- The Committee conditionally approved the proposals to add ARCH 7007 and 7008 pending revised syllabi correcting the statement “This class is open to undergraduate students with the permission of the instructor.” This is not in accordance with university policy. A suggested re-wording would be to remove “with the permission of instructor” and insert “with appropriate approval” and direct the student to check the *LSU General Catalog* for the appropriate approval process for undergraduate students pursuing graduate courses.

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

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
REQUEST FOR ADDITION OF NEW COURSE

Department: Architecture

College: Art + Design

PROPOSED COURSE

Short Title: MODERN ARCHITECTURE

Rubric & No.: ARCH 7007

Title: Modern Architecture: History & Theory

COURSE CREDIT

Graduate Credit: x YES  NO

Semester Hours of Credit: 3

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  NO

Grading System: __ Letter Grade  Pass/Fail

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: 10/29/14 (date)

College Faculty Approval: 3/31/2014 (date)

Department Chair’s Signature: 10/30/13 (date)

Graduate Dean’s Signature (for 4000 level and above): 4-28-14 (date)

College Contact:  

College Contact E-mail:  

College Contact:

(please print name)

College Contact E-mail:

(please print email)

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)

10/30/13

Chair, FS C&C Committee:

(date)

4-28-14

 Academic Affairs Approval:

(date)

4/21/14

 (PLEASE PRINT NAME)
Justification for the Proposed New Course: 
Modern Architecture: History & Theory 
ARCH 7007 (3 Credits)

The proposed course is intended to provide students with a survey of modern architectural design and thinking. In particular the course examines developments in modern architecture following the scientific and industrial revolutions, from the Enlightenment project to twentieth century Modernism and the International Style. This course focuses on complex ideas which each student must engage and critique with depth and seriousness. Students demonstrate their mastery by synthesizing readings, lectures, and case studies to generate their own theses regarding contemporary architecture, therefore papers and presentations will be revised and submitted in lieu of a final exam.

Currently, architectural history and theory courses are not offered at the graduate level, and this course will not duplicate other courses. Combined with ARCH 7008, the two courses constitute a program of study that establishes an understanding of significant architectural ideas and projects from the nineteenth through the twenty-first century. This grounding in modern and contemporary architectural history is necessary to satisfy NAAB accreditation requirements for professional programs of architecture.
Modern Architecture: History and Theory

Catalog Description:
7007 History of Modern Architecture (3) The development of architectural history and theory from the nineteenth to the mid-twentieth century.

Subject Matter:
This course provides a history of the modern architecture from its origins in the ideal rational and scientific project of the late eighteenth century Enlightenment through the decline of Modernism during the mid-twentieth century. Students will balance the study and analysis of historical case studies with the reading and interpretation of architectural theories and texts of the time. Studies will include cities, landscapes, and infrastructures as well as buildings. This course provides graduate students with a deep understanding of Modern Architecture as well as a firm theoretical and historical basis from which they can move to understand contemporary theory and design. The class is open to undergraduates with appropriate approval. Students should check the LSU General Catalog for the appropriate approval process for undergraduate students pursuing graduate coursework.

Educational Objectives:
1. Recognize and describe key buildings, landscapes, and cities in historical context.
2. Develop a vocabulary of terms and ideas necessary to critically evaluate architectural ideas and products.
3. Interpret and compare, in clear and succinct written, visual, and verbal communication, architectural case studies and writings drawn from different times, locations, and cultures.
4. Develop the ability to describe and analyze the relationships between historical, sociological, material, intellectual, tectonic and visual cultures.
5. Formulate meaningful questions and proposals regarding architectural history, and determine what relevance these questions may have to contemporary design issues.
6. Comprehend the many historical strains embodied in the term “Modernism” and develop a nuanced understanding of this important architectural movement and its continuing legacy.

Logistics:
This course meets Tu, Th for a 1.5 hour period. Readings and case studies will be presented and discussion outline developed by students for every Thursday session. Reading responses will be submitted at Tuesday sessions, and revised submissions uploaded by Thursday. Readings will be drawn from a variety of sources, with a focus on writings by architects about architecture.

Please see the course’s Moodle website for assignments, readings and other resources.

Grading:
participation (including blog) = 20%
in-class presentations (2) = 20%
Paper 1 = 20%
Paper 2 = 20%
Final revisions to papers 1 + 2 = 20%
Course: Modern Architecture: History and Theory - ARCH 7007

Thematic Schedule:
Week 01: Modern Foundations: Structural Rationality and Architectural License
Week 02: Sublime Geometries and Radical Visions of the Early 19th Century
Week 03: Administrative Networks and the Invention of Infrastructure and Globalism
Week 04: Neoclassical Architecture and the Institutional Face of the Industrial City
Week 05: Exhibition, Industry, and Empire: Encyclopedias of Culture, Type, and Form
Week 06: Romanticism, Empathy, Eclecticism and the Style Revival Wars
Week 07: Domestic Innovations, Urban Renovations, and the City Beautiful
Week 08: Midterm - Paper One Presentations
Week 09: Organicism, Materiality, and the Machine at the Turn of the Century
Week 10: War and the New World: Radical Manifestos, Artistic Rebellion, and a New Architecture
Week 11: Modernist Ideals: Better Homes, Highways, and Imagined Cities
Week 12: Post-colonial Renovations and Ecological Challenges to Modernism
Week 13: Protesting Modernism: Art School Radicals, Neighborhood Activists, Cultural Urbanists
Week 14: After Modernism: Can we be modern?
Week 15: Paper Two Presentations

Final Grade - Upload revised Papers One and Two on the course blog.

NOTE: The schedule may be modified at any time by the instructor.

Class Participation:
• You are required to read all the required texts.
• You are required actively participate in all class discussions.
• You are required to attend all classes.
• Prior to each class, you will write a short synopsis (250-500 words) of the assigned readings for the day’s class discussion.
• Following each class, you will post a summary of the class discussion (250-500 words) that summarizes the discussion and identifies any concepts that were unclear or questions for review in the following class.

