REQUEST FOR ADDITION OF NEW COURSE

Department: Foreign Languages and Literatures
College: Humanities & Social Sciences
Date: 4/23/2014

PROPOSED COURSE

Short Title: HISTORY OF SPANISH
Rubric & No.: SPAN4010
Title: History of the Spanish Language

COURSE CREDIT
Graduate Credit: X 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:

(Indicate rubrics and course numbers)

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)

Maximum enrollment per section: 20 (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)

SPAN 4010, History of the Spanish Languages (3) Prereq. SPAN3010 or equivalent. Origins and development of Spanish from its beginnings to the present.

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
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 12/12/13 [Date]
College Faculty Approval 9 - 17-14 [Date]
Department Chair's Signature [Date]
Graduate Dean's Signature (for 4000 level and above) [Date]
College Contact E-mail: [Please print name] [Date]

Chair, FS C&C Committee [Date]
Academic Affairs Approval [Date]
Justification:

A course dealing with the history of the Spanish language has been identified by the Spanish Section as one of our current needs. We have not offered a course on the history of the Spanish language in more than ten years because we did not have a faculty member with the necessary qualifications to teach it. This course is needed to appropriately introduce both Spanish majors and minors to important topics dealing with the origin and development of the Spanish language. This course proposal was presented to the Spanish Section and obtained unanimous faculty approval. This course will constitute an elective, and it will not create any overlap with any existing course or any other course listed in the General Catalogue.
Course Management System:
Moodle 2 is our online course management system. It is available through My LSU.

Required Textbook (all students must purchase):
  NOTE: Additional readings will be supplied by instructor.

Recommended Text

Other Materials:
- A Turning Technologies wireless student response system (also known as a "clicker")
- A monolingual Spanish dictionary (with all definitions and meanings in Spanish)

Course Description:
This course serves as an overview of the diachronic (across time) evolution of modern Spanish from spoken Latin. Data from phonetics/phonology and morpho-syntax will form the basis of study. Topics covered include: the development of Vulgar Latin and Proto-Romance, the Old Spanish phonological system, morpho-syntactic changes from Latin to Spanish, and the influences of contact languages on modern Spanish. The linguistic analysis of texts and the processes of language change will also figure prominently.

Course Objectives:
Upon successful completion of this course, students will be able to:
- Explain, with appropriate linguistic terminology, the processes of phonological and morpho-syntactic change in the development of modern Spanish from spoken Latin.
- Describe the major theories of language change as they pertain to the development of Spanish since the 1st century A.D.
- Explain the role of language contact in the development of Spanish.
- Describe the important historical events that impacted linguistic development in the Iberian Peninsula.
- Describe the differences between standard Castilian and regional spoken varieties vis-à-vis processes of standardization, leveling, and accommodation, among others.
- Analyze using linguistic terminology an Old Spanish text.
- Describe the origins and evolution of the Spanish language.

Communication-Intensive & Communication across the Curriculum:
This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU's Communication across the Curriculum program, including:
- instruction and assignments emphasizing informal and formal speaking and writing;
- teaching of discipline-specific communication techniques;
- use of draft-feedback-revision process for learning;
- practice of ethical and professional work standards;
- 40% of the course grade rooted in communication-based work; and
- a student/faculty ratio no greater than 35:1.

Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. For more information about this student recognition program, visit www.cxc.lsu.edu

Grading: The following are the cutoff points for each grade:
A 900 points  B 800 points  C 700 points  D 600 points
# Schedule of Topics and Activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Content / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21, 8/23</td>
<td>- Introduction: History of the Iberian Peninsula</td>
</tr>
<tr>
<td>2</td>
<td>8/28, 8/30</td>
<td>- Indo European language families, language variation &amp; change (Introduction in Pharies)</td>
</tr>
<tr>
<td>3</td>
<td>9/04, 9/06</td>
<td>- Mechanisms of language change (Pharies Chapter 1)</td>
</tr>
<tr>
<td>4</td>
<td>9/11, 9/13</td>
<td>- The Latin language and its evolution (Pharies Chapter 2)</td>
</tr>
<tr>
<td>5</td>
<td>9/18, 9/20</td>
<td>- The external history of Spanish (Pharies Chapter 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Term paper research proposal due: 9/21</td>
</tr>
<tr>
<td>6</td>
<td>9/25, 9/27</td>
<td>- Structural characteristics of Latin: phonology &amp; orthography (Pharies Chapter 4)</td>
</tr>
<tr>
<td>7</td>
<td>10/02, 10/04</td>
<td>- Structural characteristics of Latin: morphology &amp; syntax (Pharies Chapter 4)</td>
</tr>
<tr>
<td>8</td>
<td>10/09, 10/11</td>
<td>- From Latin to Medieval Spanish: phonology (Pharies Chapter 5)</td>
</tr>
</tbody>
</table>