Class Presentation:
• Each of you will choose two readings over the course of the semester for which you will be responsible for presenting a critical summary of the work and leading the class discussion on the scheduled theme. Class presenters are expected to do additional research related or inspired by their chosen reading. Presentations will be roughly thirty minutes in length with fifteen minutes for discussion. A 30 minute presentation is roughly twelve double-spaced pages of text or 2,500 words.

Papers:
• You will write two 2500 word papers on selected topics approved by the course instructor.
• You will present both papers in special class sessions for comments and suggestions.
• You will revise your papers based on these comments and comments suggested by the professor and upload them to the blog. The revised papers constitute your final exam.

Please see the course’s Moodle website for additional assignments, readings and other resources.

WORK EXPECTATION: The majority of your time dedicated for the seminar will be devoted to reading and understanding the weekly readings. Although many of the readings are difficult, it is expected that you will dedicate the time necessary to develop your own understanding of the texts. If you are having difficulty, please schedule a meeting, so we can review the ideas together. Also use the blog, and the blog prompts as a means to work with your colleagues to reinforce your interpretations of the readings. As a general policy, for each hour you are in class, you should plan to spend at least 2 hours on preparation. Since this is a 3 credit hour course, you should plan to spend approximately 6 hours outside of class each week on reading, writing, research, and other assignments for the class.
Course: Modern Architecture: History and Theory - ARCH 7007

Course Evaluation:
Letter grades will be issued based on the numerical values listed below. All class requirements must be completed to receive a passing grade. The penalty for late work is a dropped grade per calendar day.

A = 100 – 90  Mastery
B = 89 – 80  Good
C = 79 – 70  Average
D = 69 – 60  Minimally Acceptable
F = 59 – 0  Failing

Attendance:
Attendance is expected at all classes as noted on the syllabus schedule. Attendance is mandatory for the scheduled duration of the class. More than three unexcused absences may constitute grounds for placement on attendance probation and will reduce overall grade average (see Attendance Regulations in the LSU General Catalog). Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence. If a student must be late or absent, she or he must inform the instructor prior to class via email and arrange to borrow class notes from a fellow student. If a student’s behavior is disruptive of the class, that student may be asked to leave class. Exams cannot be rescheduled except due to documented medical emergencies.

Academic Honesty:
Academic misconduct is destructive to the central purpose of the University; is demeaning to the community of scholars in the School of Architecture; is unprofessional behavior, and inconsistent with an architect’s code of ethics; and is universally disdained. Academic misconduct is defined in the Code of Student Conduct (rev. March 1990) and each student must read and understand what constitutes academic misconduct, and the policies and procedures that govern the Code’s enforcement. Any student found guilty of committing an act of academic dishonesty will receive appropriate disciplinary action.

NAAB Accreditation Criteria:
In addition to the learning objective noted above, this course is responsible for demonstrating that BArch and MArch students meet the following criteria:

A.1 Communication Skills: Ability to read, write, speak and listen effectively
A.5 Investigative Skills: Ability to gather, assess, record, apply and comparatively evaluate relevant information within architectural coursework and design processes.
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity
C.2 Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Individuals Needing Accommodations:
Any student needing special accommodations due to a disability must inform the instructor at the start of the semester and mutually develop an accessibility plan. In order to certify and arrange accommodations, you must see a staff member in the Office of Disability Services (112 Johnston Hall).

Responsibility:
If for any reason, at any time, the goals of the class seem unmanageable, it is the student’s responsibility to schedule a meeting with the instructor to discuss the difficulty and to actively seek a solution.
At their April 24, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the ARCH proposals:

ARCH 7007 and 7008
- The Committee conditionally approved the proposals to add ARCH 7007 and 7008 pending revised syllabi correcting the statement “This class is open to undergraduate students with the permission of the instructor.” This is not in accordance with university policy. A suggested re-wording would be to remove “with the permission of instructor” and insert “with appropriate approval” and direct the student to check the LSU General Catalog for the appropriate approval process for undergraduate students pursuing graduate courses.

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

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
REQUEST FOR ADDITION OF NEW COURSE

Department: Environmental Sciences
College: Coast and Environment

PROPOSED COURSE
Short Title: NAT RES LAW & POLICY
Rubric & No.: ENVS 7048
Title: Natural Resources Law and Policy

COURSE CREDIT
Graduate Credit: YES NO
Semester Hours of Credit: 3
(For combination course types only: 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 NO
Grading System: LETTER GRADE PASS/FAIL
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE
(Indicate hours in the appropriate course type)

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)
7048 Natural Resources Law and Policy (3) Legal frameworks and resultant policy debates surrounding natural resources management. Mechanisms by which law and policy facilitate resource management in the U.S. and worldwide. Assessment of the science supporting such management.

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)
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?
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: 14 Mar 2014
Department Chair’s Signature: 14 Mar 2014
Graduate Dean’s Signature: 4-28-14
College Dean’s Signature: 4/30/14
Chair, FS C&C Committee: 4/24/14
College Contact: [Please print name]
College Contact E-mail: [Please print email]

Academic Affairs Approval: [Please print name]

Effective Date: 5/2015
Natural Resources Law and Policy is increasingly intersecting with the energy sector, property law considerations, coastal restoration, preservation, and development, water quality considerations, and a number of other fields relevant to the careers of ENVS students. While this course focuses on law and policy, it also demonstrates to ENVS students how science is integrated into those areas to influence policy choices and outcomes. ENVS students will ultimately be exposed to both the scientific and legal problems presented in this course in their future careers.

The faculty member who will be teaching this course has a dual appointment with the Department of Environmental Sciences and the LSU Law School. This course will be paired with a similar Law course. This course was taught in Fall 2012 as ENVS 7950 with 5 A&M students. The complementary Law course had 15 students.

This course does not conflict with any other course on the A&M campus.
Natural Resources Law & Policy Seminar

Professor Blake Hudson

Tuesday and Thursday – T301
4:15 p.m. to 5:45 p.m.