* * * Midterm Exam: Oct. 9 * *

| 9    | 10/16       | - From Latin to Medieval Spanish: orthography (Pharies Chapter 5)                                      |
|      |             |                                                                                                        |
| 10   | 10/23, 10/25| - From Latin to Medieval Spanish: morphology (Pharies Chapter 6)                                       |
| 11   | 10/30, 11/01| - From Latin to Medieval Spanish: syntax (Pharies Chapter 6)                                           |
| 12   | 11/06, 11/08| - From Medieval to Modern Spanish: Judeo Spanish (Pharies Chapter 7)                                   |
|      |             | - Diachronic linguistic variation (Azevedo Cap. 8)                                                   |
| 13   | 11/13, 11/15| - From Medieval to Modern Spanish: Standardization of Spanish (Pharies Chapter 7)                      |
| 14   | 11/20       | - History of the Spanish lexicon (Pharies Chapter 8)                                                  |
|      |             | - Term paper due: 11/21                                                                               |
| 15   | 11/27, 11/29| - Spanish dialectology (Pharies Chapter 9)                                                            |
|      |             | - Spanish in the United States (Azevedo Cap. 12)                                                      |
|      |             | - PowerPoint presentations                                                                          |
| 16   | 12/06       | - Final exam: December 6, 2014; 5:30 – 7:00 PM                                                       |
| 12/11|             | - Final grades                                                                                        |

**Exams:**
The midterm and final exams will be cumulative and will be administered under standard test conditions (i.e., handwritten, in-person, closed books, etc.).

**Quizzes:**
Four quizzes will be given throughout the semester. The scores of these best quizzes will be counted toward the student's final grade. The lowest quiz score will be dropped. Students who miss one quiz will have to take the remaining three. Students who miss two quizzes will receive a zero as their third quiz grade.
Course Requirements, Learning Assignments, and Assessment:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Midterm exam</td>
<td>10/09</td>
<td>150 points</td>
</tr>
<tr>
<td>b. Quizzes (3 TBA; 50 pts. each)</td>
<td></td>
<td>150 points</td>
</tr>
<tr>
<td>c. (Written Research Project)</td>
<td></td>
<td>300 points</td>
</tr>
<tr>
<td>- Research Proposal: 9/21</td>
<td></td>
<td>(25 points)</td>
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<tr>
<td>- Preliminary Manuscript: 10/26</td>
<td></td>
<td>(50 points)</td>
</tr>
<tr>
<td>- Completed Research Project: 11/21</td>
<td></td>
<td>(225 points)</td>
</tr>
<tr>
<td>d. Student active participation in class discussions (including short PowerPoint presentation):</td>
<td>8/20 - 12/06</td>
<td>100 points</td>
</tr>
<tr>
<td>e. PowerPoint presentation of research project:</td>
<td>11/27</td>
<td>100 points</td>
</tr>
<tr>
<td>f. Final exam:</td>
<td>December 6, 5:30 - 7:00 PM</td>
<td>200 points</td>
</tr>
</tbody>
</table>

Written Research Project:
Each student will complete a written, guided research project related to the course material which will be turned in at the end of the semester. Specific requirements and guidelines for the research paper are posted on Moodle and will be discussed in class. Generally speaking, topics for these papers will be directly related to the course contents.

The student will submit a research proposal consisting of a detailed outline of the paper and an initial bibliography of at least 5 print (not Internet) sources to be used when writing the paper by September 21. A preliminary manuscript is due by October 26, and the completed final paper must be submitted to the professor in hard copy as well as electronically by November 21.

Oral PowerPoint Presentations:
You will have the opportunity to further develop your oral presentation skills as you complete at least two PowerPoint presentations. You will make a short presentation of a discussion topic and will have the option of making a second presentation based on either your research proposal or your preliminary research manuscript.

The final oral PowerPoint presentation of your research project—worth 10% of your course grade—will take place at the end of the semester. Students must be present in class to give their oral presentation and distribute a 2-3 page handout on the date scheduled for them or they will receive a zero (0%) for this assignment. To score the full 100 points, you must also attend all of your classmates’ presentations and participate in the ensuing discussions.

Attendance:
Your attendance and active participation in all class activities are crucial to your success. Attendance is a mandatory element of participation in this course, and it is advised that students make every effort to not miss class. However, the student is allowed two unexcused absences from class without penalty. After these two absences have been used, it is the student’s responsibility to provide the professor with proper documentation of the reason for further absences in order for them to be considered excused, as governed by LSU policy statement PS-22. The documentation must be furnished to the professor within one week of the student’s return to class, or else any absences beyond two class meetings will be considered unexcused and will significantly affect the student's participation grade. The penalty for unexcused absences will consist of the student performance grade being dropped by 10% (10 points out of the total of 100) per unexcused hour of absence beyond two hours.

Student Performance:
All readings and written homework must be completed prior to class. Students are expected to bring the required course texts to class every day and be prepared to actively discuss the assigned material, and make short presentations to the class explaining the most important concepts and contents of the readings. The student performance portion of the final grade will be based on attendance (see below), a short PowerPoint presentation, active oral participation in class, completion of readings, written homework assignments, and evidence of preparedness for class activities.
Bibliography:

Course Operating Principles:
• Please exchange contact information with at least two classmates so you know what was covered in class in case you are absent. You may always contact the professor by e-mail, but class notes, handouts and lengthy explanations of course activities will not be sent via e-mail.
• The classroom is a place to exchange ideas and information, and students should feel free to express themselves and to ask questions as necessary. Students displaying any type of behavior intolerant of others may be asked to leave class, which will in turn affect their course participation grade.
• Class time is to be used only for work directly related to the topic and/or activity at hand. Please do not take part in any activity not related to this course (e.g., reading unrelated materials, doing work for another class, sleeping, etc.) during class or you may be asked to leave, which will, in turn, negatively affect your course participation grade.
• Students are expected to take all exams and quizzes on the scheduled dates. No make-up tests will be given except in extraordinary circumstances with proper documentation of illness or the like and with the professor’s prior consent.
• The use of cell phones for non-emergency purposes while in class is strictly prohibited. The use of laptop computers for non-class-related purposes during class time is also prohibited.

This course adheres to the statutes and regulations established by LSU regarding students with disabilities or situations which require special accommodations, equal opportunity and academic integrity as follows.

Disability Statement:
The *LSU Office of Disability Services* in Johnston Hall assists students in identifying and developing accommodations and services to help overcome barriers to the achievement of personal and academic goals. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the Office of Disability Services so that such accommodations may be arranged. After you receive your *Accommodation Letter*, please meet with someone in that office to discuss the provisions of those accommodations as soon as possible. You will not receive in this class any special accommodations for a disability without appropriate documentation from the *LSU Office of Disability Services*.

Equal Opportunity Statement:
LSU assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, age, handicap, marital status, sexual orientation, or veteran’s status in admission to, participation in, and treatment or employment in the programs and activities that the University operates. This policy statement applies equally to the teaching and learning environment within all university recognized courses, curriculum and co-curriculum programs.

I am very concerned not only with your academic success in this course, but also with your learning the material so that it will be useful to you in your future endeavors. Whenever possible, I will exercise flexibility if you have a significant difficulty that requires my attention. Please understand, however, that all students in the
class must be treated fairly, i.e., treated the same, which may not allow me to make an exception in every case. If you have a personal problem or concern regarding the class, please write to me or see me during my office hours, and I will be happy to speak with you and help you in any way that I possibly can.

Late Penalties:
For any assignment (other than daily homework) turned in late, the student's final grade for the assignment will be discounted by 10% per day that the assignment is late, beginning immediately after the due date and time. This policy applies to the final research paper, the oral presentation, and all other assignments. Class attendance is the responsibility of the student. The student is expected to attend all classes. 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 and will assist those students who have valid reasons. The course instructor will accommodate those students with valid absences in such a way that they retain an equal opportunity for success in class and are not penalized for having missed class with a valid reason.