Office: 436 - Law Center
Email: blake.hudson@law.lsu.edu
Phone: 225-578-4064
Best way to contact me: email
Office Hours: available by appointment

Overview and Goals of the Course

Natural Resources Law is increasingly moving to the forefront of legal and political debates. From global overfishing concerns to the role of forests in addressing climate change, to the scarcity of water worldwide and the development of traditional and alternative energy sources, to the pressures placed on biodiversity by development and increasing populations - it is an exciting time to explore natural resource issues. The goal of this course is to examine both legal frameworks and resultant policy debates surrounding natural resources management, and to discuss ways in which law and policy should be preserved - or changed - in order to facilitate proper management of natural resources both in the United States and worldwide. In doing so, we will see that there is no single answer for how to manage natural resources. What is "natural" is not always clear, nor is the concept of "resource use." As such, decision-making in natural resources law is often as much "problem-solving focused" as it is "legal focused." Furthermore, some management techniques are appropriate for some resources, while not for others.

We will explore these and related issues by reading thought-provoking essays and other materials on these subjects, as well as by looking at case studies aimed at exemplifying some of the primary conflicts that arise from the management of finite and limited resources for the benefit of an ever-increasing population. Furthermore, we will discuss the cross section of natural resources law and policy with many other areas of law, including environmental, administrative, property and land use, constitutional, and international law.

Required Text

Rasband, Salzman and Squillace, Natural Resources Law and Policy (2nd ed. Foundation Press, 2009)

I may assign PDFs of supplemental readings from time to time. These may be found under "supplemental reading materials" on Moodle. If you have trouble accessing Moodle for any reason, please let me know.

Attendance and Participation

This is a vigorous seminar and attendance is mandatory. In accord with ABA and LSU Law Center rules, students missing 7 or more classes may not be permitted to complete the course. Moreover, quality of attendance including class participation will be evaluated (see below) and students should be prepared
to meet this requirement. To adequately meet this requirement, students should miss as few classes as possible, if any at all.

Class participation and preparation are required. All students are encouraged to volunteer comments and questions. I expect you to complete the assigned readings and that you are prepared to participate. Participation and preparation are not based upon quantity of comments, but rather quality. General level of interest demonstrated outside the classroom can count toward your participation score. Participation will make up 10% of your final grade.

Beginning with class 1, and continuing through week 12 of the semester, class participants are required to submit 2 short (100-200 words each) questions/observations elicited by the reading materials, along with explanations of why you think each of these are interesting or significant questions/observations. Questions are due by 10 pm the Monday or Wednesday night before each class, or earlier if you are able. Your questions/observations need not be lengthy, but should demonstrate sincere contemplation, rather than a hurried query. You can e-mail them to me at blake.hudson@law.lsu.edu. Please type/paste your questions/observations directly into the body of the email. Questions are factored into your class participation grade, which as noted, will make up 10% of the final grade.

**Paper and Presentation**

Each student will be required to produce one original research paper of publishable quality on a topic of special interest to you. We will have an ongoing writing process throughout the semester in order for you to receive as much feedback as possible prior to the submission of your final draft. I will work with you throughout the process to help you write an excellent paper, culminating in a presentation at the end of the semester where the class and I will provide constructive feedback. We will also pair students for a peer-review editing process, so that you can get feedback on your draft from a classmate.

My first publication came from a Natural Resources Law & Policy seminar paper. Learning this process is an important skill to acquire to further your career, whether you are working in public or private legal practice, as in-house counsel or in many other areas of law, policy, or resource management. The paper must be at least 7,500 words, including footnotes (which will count as a bibliography). More detailed information on the requirements for the paper will be provided once the semester is underway. In addition, each student must prepare a 10-15-minute presentation based on the paper topic chosen. The presentation will be an opportunity to preview the thesis to the class, and the student is encouraged to make use of this process in (re-)drafting the paper.

**Grading**

The grade in the course will be based on three items: participation, the paper, and the presentation. As noted, participation including weekly questions elicited by the readings will constitute 10% of the final grade. The presentation will constitute 15% of your final grade. Each presentation will be evaluated on its organization, clarity, overall quality, the preparation it reflects, and the extent to which it generates interaction and discussion among the students. The paper will constitute 75% of your final grade. The paper grade will be based on: The overall organizational structure; The topic's originality and interest to readers; The development of relevant legal rules and doctrines and proper use of legal authorities; Writing style, sentence structure and grammar; The extent to which the analysis is original, creative, clear, and logical; The extent to which citations conform to the Bluebook; The strength and persuasiveness of argument; Appropriateness of topic scope; Contribution of suggestions to scholarship.
Participation, paper, and presentation will be graded on a percent scale, and weighted according to the percentages outlined above and below. So, in summary:

Paper: 75% of final grade
Presentation: 15% of final grade
Class Participation (including reading responses): 10% of final grade

A: 90 – 100%
B: 80 – 89
C: 70 - 79
F: Below 70

Class Rescheduling

If I anticipate the need to cancel additional classes, I will arrange make-up classes to cover the affected dates. I will do my best to ensure that make-up classes do not conflict with any of your other classes. For anyone unable to attend a make-up class and with an unusual situation preventing attendance, please let me know and we will address it.

Required Readings

Rather than attempt to plan the day-to-day discussions months in advance, I will post assignment sheets on Moodle in two week intervals in order to maintain flexibility in our approach (under “assignment sheets” on Moodle). You should receive each new assignment sheet on the Thursday prior to that assignment. This will allow you plenty of time to read the Tuesday assignment before class on that day. There is a fair amount of reading, though much of it is less densely-packed than the usual legal reading. In addition, the reading will lighten significantly as we near the last month of the semester, as we will spend more time on your papers and presentations.

Over the course of this semester, we will endeavor to read Rasband, Salzman and Squillace, chapters 1-2, 4-5, 7, and 10, although skipping portions of certain chapters. We will try to cover between 25 and 35 pages of text in each class. The chart below represents what we will cover, but this is only meant as a general guideline for what we will attempt to accomplish this semester. We may not cover every topic listed below, and I may change the assignments or even dispense with entire topics if necessary. Also, I may add reading materials, although you will be given plenty of time to read these in advance.