Academic Integrity:
Scholarly activity is marked by honesty, fairness, and rigor. A scholar does not take credit for the work of others, does not take unfair advantages of others, and does not perform acts that frustrate the scholarly efforts of others. The violation of any of these principles is academic dishonesty. Academic dishonesty includes the giving, taking, or presenting of information or material by a student with the intent of fraudulently or unethically aiding oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements. Academic dishonesty will be handled by the Dean of Students as outlined in the LSU Code of Student Conduct, available online at http://appl003.lsu.edu/slas/dos.nsf/index.

Academic & Classroom Civility:
Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency. All students are entitled to full participation in class without interruption, intimidation, harassment, or prejudice of any kind. Disruption of class, whether by latecomers, noisy electronic devices, or inconsiderate behavior will not be tolerated. Those classroom behaviors that seriously disrupt the learning climate in the classroom are addressed as student code violations within the LSU Code of Student Conduct. Repetitive and seriously disruptive behavior, e.g. using profanity, personal or physical threats or insults, damaging property, fighting, and so on can result in your removal from class in consultation with the Dean of Students.

Graduate Students:
Students taking SPAN 4010 for graduate credit will be required to complete assignments in addition to those stipulated here as well as to write an extended research project. Please let me know immediately if you are a graduate student.

Course Syllabus Modifications:
Modifications to this course syllabus may be made in terms of the selection of reading assignments and due dates. The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

¡Aprendan Mucho y, ante todo, disfruten la clase!
From: Elena Castro <elenac@cox.net>
Sent: Friday, September 19, 2014 9:13 AM
To: Anna M Castrillo
Subject: Re: SPAN 4010 Proposal

Yes, that would be it in a few words..

Best

Elena

On Sep 19, 2014, at 9:06 AM, Anna M Castrillo wrote:

Dr. Castro,

So the reason for the adding the course again is because you have faculty to teach the course now whereas in the past you did not?

Anna Castrillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991
<image002.jpg>

From: Elena Castro [mailto:elenac@cox.net]
Sent: Thursday, September 18, 2014 3:50 PM
To: Anna M Castrillo
Cc: John D Pizer; Elena Castro; Rafael Orozco
Subject: Re: SPAN 4010 Proposal

Dear Ms. Castrillo,

What I understand for what Prof. Orozco told me yesterday, the spanish faculty member who prepared the proposal, since I was not aware that this course has been presented to you now and I just found out yesterday, is that this is a proposal that substitutes a course, 4100, History of the Spanish Language, that was discontinued because it was not taught for many years. When we wanted to offered again, a few years back, prior to my time as Section Head ( I started in the position in Fall 2013), it was discover we could not do it any more and in order to teach the course again, we needed to do a new proposal and give it a new number, as if it was a new course all over again. But in reality the content should be the same as it was it the past since no changes were approved by the Spanish section other than we wanted to teach again this same course. So technically it has been taught before but under different number, 4100. I understand
that the Section Head then, Prof. Fernandez, asked Prof. Orozco when all this happened to be the person in charge of preparing the new proposal and submitting it then and I imaging that is why he met with the CAPPE committee yesterday to answer their questions and I am sure he can answer any further questions you my have but I hope this answer that specific question you ask in your email.

Please do not hesitate to contact me also if you need anything else or I can assist you in any other way

Regards

Dr. Elena Castro
Associate Professor
Director of Hispanic Studies & Associate Chair
Dept of Foreign Languages and Literatures
Louisiana State University

On Sep 18, 2014, at 3:00 PM, John D Pizer wrote:

Ms. Castrillo,

I am including Dr. Elena Castro, Spanish Section Head, in this response, as I am sure she would know the answer to your question, or would know who in the Spanish Section could answer it.

Thanks and best wishes,

John Pizer

From: Anna M Castrillo
Sent: Thursday, September 18, 2014 2:55 PM
To: John D Pizer
Subject: SPAN 4010 Proposal

Dr. Pizer,

I have received the SPAN 4010 C&C proposal and had a question concerning the course. Has this course been taught before? As a special topics course? Or will it be a required course in a degree program?

Sincerely,

Anna Castrillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991
**REQUEST FOR ADDITION OF NEW COURSE**

**Department:** Geography and Anthropology  
**College:** Humanities and Social Sciences  
**Date:** 9/5/14

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 2040</td>
<td>Geospatial Technology</td>
<td>2 hrs. lec 2 hrs. lab. Introduction to concepts and applications of modern geospatial technologies to various disciplines. Discusses the collection, input, storage, analysis, and visualization of spatial and attribute data.</td>
</tr>
</tbody>
</table>

### BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

- 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 __________

**ACADEMIC AFFAIRS APPROVAL:**

<table>
<thead>
<tr>
<th>Date</th>
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**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

- 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 Date</th>
<th>9/5/14</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9-17-14</td>
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</table>

<table>
<thead>
<tr>
<th>Department Chair's Signature</th>
<th>Date</th>
<th>College Dean's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9/8/14</td>
<td>Malcolm Wearaldson</td>
<td>9/17/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Dean's Signature</th>
<th>Date</th>
<th>Chair, FSCGC Committee's Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>9/17/14</td>
<td>Lawrence Thomas</td>
<td>10/7/14</td>
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<table>
<thead>
<tr>
<th>College/Division/Department</th>
<th>Contact (please print)</th>
<th>Email</th>
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**Contact Email:**

- [Email]

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Form A  
Effective: 28/6/15
Justification for GEOG 2040

Geography offers a top-heavy set of classes (few 1000- to 3000-level, but many 4000-level classes) to their undergraduate students. This was already critically mentioned in the last two departmental reviews. GEOG 2040 Geospatial Technology would be listed under the Mapping Sciences concentration in Geography. This concentration has currently two 2000-level, no 3000-level, and eight 4000-level classes listed in the General Catalog. One of the two 2000-level classes (GEOG 2039 Cartographic Drafting and Graphic Presentation) has not been taught since fall semester 2010 due to the retirement of the instructor. The second 2000-level class (GEOG 2055 Map Reading) is a requirement for both the B.A. and the B.S. degrees in Geography and is taught once a year. GEOG 2055 is mostly taken by Geography majors.

GEOG 2040 Geospatial Technology would add a much needed class to the 2000-level Geography and Mapping Sciences curricula. GEOG 2040 discusses concepts and technologies not only applicable to geography, but also to other departments in and outside the College of Humanities and Social Sciences. We thus expect GEOG 2040 to serve as an important recruiting tool to increase undergraduate majors in Geography and strengthen the Mapping Sciences concentration.

GEOG 2040 Geospatial Technology will serve as a foundation to advanced Mapping Sciences classes at the 4000-level and does not duplicate any other courses in Geography. A survey of classes in relevant other departments found that GEOG 2040 does also not duplicate any courses outside of Geography.
Louisiana State University  
College of Humanities and Social Sciences  
Department of Geography & Anthropology  

GEOG 2040 (3 credit hours) – Geospatial Technologies  

Instructor: Dr. Lei Wang, Associate Professor  
Department of Geography & Anthropology  
222E Howe-Russell Geosciences Complex  
Phone: 225.578.8876; Fax: 225.578.4420  
Email: leiwang@lsu.edu  

Office Hours: TBD  
On-site Locations: LSU Campus, E150 and E260, Howe-Russell Geosciences Complex  

Course Description:  
GEOG 2040 Geospatial Technologies (3 credit hours) this course aims to give an overview of modern technologies used for gathering, analyzing, and reporting spatial data, including Geographic Information Systems, Remote Sensing, Global Positioning System, Computer Cartography and Web maps.  

Course Objectives:  
Upon successful completion of this course, the students will be able to:  

(1) Build a knowledge foundation of geospatial technologies  
(2) Work with various geospatial technology hardware and software  

Text:  