Chapter 1: Thinking About Natural Resources (weeks 1-2)
  What is a Natural Resource?
  Why Are Natural Resources Difficult to Manage?
  Tragedy of the Commons
  Tools for Managing Natural Resources (“The Five P’s”)

Chapter 2: The Historical and Constitutional Geography of Natural Resources Law (weeks 3-4)
  The Public Trust Doctrine
  Federal Constitutional Authority Over Natural Resource Management
  The Takings Clause
Chapter 4: Wildlife and Biodiversity (weeks 5-6)
  Biodiversity
  Managing the Wildlife Commons
  The Endangered Species Act

Chapter 5: Living Marine Resources (weeks 7-8)
  Fisheries Management
  Marine Mammals

Chapter 7: Water (weeks 9-10)
  Understanding the Water Resource
  The Law of Water Allocation
  Groundwater
  Water Federalism

Chapter 10: Forests (weeks 11-12)
  The Forest Resource
  The Timber Industry
  Forestry Law

Paper Presentations (weeks 13-14)
REQUEST FOR ADDITION OF NEW COURSE

Department: English
College of Humanities and Social Sciences

Date: 01/29/14

PROPOSED COURSE
Short Title: Language Acquisition
Rubric & No.: LING 4720
Title: Second language acquisition

COURSE CREDIT
Graduate Credit: X YES NO
Semester Hours of Credit: 3

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

COURSE TYPE
(Indicate hours in the appropriate course type)

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<th>LEC/REC</th>
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Maximum enrollment per section: 25

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
LING 4720 Second Language Acquisition (3)
See ENGL 4720.

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

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 2/10/2014
College Faculty Approval 4-2-14

Department Chair's Signature 2/11/2014
Graduate Dean's Signature (for 4000 level and above) 4-28-14
College Contact:
(Please print name.)

College Contact E-mail:

College Dean's Signature 4/3/14
Chair, FS & C Committee 4/24/14

Academic Affairs Approval 5/1/14
Attachment 1: Justification

The Second Language Acquisition (SLA) course will be of interest to students majoring in English, foreign languages, French studies, education, psychology, and communication disorders. It will be open to undergraduate students interested in theories and practices of second language learning and teaching. The class will have no pre-requisites.

Differently from ENGL / LING 4310 "Studies in Language," ENGL / LING 4720 will be offered annually by the faculty member whose primary area of specialization is language acquisition. The course will likely attract a wide population of undergraduate students with different majors (as listed in the previous paragraph). In addition, this course will build towards a new concentration in Linguistics that is currently being discussed by the faculty of the interdepartmental Linguistics program, and towards a new concentration in Teaching of Foreign Languages that is currently being discussed with the School of Education (Prof. Paula Summers Calderon). The course will parallel and complement the ENGL / LING 3720 course "Teaching Methods in English as a Second Language."

The course will not replicate other existing courses in the catalogue. Content-wise, the course may have some overlap with the following currently offered courses:

COMD 4380 Speech and Language Development (4)
FREN 7206 Louisiana French and Bilingualism (3)
SPAN 7983 Spanish Language Acquisition (3)

However, the proposed course is distinct from the courses listed above in the following:

1. It will focus on the language learning in adults, in comparison with COMD 4380 that focuses on language development in children.
2. It is offered for both undergraduate and graduate students (4000-level). Being open and accessible to undergraduate students distinguishes it from FREN 7206 and SPAN 7983.
3. It will focus on principles and theories of second language acquisition without concentrating on any specific language. This will attract students with a variety of majors and minors, and allow it to be offered more often than SPAN 7983, which was last offered in Fall 2007.

Thus, the SLA course will augment rather than duplicate existing courses. This course is being successfully piloted this spring semester as ENGL / LING 4310 "Studies in Language: Issues in Applied Linguistics and Language Learning."

A course in Bilingualism (the course number has not been assigned yet) will be offered through COMD in Fall 2014 by Prof. Todd Gibson. Summarizing our discussion with Prof. Gibson, our courses will be different in the following respects.

1. **The student audience.** The Bilingualism course focuses on the needs of COMD students learning to work with bilingual clients. The SLA course focuses on the needs of students with a variety of majors who may pursue careers in English secondary education, teaching of foreign languages, international business and administration.
2. **Theoretical approach.** Both courses share the usage-based theoretical approach to language learning. The primary object of interest in the Bilingualism course is early language learners (young and older children), whereas the primary object of interest in the SLA course is late language learners (adolescents and adults).
3. **Practical applications.** The Bilingualism course links theories to clinical practice in bilingual language development assessment, language impairment and treatment in bilingual populations. The SLA course links theories to pedagogy and language policy.

Thus, the two courses adopt a similar theoretical framework, but differ in the student audience, primary focus, and considered applications. The SLA and Bilingualism courses will complement each other, provide LSU students with background in various aspects of language learning and opportunities to develop research projects across the curriculum. The addition of both courses to the LSU catalogue will strengthen the language learning component of the curriculum for various majors and concentrations.


**SECOND LANGUAGE ACQUISITION**

ENGL 4720, Spring 2014

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**Professor**

Irina Shport

**Class meets**

MWF 10:30-11:20

T 10:00-12:00

Tureaud 117

**Office**

Allen Hall 11

**Office Hours**

T 10:00-12:00

W 2:30-5:30

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**Contact information**

Office: Allen Hall 11

Phone: 225-578-2820

E-mail: ishport@lsu.edu

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**Course Outline**

This course provides a survey of key issues in second language acquisition (SLA) research and theory, including the effects of age, native language, linguistic environment, cognitive, and social factors on language learning. We will cover many topics of interest to SLA researchers such as language learning in children and adults, bilingualism, individual differences among learners, and application of SLA research findings to language teaching. The goal here is to better understand the internal and external factors affecting processes and outcomes of language learning.

The course materials include the major textbook (Ortega, 2009) and a series of additional readings, which include (1) book chapters devoted to SLA research and methodology and (2) examples of published SLA primary research studies. The second set of additional readings will serve as illustrations to some of the issues discussed in the textbook as well as examples of research design and data interpretation. The goals of reading research articles in conjunction with textbook chapters is to better understand research methodologies that address specific questions. We will discuss the relationships between SLA theory and language pedagogy as informed by research.

Lastly, the course will include research participation and project development components. The goal here is to provide students with some first-hand experience in conducting research.

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**Specific Course Objectives**

By the end of the course, you should be able to:

- Understand the key terms and concepts in SLA
- Describe external and internal variables influencing language learning
- Cite major findings in the field by referring to influential publications
- Interpret and evaluate research design and data against set research questions
- Develop and pilot a research project on a topic of interest

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**Required Textbooks**

- Additional readings [posted on Moodle, and listed at the end of the syllabus. Make sure you have access to the course site on Moodle via https://mylsu.apps.lsu.edu/]

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**Assessment and Grades**

<table>
<thead>
<tr>
<th>Assessment type (number)</th>
<th>Undergraduate level</th>
<th>Graduate level</th>
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<tbody>
<tr>
<td>1 Participation / reading questions</td>
<td>10%</td>
<td>P</td>
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</table>
### Final grades:
Letter grades for the course will be determined according to the following scale:

- **A** = 90-100
- **B** = 80-90
- **C** = 70-80
- **D** = 60-70
- **F** = 59.9 or below

Pass = C or above

### Out-of-class expectations:
It is expected that the students have read the assigned chapters or articles prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

### Incompletes:
Only the dean's office can give you an “incomplete” for extreme and well-documented cases. You will need to talk to a college counselor about the possibility of an “I”.

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1. **Class Participation / Reading questions**

   Attendance matters! You cannot expect to do well in class if you don’t attend and participate. The current university policy on absence from class is stated in PS-22, [www.lsu.edu/ups.nsf/ByNumber?OpenView](http://www.lsu.edu/ups.nsf/ByNumber?OpenView).

   Participation also will be assessed by your submission of reading questions. For each assigned USLA chapter, submit **two questions** on the Moodle course website a day before. These should be well-designed multiple-choice questions testing the understanding of important chapter points that can be theoretical, methodological, or applied. Your questions will form a question bank from which midterm and final exam questions will be drawn. Questions will be graded on both content and clarity as following:

   - **1** = Great: Focused, well written, 2 questions completed
   - **0.5** = Fair: accurate summary but unclear careless writing
   - **0** = Missing the point, and/or incomplete.

   For each assigned article reading, bring to class a hard copy of one discussion question. This question should have the following format:

   - **Background sentence:** introduce an issue and illustrate it with a brief example when necessary.
   - **Posit a question** that you had while reading the article critically.
   - **Suggest possible interpretations or solutions.**

   Take notes, and do not count on lecture PPTs. I will try to post lecture slides at the end of each week. Thank you for not using your cell phone - **including text messaging** - in class and not using your laptop in class (except for taking notes or accessing set readings).

2. **Homework**

   Homework guidelines will be posted on the Moodle a week before the due date. All homework assignments are to be typed and submitted in hard copy at the beginning of the class on the due dates specified in the schedule. E-mail and late submission will not be accepted unless you request extension **in advance** and provide a valid reason for your request. Late homework will receive 10% penalty for each overdue day.
3. Article presentation

Pair with a classmate to present one research article marked with a star * in the schedule below. Give a brief summary of the article assuming that your classmates did the reading. Provide some visual aid for your classmates: use the blackboard, or prepare a handout / a Power Point presentation. Your responsibility as the discussion leaders is to prepare activities that facilitate effective group discussion of the reading in class.

4. Mid-semester exam

An in-class midterm exam will be in the multiple-choice and short answer format. No early or make-up exams will be scheduled unless approved by the university (see PS-22), so plan accordingly.

5. Final exam

The final exam will include an in-class portion (multiple-choice and short-answer questions) as well as take-home portion. No early or make-up exams will be scheduled unless approved by the university (see PS-22), so plan accordingly.

6. Research participation

This is a pass no-pass requirement only. You will be asked to participate in a research project approved by the IRB (#E8609). The participation is voluntary and an alternative assignment will be provided if you do not wish to participate. Talk to your professor about the alternative.

7. Research paper proposal (graduate students only)

Develop a research bibliography and write a research proposal, to be reworked and expanded into an interim draft, which will be further developed into a final research paper. The length of the paper will depend on your topic and methodology, but no less than 15 double-space pages. A good structure, methodological description, argument line, and at least 10 bibliographical references are expected.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading / Assignment due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to SLA</td>
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<td>1/15</td>
<td>History of the SLA field</td>
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<td>Intro</td>
<td>USLA Ch. 1</td>
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<tr>
<td>1/22</td>
<td>Article presentation 1</td>
<td>USLA Ch. 2</td>
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<td>1/24</td>
<td>Article presentation 5</td>
<td>*Johnson &amp; Newport (1989)</td>
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<td>Week 3</td>
<td>Age II</td>
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<tr>
<td>1/27</td>
<td>Article presentation 2</td>
<td>*Bialystok &amp; Hakuta (1994), pp. 51-85</td>
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<td>1/29</td>
<td>Article presentation 3-4</td>
<td>*Ioup et al. (1994); Muñoz (2008)</td>
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<td>1/30</td>
<td>Overview and summary: age factor</td>
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<td>Week 4</td>
<td>Bilingualism</td>
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<td>2/3</td>
<td>Types of bilingualism</td>
<td>Homework 1: age effect</td>
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<td>2/5</td>
<td>Heritage speakers</td>
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<tr>
<td>2/7</td>
<td>Article presentation 5</td>
<td>*Abrahamsson &amp; Hyltenstam (2008)</td>
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<td>Week 5</td>
<td>Cross-linguistic influences</td>
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<td>2/10</td>
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<td>USLA Ch. 3</td>
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<td>2/12</td>
<td>Article presentation 7</td>
<td>*Odlin &amp; Jarvis (2004)</td>
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<tr>
<td>2/14</td>
<td>Article presentation 8</td>
<td>*Baker &amp; Trofimovich (2005)</td>
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<tr>
<td>Week 6</td>
<td>Linguistic environment</td>
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<tr>
<td>2/17</td>
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<td>Individual differences</td>
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<td>4/2</td>
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Homework 3: aptitude effect
* Golezani & Zatorre (2008)
* Roberts (2012)

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USLA Ch. 9
* Yan & Horwitz (2008)
* Dewale et al (2008)