Course Management System:  
Moodle  
http://moodle.lsu.edu/  

Software requirement:  
ArcGIS 10.2; Microsoft Office, ERDAS IMAGINE  

Learning Assessment & Evaluation  
Grades will be assigned on the scale of A (>=90%), B (80-89%), C (70-79%), D (60-69%), and F (<60%) and weighted as follows:  
Exams: 50% (midterm and final)  
Assignments (lab exercises, term paper, and reading assignments): 50%  
Total: 100%  
The exams will go paperless and will be given in the format of Moodle online test. Two class projects will be completed by students in the classes led by the instructor.
Tentative schedules:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Geospatial technologies and Spatial Data</td>
</tr>
<tr>
<td>2</td>
<td>Measuring the Earth: Basics of Geodesy and Coordinate Systems</td>
</tr>
<tr>
<td>3</td>
<td>Work with the Global Positioning System</td>
</tr>
<tr>
<td>4</td>
<td>Use spatial data in a Geographic Information System (GIS)</td>
</tr>
<tr>
<td>5</td>
<td>Using GIS for Spatial Analysis</td>
</tr>
<tr>
<td>6</td>
<td>Using GIS to make maps</td>
</tr>
<tr>
<td>7</td>
<td>Basics of Aerial Photography</td>
</tr>
<tr>
<td>8</td>
<td>Satellite Images of the environment</td>
</tr>
<tr>
<td>9</td>
<td>Interpretation of Satellite Images</td>
</tr>
<tr>
<td>10</td>
<td>Digital Landscape analysis</td>
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<tr>
<td>11</td>
<td>Visualizing data in 3D</td>
</tr>
<tr>
<td>12</td>
<td>Geospatial Cloud</td>
</tr>
<tr>
<td>13</td>
<td>Web Maps</td>
</tr>
<tr>
<td>14</td>
<td>Mobile apps for Geospatial technologies</td>
</tr>
</tbody>
</table>
Anna M Castrillo

From: Fahui Wang  
Sent: Thursday, September 18, 2014 4:21 PM  
To: Anna M Castrillo  
Cc: Linda T Strain  
Subject: RE: GEOG proposals

Anna:
Let me respond below your questions one by one.
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Hope this helps.
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James J. Parsons Professor
Chair, Department of Geography & Anthropology
Louisiana State University
Baton Rouge, LA 70803
http://ga.lsu.edu/facultv/fahui-wang/

From: Anna M Castrillo  
Sent: Thursday, September 18, 2014 3:41 PM  
To: Fahui Wang  
Subject: GEOG proposals

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I have received the two GEOG proposals and had a few questions:
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Sincerely,

Anna Castrillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
At their September 23, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the GEOG proposals:

- The Committee conditionally approved the proposal to change GEOG 4046: WEB GIS pending a revised syllabus that explains the grading criteria in more detail. The student should be given a short summary of each grading component. Since this course is a lecture, the syllabus should explain how these “labs” will function. Please also add a statement regarding out of class expectations. This tells the student how much time is expected outside of class spent on the course. Also, why are there no prerequisites for the course? Normally, 4000-level courses have prerequisites to provide a foundation for the advanced course.

- The Committee returned the proposal to add GEOG 2040. The Committee felt that the justification did not adequately spell out why this course was needed. How does it fit specifically in a curriculum? Will this course serve as a foundation for upper level courses? Perhaps there is a need for more 2000 or 3000 level courses in Geography. Will this course be added as a possible elective in a curriculum, concentration, or minor?

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

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
Justification why GEOG 2040 is needed and how it first into the Geography and Mapping Sciences Curriculum

Geography offers a top-heavy set of classes (few 1000- to 3000-level, but many 4000-level classes) to their undergraduate students. This was already critically mentioned in the last two departmental reviews. GEOG 2040 Geospatial Technology would be listed under the Mapping Sciences concentration in Geography. This concentration has currently two 2000-level, no 3000-level, and eight 4000-level classes listed in the General Catalog. One of the two 2000-level classes (GEOG 2039 Cartographic Drafting and Graphic Presentation) has not been taught since fall semester 2010 due to the retirement of the instructor. The second 2000-level class (GEOG 2055 Map Reading) is a requirement for both the B.A. and the B.S. degrees in Geography and is taught once a year. GEOG 2055 is mostly taken by Geography majors.

GEOG 2040 Geospatial Technology would add a much needed class to the 2000-level Geography and Mapping Sciences curricula. GEOG 2040 discusses concepts and technologies not only applicable to geography, but also to other departments in and outside the College of Humanities and Social Sciences. We thus expect GEOG 2040 to serve as an important recruiting tool and increasing our numbers in undergraduate majors in Geography and strengthen the Mapping Sciences concentration.

Of the three concentrations in Geography (Human Geography, Mapping Sciences, and Physical Geography), Mapping Sciences is the only concentration that does not currently offer a General Education class. Since the content of GEOG 2040 Geospatial Technology should also be of interest to a larger undergraduate community outside of geography, we plan to offer GEOG 2040 as a General Education class. GEOG 2040 could thus be offered to class sizes comparable to General Education classes in Human Geography and Physical Geography. Current class sizes in Human and Physical Geography currently range from 35 to 375. The enrollment in 2000- and 4000-level Mapping Sciences classes is currently restricted by the size of available seats (28) in our department computer lab.

We designate GEOG 2040 as a gateway course for our Mapping Sciences curriculum. Geographic Information System (GIS) is fast growing in both industry and academia. Currently, our department offers one GIS course at the senior level—GEOG 4047. This is an outdated structure for GIS education because there has been a drastic expansion of the knowledge and techniques in GIS in the last decade. In comparison, most of our peer institutions offer two GIS courses—one entry level and one intermediate level. GEOG 2040 is the entry level GIS course, and serves as a foundation to advanced Mapping Sciences classes at the 4000-level such as

- Geog 4044 - Computer Cartography
- Geog 4045 - Environmental Remote Sensing
- Geog 4046 - Webmapping (currently under revision to be retitled as “Web GIS”)
- Geog 4047 - Geographic Information Systems
- Geog 4048 - Methods of Spatial Analysis.

After the approval of the course, Geog 2040 will be considered as one of the required core courses for the minor in Geographic Information Systems.
GEOG 2040 does not duplicate any other courses in Geography. A survey of classes in relevant other departments found that GEOG 2040 does also not duplicate any courses outside of Geography.
Anna M Castrillo

From: Fahui Wang
Sent: Wednesday, October 08, 2014 3:03 PM
To: Anna M Castrillo
Cc: Linda T Strain
Subject: RE: GEOG Proposals
Attachments: GEOG 4046 Syllabus.docx; GEOG_2040_Geospatial Analysis Justification_10_8_14.docx

Anna:
I appreciate the very constructive and helpful comments from the committee. It took a while for us to address the issues.

On Geog 4046, we believe that the attached revision have addressed all Committee Concerns:
• Revise syllabus to explain the grading criteria in more detail. The student should be given a short summary of each grading component.
• Explain how the “labs” will function.
• Add a statement regarding out of class expectations. This tells the student how much time is expected outside of class spent on the course.
• Why are there no prerequisites for the course? [Response: No prerequisites as it stands now. It is very possible to add the newly proposed Geog 2040 (Geospatial Technologies) as a prerequisite after it is approved]

On Geog 2040, the committee requested more justification, specifically:
• How does it fit specifically in a curriculum?
• Will this course serve as a foundation for upper level courses?
• Will this course be added as a possible elective in a curriculum, concentration, or minor?
I believe that the revised justification has addressed the above concerns.
Let me know if you have any other questions.
Many thanks!
Fahui

From: Anna M Castrillo
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Dr. Wang,

Please see the attached memo regarding the actions taken by the C&C Committee yesterday for the GEOG proposals.

Sincerely,

Anna Castrillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991

LSU
**Request for CHANGING an Existing Course**

**Department**: Geography and Anthropology  
**Course Rubric & Number**: GEOG 4046  
**College**: Humanities and Social Sciences  
**Date**: 9/3/14

---

### PRESENT COURSE DESCRIPTION

**Title**: GEOG 4046 Webmapping  
**Semester Hours of Credit**: 3  
**Contact Hours Per Week**: (Indicate hours in appropriate course type.)  
**Course Description**:

GEOG 4046: Webmapping

The creation of websites for the presentation of geospatial data via the World Wide Web. Emphasis is placed on how the technologies of Internet Web servers, GIS application software and database management systems form a symbiotic relationship to make such websites possible.

---

### PROPOSED COURSE DESCRIPTION

**Title**: GEOG 4046 Web GIS  
**Short Title**: Web GIS  
**Semester Hours of Credit**: 3  
**Contact Hours Per Week**: (Indicate hours in appropriate course type.)  
**Course Description**:

GEOG 4046: Web GIS

Visualizing, analyzing, and distributing spatial data via web technologies. Emphasis is placed on how the technologies of web servers, geographic information system software, and database management systems interact to make map-enabled websites possible.

---

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

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

GEOG 4046: Web GIS will be offered in Fall 2015 under new instruction and with an added focus on web-based geographic information systems. Web GIS differs from web mapping in that it includes not just visualization but also analysis of and interaction with data. The new focus rests more squarely within the discipline of geography and the subfield of mapping sciences. GEOG 4046: Web GIS is the only course in the University that instructs students in web-based spatial analysis and geographic information system design. The course goes beyond the traditional desktop software to familiarize students with cutting-edge web technologies. The course greatly extends the mapping science offerings of the Department in this regard. It is a vital component in building an undergraduate or graduate student’s geographic literacy, and it also has a significant role in attracting traditional and non-traditional students to the Geography major, the Geography and Anthropology Ph.D., and the professional GIS certificate.