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<td>Socialization, identity, technology</td>
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<td>4/25</td>
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USLA Ch. 10
* Pavlenko (2002)

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<td>4/30</td>
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<tr>
<td>5/2</td>
<td>Final exam review and practice</td>
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Homework 4: social factors
Grad students only: Research proposal

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<td>5/9</td>
<td>10-noon</td>
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Course Readings (Chronological)

**Weeks 2-4 (Age & Bilingualism)**

**Week 5 (Cross-linguistic influences)**

**Week 6 (Linguistic environment)**

**Week 7 (Cognition)**
Week 9 (Aptitude)

Week 11 (Motivation)

Week 12 (Individual differences)

Week 13 (Affect)

Week 15 (Social factors)
John D Pizer <plizerJ@lsu.edu>
To: Irina Shport <ishport@lsu.edu>
RE: A letter of support for a new course

Dear Dr. Shport,

I am happy to support the course and do not object to the proposal. My only suggestion would be to change the number-based grades for class participation (1.5-1.0, etc.) to letter grades to conform to the LSU grading system (A,B,C) and change "great" to "good." "Great" to "fair" is quite a leap.

Best wishes,

John Pizer

From: Irina Shport
Sent: Tuesday, February 11, 2014 9:29 AM
To: John D Pizer
Subject: A letter of support for a new course

Dear Dr. Pizer,

I am writing to request a letter of support for a new ENGL / LING 4720 course in Second Language Acquisition. The course proposal is attached. It has been approved by the Linguistics faculty, and it is likely to be approved by the English faculty although I do not have an official signature of the Dpt. Chair Dr. Michie yet. On the justification page of the proposal form (p. 4), I describe that the new course would not substantially overlap but rather would complement existing courses, including SPAN 7983. I would appreciate an e-mail indicating that you do not object to this new course proposal.

Thank you in advance for your time,

Sincerely,

Irina Shport

Assistant Professor of Language Acquisition
English Department
Louisiana State University
http://irinashport.blogspot.com/
I support the addition of ENGL 4720. COMD offers coursework in second language acquisition, currently under a special topics number, but the focus of that course is on child development and the ability of professionals to determine when a bilingual child is exhibiting signs of disordered language development.

Greg and Paul,

Attached is a new course proposal for ENGL/LING 4720 Second Language Acquisition. Please let me know if you have any objections to this new course proposal.

Tianna L. Powers
Administrative Assistant
College of Humanities & Social Sciences
132 Hodges Hall
(225) 578-8274 Phone
(225) 578-6447 Fax
tpowers@lsu.edu

-----Original Message-----
From: Irina Shport
Sent: Wednesday, March 12, 2014 12:29 PM
To: Tianna L. Powers
Subject: Re: adding a LING class to the catalogue

Dear Tianna,

Returning back to our conversation a month ago, I just got the English Dpt. faculty approval for the ENGL/LING 4720 course proposal. I am attaching the file containing:
- the approval for ENGL 4720
- the approval for LING 4720
- justification
- syllabus
- e-mail of support from John Pizer (Foreign L & L); Paul Hoffman (Comp. Lit) replied to my request with a counter-question on a different issue, from which I concluded that he doesn't object; Greg Stone (French) has not replied to my original e-mail. Should I e-mail to Paul and Greg again re. this?
Please let me know if you prefer a hard copy and if there is something else I should do with this proposal at this stage.

Thank you!

Irina

Irina Shport

Assistant Professor of Language Acquisition English Department Louisiana State University
http://irinashport.blogspot.com/
Tianna, 

The Department of French Studies has no objection to the new course proposal for ENGL/LING 4720. Thank you.

--Greg Stone
Chair, French Studies

-----Original Message-----
From: Irina Shport
Sent: Wednesday, March 12, 2014 12:29 PM
To: Tianna L Powers
Subject: Re: adding a LING class to the catalogue

Dear Tianna,

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- e-mail of support from John Pizer (Foreign L & L); Paul Hoffman (Comp. Lit) replied to my request with a counter-question on a different issue, from which I concluded that he doesn't object; Greg Stone (French) has not replied to my original e-mail. Should I e-mail to Paul and Greg again re. this?

Please let me know if you prefer a hard copy and if there is something else I should do with this proposal at this stage.

Thank you!

Irina

Irina Shport

Assistant Professor of Language Acquisition English Department Louisiana State University
http://irinashport.blogspot.com/
### REQUEST FOR ADDITION OF NEW COURSE

**Department:** English

**College:** College of Humanities and Social Sciences

**Date:** 03/10/14

**PROPOSED COURSE**

**Short Title:** Language Acquisition

**Rubric & No.:** ENGL 4720  
Title: Second language acquisition

**COURSE CREDIT**

<table>
<thead>
<tr>
<th>Graduate Credit</th>
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<th>NO</th>
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</table>
| Semester Hours of Credit: | 3 | (For combination course types only: 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**

<table>
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<tbody>
<tr>
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<td>x Letter Grade</td>
<td>Pass/Fail</td>
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</table>

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

**COURSE TYPE**

<table>
<thead>
<tr>
<th>LEC/REC</th>
<th>LEC/SEM</th>
<th>LEC</th>
<th>LAB</th>
<th>LEC/LAB</th>
<th>SEM</th>
<th>CLIN/PRACT</th>
<th>RESIND</th>
</tr>
</thead>
</table>

Maximum enrollment per section: 25 (use integer, e.g. 25 not 20-30)

**CATALOG TEXT**

ENGL 4720 Second Language Acquisition (3) Also offered as LING 4720. Key issues in second language acquisition (SLA) including age, native language, and environment on language learning.

**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

(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 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:** 03/10/2014

**College Faculty Approval:** 4-28-14

**Graduate Dean's Signature:** 4-28-14

**College Contact:**

(Please print name.)

**College Contact E-mail:**

**Academic Affairs Approval:**

(date)
Attachment 1: Justification

The Second Language Acquisition (SLA) course will be of interest to students majoring in English, foreign languages, French studies, education, psychology, and communication disorders. It will be open to undergraduate students interested in theories and practices of second language learning and teaching. The class will have no pre-requisites.