Effective Date:
Fall Semester 2015
GEOG 4046 Change Form Attachment

Is this course included in any curricula, concentrations, or minors?

Minor in GIS
**Formal Catalog Statement:**
GEOG 4046: Web GIS. Visualizing, analyzing, and distributing spatial data via web technologies. Emphasis is placed on how the technologies of web servers, geographic information system software, and geodatabase management systems interact to make map-enabled websites possible. 3 credit hours.

**General Statement:**
The purpose of this course is to give students hands-on experience with creating websites that employ live, interactive maps generated from geospatial data from various sources. Emphasis will be placed on how the technologies of web servers, geographic information system software, and database management systems form a relationship to make such web sites possible. The course will raise in students an awareness of these technologies and build their capacity for decision making in fields that produce or consume web-based geospatial content.

At the end of this course, a student should be able to create a website that will generate interactive maps driven by geospatial data from various sources, and apply their knowledge to decision making in academic and professional fields.

The course will be offered in the Department of Geography and Anthropology once every academic year.

**Text:**


**Course Content:**
Week 1: Introduction of available computer resources. Introduction to web server concepts, databases, markup and programming languages, and web development software.

Week 2: Introduction to spatial data, commonly used sources of vector and raster data, and data distribution, e.g., via files and web services.

Week 3: Introduction to server technologies used in websites and web GIS, such as Internet Information Services (IIS), ArcGIS for Server, and SQL databases. Introduction to JavaScript and its use in popular web map application programming interfaces (API).

Weeks 4 through 6: Building simple web applications to display data on a map, including defining map object properties, connecting to data sources, and creating an interface to present the map to users. Web maps will be generated using multiple APIs for comparison of features and methods across service providers.
Syllabus for GEOG 4046: Web GIS

Weeks 7 through 9: In-depth exploration of ArcGIS for Server—best practices, relationships between data and software components; built-in features; and producing and consuming GIS services.

Week 10: Creating thematic maps for publication to a GIS server.

Weeks 11 through 13: Spatial data analysis with the ArcGIS for Server JavaScript API—using the server to perform common GIS operations normally done in desktop GIS software.

Week 14: Editing feature classes from the desktop and on mobile devices.

Remaining weeks: Independent projects designed by students and approved by the instructor—students apply their newly acquired skills in a mock contract to design a web GIS, from identification of data sources to delivering content to end users.

Instructor Contact Information:
Luke Driskell
luke@lsu.edu
225-578-6185

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-term project</td>
<td>30%</td>
</tr>
<tr>
<td>Final project</td>
<td>40%</td>
</tr>
</tbody>
</table>

Lab assignments:
The course is taught in a lab where each student will have a computer workstation. A typical class period consists of a lecture mixed with hands-on exercises with software. The exercises teach skills that are applied to lab assignments given throughout the semester. Students will produce some output for each assignment, for example a dataset published as a web service, and the assignment will be graded based on its fulfillment of "the customer's criteria", defined in the assignment guidelines. Lab assignments might vary in weight depending on complexity, but together compose 30% of the final grade.

Mid-term project:
Outputs from the lab assignments contribute to a mid-term project that pulls together the technologies, methods, and skills learned up to that point to form a working web resource (e.g., web pages or web services). Like the lab assignments, the mid-term must satisfy the customer's criteria, providing each feature defined in the project guidelines for 30% of the final grade.

Final project:
Through additional lab assignments, the ongoing project is shaped into a finished product—the final. The final project employs all major concepts taught in the course in a
unified system serving, consuming, analyzing, and visualizing spatial data. The application must satisfy the customer's criteria, but students use their new-found decision making skills to choose the best technologies and methods to deliver a satisfactory product for 40% of the final grade.

**Expectations outside of class**
Assignments that cannot be completed during class will require students to finish the work in a campus computer lab, such as the Geography and Anthropology GIS lab in Howe-Russell E220, or acquire the requisite software for use on their personal computer. Time spent on an assignment outside of class might be expected to mirror time spent on the related topics in class, including the lectures and exercises.

**Grading Criteria:**
Points for each assignment are earned based on the extent to which the defined criteria are met. The accumulated points at the end of the semester are divided by the total possible points for the final grade:

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