Differently from ENGL / LING 4310 "Studies in Language," ENGL / LING 4720 will be offered annually by the faculty member whose primary area of specialization is language acquisition. The course will likely attract a wide population of undergraduate students with different majors (as listed in the previous paragraph). In addition, this course will build towards a new concentration in Linguistics that is currently being discussed by the faculty of the interdepartmental Linguistics program, and towards a new concentration in Teaching of Foreign Languages that is currently being discussed with the School of Education (Prof. Paula Summers Calderon). The course will parallel and complement the ENGL / LING 3720 course "Teaching Methods in English as a Second Language."

The course will not replicate other existing courses in the catalogue. Content-wise, the course may have some overlap with the following currently offered courses:

- COMD 4380 Speech and Language Development (4)
- FREN 7206 Louisiana French and Bilingualism (3)
- SPAN 7983 Spanish Language Acquisition (3)

However, the proposed course is distinct from the courses listed above in the following:

1. It will focus on the language learning in adults, in comparison with COMD 4380 that focuses on language development in children.
2. It is offered for both undergraduate and graduate students (4000-level). Being open and accessible to undergraduate students distinguishes it from FREN 7206 and SPAN 7983.
3. It will focus on principles and theories of second language acquisition without concentrating on any specific language. This will attract students with a variety of majors and minors, and allow it to be offered more often than SPAN 7983, which was last offered in Fall 2007.

Thus, the SLA course will augment rather than duplicate existing courses. This course is being successfully piloted this spring semester as ENGL / LING 4310 "Studies in Language: Issues in Applied Linguistics and Language Learning."

A course in Bilingualism (the course number has not been assigned yet) will be offered through COMD in Fall 2014 by Prof. Todd Gibson. Summarizing our discussion with Prof. Gibson, our courses will be different in the following respects.

1. **The student audience.** The Bilingualism course focuses on the needs of COMD students learning to work with bilingual clients. The SLA course focuses on the needs of students with a variety of majors who may pursue careers in English secondary education, teaching of foreign languages, international business and administration.
2. **Theoretical approach.** Both courses share the usage-based theoretical approach to language learning. The primary object of interest in the Bilingualism course is early language learners (young and older children), whereas the primary object of interest in the SLA course is late language learners (adolescents and adults).
3. **Practical applications.** The Bilingualism course links theories to clinical practice in bilingual language development assessment, language impairment and treatment in bilingual populations. The SLA course links theories to pedagogy and language policy.

Thus, the two courses adopt a similar theoretical framework, but differ in the student audience, primary focus, and considered applications. The SLA and Bilingualism courses will complement each other, provide LSU students with background in various aspects of language learning and opportunities to develop research projects across the curriculum. The addition of both courses to the LSU catalogue will strengthen the language learning component of the curriculum for various majors and concentrations.
SECOND LANGUAGE ACQUISITION
ENGL 4720, Spring 2014

Professor
Irina Shport

Class meets
MWF 10:30-11:20
T 10:00-12:00

Office Hours
T 10:00-12:00
W 2:30-5:30

Contact information
Office: Allen Hall 11
Phone: 225-578-2820
E-mail: ishport@lsu.edu

Course Outline
This course provides a survey of key issues in second language acquisition (SLA) research and theory, including the effects of age, native language, linguistic environment, cognitive, and social factors on language learning. We will cover many topics of interest to SLA researchers such as language learning in children and adults, bilingualism, individual differences among learners, and application of SLA research findings to language teaching. The goal here is to better understand the internal and external factors affecting processes and outcomes of language learning.

The course materials include the major textbook (Ortega, 2009) and a series of additional readings, which include (1) book chapters devoted to SLA research and methodology and (2) examples of published SLA primary research studies. The second set of additional readings will serve as illustrations to some of the issues discussed in the textbook as well as examples of research design and data interpretation. The goals of reading research articles in conjunction with textbook chapters is to better understand research methodologies that address specific questions. We will discuss the relationships between SLA theory and language pedagogy as informed by research.

Lastly, the course will include research participation and project development components. The goal here is to provide students with some first-hand experience in conducting research.

Specific Course Objectives
By the end of the course, you should be able to:

• Understand the key terms and concepts in SLA
• Describe external and internal variables influencing language learning
• Cite major findings in the field by referring to influential publications
• Interpret and evaluate research design and data against set research questions
• Develop and pilot a research project on a topic of interest

Required Textbooks
• Additional readings [posted on Moodle, and listed at the end of the syllabus. Make sure you have access to the course site on Moodle via https://mylsu.apps.lsu.edu/.]

Assessment and Grades

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<td>Participation / reading questions</td>
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<tr>
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<tr>
<td>3</td>
<td>Article presentation (2)</td>
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<tr>
<td>4</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>Research participation</td>
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<tr>
<td>7</td>
<td>Research paper proposal (2 drafts)</td>
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- **Final grades**: Letter grades for the course will be determined according to the following scale:

  A = 90-100  B = 80-90  C = 70-80  D = 60-70  F = 59.9 or below

  Pass = C or above

- **Out-of-class expectations**: It is expected that the students have read the assigned chapters or articles prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

- **Incompletes**: Only the dean’s office can give you an “incomplete” for extreme and well-documented cases. You will need to talk to a college counselor about the possibility of an “I”.

1. **Class Participation / Reading questions**

   Attendance matters! You cannot expect to do well in class if you don’t attend and participate. The current university policy on absence from class is stated in PS-22, www.lsu.edu/ups.nsf/ByNumber?OpenView.

   Participation also will be assessed by your submission of reading questions. For each assigned USLA chapter, submit two questions on the Moodle course website a day before. These should be well-designed multiple-choice questions testing the understanding of important chapter points that can be theoretical, methodological, or applied. Your questions will form a question bank from which midterm and final exam questions will be drawn. Questions will be graded on both content and clarity as following:

   1 = Great: Focused, well written, 2 questions completed
   0.5 = Fair: accurate summary but unclear careless writing
   0 = Missing the point, and/or incomplete.

   For each assigned article reading, bring to class a hard copy of one discussion question. This question should have the following format:

   - Background sentence: introduce an issue and illustrate it with a brief example when necessary.
   - Pose a question that you had while reading the article critically.
   - Suggest possible interpretations or solutions.

   Take notes, and do not count on lecture PPTs. I will try to post lecture slides at the end of each week. Thank you for not using your cell phone - including text messaging - in class and not using your laptop in class (except for taking notes or accessing set readings).

2. **Homework**

   Homework guidelines will be posted on the Moodle a week before the due date. All homework assignments are to be typed and submitted in hard copy at the beginning of the class on the due dates specified in the schedule. E-mail and late submission will not be accepted unless you request extension in advance and provide a valid reason for your request. Late homework will receive 10% penalty for each overdue day.
3. Article presentation

Pair with a classmate to present one research article marked with a star ★ in the schedule below. Give a brief summary of the article assuming that your classmates did the reading. Provide some visual aid for your classmates: use the blackboard, or prepare a handout / a Power Point presentation. Your responsibility as the discussion leaders is to prepare activities that facilitate effective group discussion of the reading in class.

4. Mid-semester exam

An in-class midterm exam will be in the multiple-choice and short answer format. No early or make-up exams will be scheduled unless approved by the university (see PS-22), so plan accordingly.

5. Final exam

The final exam will include an in-class portion (multiple-choice and short-answer questions) as well as take-home portion. No early or make-up exams will be scheduled unless approved by the university (see PS-22), so plan accordingly.

6. Research participation

This is a pass no-pass requirement only. You will be asked to participate in a research project approved by the IRB (#E8609). The participation is voluntary and an alternative assignment will be provided if you do not wish to participate. Talk to your professor about the alternative.

7. Research paper proposal (graduate students only)

Develop a research bibliography and write a research proposal, to be reworked and expanded into an interim draft, which will be further developed into a final research paper. The length of the paper will depend on your topic and methodology, but no less than 15 double-space pages. A good structure, methodological description, argument line, and at least 10 bibliographical references are expected.
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</tbody>
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**Course Readings (Chronological)**

**Weeks 2-4 (Age & Bilingualism)**


**Week 5 (Cross-linguistic influences)**


**Week 6 (Linguistic environment)**


**Week 7 (Cognition)**


Week 9 (Aptitude)


Week 11 (Motivation)


Week 12 (Individual differences)


Week 13 (Affect)


Week 15 (Social factors)


John D Pizer <pizerj@lsu.edu>
To: Irina Shport <ishport@lsu.edu>
RE: A letter of support for a new course

Dear Dr. Shport,

I am happy to support the course and do not object to the proposal. My only suggestion would be to change the number-based grades for class participation (1.5-1.0, etc.) to letter grades to conform to the LSU grading system (A,B,C) and change "great" to "good." "Great" to "fair" is quite a leap.

Best wishes,

John Pizer

From: Irina Shport
Sent: Tuesday, February 11, 2014 9:29 AM
To: John D Pizer
Subject: A letter of support for a new course

Dear Dr. Pizer,

I am writing to request a letter of support for a new ENGL / LING 4720 course in Second Language Acquisition. The course proposal is attached. It has been approved by the Linguistics faculty, and it is likely to be approved by the English faculty although I do not have an official signature of the Dpt. Chair Dr. Michie yet. On the justification page of the proposal form (p. 4), I describe that the new course would not substantially overlap but rather would complement existing courses, including SPAN 7983. I would appreciate an e-mail indicating that you do not object to this new course proposal.

Thank you in advance for your time,

Sincerely,

Irina Shport

Assistant Professor of Language Acquisition
English Department
Louisiana State University
http://irinashport.blogspot.com/
I support the addition of ENGL 4720. COMD offers coursework in second language acquisition, currently under a special topics number, but the focus of that course is on child development and the ability of professionals to determine when a bilingual child is exhibiting signs of disordered language development.

---

Greg and Paul,

Attached is a new course proposal for ENGL/LING 4720 Second Language Acquisition. Please let me know if you have any objections to this new course proposal.

Tianna L. Powers
Administrative Assistant
College of Humanities & Social Sciences
132 Hodges Hall
(225) 578-8274 Phone
(225) 578-6447 Fax
tpowers@lsu.edu

-----Original Message-----
From: Irina Shport
Sent: Wednesday, March 12, 2014 12:29 PM
To: Tianna L Powers
Subject: Re: adding a LING class to the catalogue

Dear Tianna,

Returning back to our conversation a month ago, I just got the English Dpt. faculty approval for the ENGL/LING 4720 course proposal. I am attaching the file containing:
- the approval for ENGL 4720
- the approval for LING 4720
- justification
- syllabus
- e-mail of support from John Pizer (Foreign L & L); Paul Hoffman (Comp. Lit) replied to my request with a counter-question on a different issue, from which I concluded that he doesn't object; Greg Stone (French) has not replied to my original e-mail. Should I e-mail to Paul and Greg again re. this?
Please let me know if you prefer a hard copy and if there is something else I should do with this proposal at this stage.

Thank you!

Irina

Irina Shport

Assistant Professor of Language Acquisition English Department Louisiana State University
http://irinashport.blogspot.com/
Tianna L. Powers

From: Greg Stone
Sent: Tuesday, March 25, 2014 5:14 PM
To: Tianna L. Powers
Subject: RE: ENGL 4720/LING 4720

Tianna,

The Department of French Studies has no objection to the new course proposal for ENGL/LING 4720. Thank you.

--Greg Stone
Chair, French Studies

From: Tianna L. Powers
Sent: Wednesday, March 12, 2014 1:42 PM
To: Greg Stone; Paul R Hoffman
Subject: ENGL 4720/LING 4720

Greg and Paul,

Attached is a new course proposal for ENGL/LING 4720 Second Language Acquisition. Please let me know if you have any objections to this new course proposal.

Tianna L. Powers
Administrative Assistant
College of Humanities & Social Sciences
132 Hodges Hall
(225) 578-8274 Phone
(225) 578-6447 Fax
tpowers@lsu.edu

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Please let me know if you prefer a hard copy and if there is something else I should do with this proposal at this stage.

Thank you!

Irina

Irina Shport

Assistant Professor of Language Acquisition English Department Louisiana State University
http://irinashport.blogspot.com/