**Request for Changing an Existing Course**

<table>
<thead>
<tr>
<th>PRESENT COURSE DESCRIPTION</th>
<th>PROPOSED COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Advanced Computer Architecture</td>
</tr>
<tr>
<td><strong>Semester Hours of Credit</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>If combination course type, # hrs. of credit</strong></td>
<td>Lecture: 3, Lab/Sem/Rec: 0</td>
</tr>
<tr>
<td><strong>Repeat Credit Max. (If repeatable):</strong></td>
<td>Not repeatable</td>
</tr>
<tr>
<td><strong>Graduate Credit?</strong></td>
<td>Yes X, No</td>
</tr>
<tr>
<td><strong>Credit will not be given for this course and:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Contact Hours Per Week:</strong> (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td>Recitation</td>
<td></td>
</tr>
<tr>
<td>Intern</td>
<td></td>
</tr>
<tr>
<td>Res/Ind</td>
<td></td>
</tr>
<tr>
<td>Clin/Pract</td>
<td></td>
</tr>
<tr>
<td><strong>Total Weekly Contact Hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Grading System:</strong></td>
<td>Letter Grade X, Pass/Fail</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>(Include course number, title, etc., exactly as it appears in the General Catalog)</td>
</tr>
<tr>
<td>EE 7720 Advanced Computer Architecture (3) Prereq.: EE 4720 or equivalent. High performance computer architectures; vector processing; parallel processing and interconnection networks</td>
<td></td>
</tr>
</tbody>
</table>

| **Title** | Advanced Computer Architecture |
| **Short Title** | ADV COMPUTER ARCH |
| **Semester Hours of Credit** | 3 |
| **If combination course type, # hrs. of credit** | Lecture: 3, Lab/Sem/Rec: 0 |
| **Repeat Credit Max. (If repeatable):** | Not repeatable |
| **Graduate Credit?** | X Yes, No |
| **Credit will not be given for this course and:** | |
| **Contact Hours Per Week:** (Indicate hours in appropriate course type.) | |
| Lecture | 3 |
| Lab | |
| Seminar | |
| Recitation | |
| Intern | |
| 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) |
| EE 7720 Advanced Computer Architecture (3) Also offered as CSC 7080. Prereq.: EE 4720 or equivalent. High performance computer architectures; vector processing; parallel processing and interconnection networks |

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

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

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

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

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**

<table>
<thead>
<tr>
<th>Department Approval Date</th>
<th>15DEC15</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Approval Date</td>
<td>1/25/16</td>
</tr>
</tbody>
</table>

**Department Chair Signature**

**Graduate Dean Signature**

**College Contact**

**Academic Affairs Approval**
JUSTIFICATION:
The cross listing of EE 7720 and CSC 7080 is part of an ongoing partnership since the formation of the School of Electrical Engineering and Computer Science to collaborate and effectively use common resources. The Division Electrical Engineering & Computer Science and the Division of Computer Science & Engineering intend to share the teaching obligations of the course.

The title alteration for CSC 7080 is the addition of the preface adjective, “Advanced”, in order to demonstrate consistency with the current course title of EE 7720.

REQUIRED:
CSC 7080 is required for students pursuing the doctorate (Ph.D.) in Computer Science. Therefore the courses will be scheduled simultaneously at least once per academic year.
EE7720 Advanced Computer Architecture

Instructor: Dr. Lu Peng
Office: PTH 3189, Phone: 578-5535, Email: lpeng@lsu.edu

Course Objectives and Outline

This course teaches students fundamental knowledge in Computer Architecture and Microarchitecture. It is an entry-level graduate course and best suitable for the first year Ph.D. or Master students who are interested in computer architecture, compilers, operating systems, programming languages, VLSI designs, application specific architectures. Many exciting topics will be covered:

- Fundamentals of Computer Design
  - Performance, Power, Reliability, Security etc.
- Instruction Level Parallelism (ILP) and Its Exploitation
  - Pipelining
  - Compiler Techniques for Exposing ILP
  - Hardware-Based Speculation
  - Out-of-order execution, Multiple issue
  - Dynamic branch prediction
- Memory Hierarchy Design
  - Advanced Optimizations of Cache Performance
  - Virtual Memory
- Data-Level Parallelism in Vector, SIMD, and GPU Architectures
- Multiprocessors and Thread-Level Parallelism
  - Symmetric Shared-Memory Architectures (SMP)
  - Distributed Shared Memory and Directory-Based Coherence (DSM)
  - Synchronization
- Case studies
  - Intel Core i7 Architectures
  - Sun Niagara
  - ARM Cortex-A8
  - IBM Cell processor
  - Google and Amazon Datacenters
  - NVIDIA GTX-280 and GTX-480

Required Text
Computer Architecture: A Quantitative Approach. 5th Ed. John L. Hennessy and David Patterson
ISBN: 978-0123838728
Publisher: Morgan Kaufmann Publishers
Pub. Date: 2012

Prerequisite
Computer organization EE 4720 or equivalent

Recommended Reading
Computer Organization and Design, 3rd Ed.
   David A. Patterson, John L. Hennessy
   Publisher: Morgan Kaufmann Publishers
Modern Processor Design: Fundamentals of Superscalar Processors
   John Paul Shen, Mikko H. Lipasti
   ISBN 0-07-057064-7
   Publisher: McGraw-Hill Publishers, 2005

Grading Policy
Homework and Project (45%) Midterm exam (25%) Final exam (30%)
Bonus (10%): I will randomly give 10 simple quizzes at the end of 10
classes. The major purpose of quizzes is to check your attendance.

• Grading Scale:
  o A+ ≥ 97, A ≥ 93, A- ≥ 90
  o B+ ≥ 87, B ≥ 83, B- ≥ 80
  o C+ ≥ 77, C ≥ 73, C- ≥ 70
  o D+ ≥ 67, D ≥ 63, D- ≥ 60
  o F < 60

Plus/Minus Grades Guidance
https://sites01.lsu.edu/wp/registraroffice/academics/plusminus-grades-guidelines/

A grading curve may be used to allow for a more favorable grade distribution

To be fair to all students, Homework and Projects should be handed in on
time. You will lose 20 points (based on 100 points for each homework or
project) for each day late until lose all points after five days. You must
make sure to join the midterm and final exam. If you have any necessary
reason to reschedule your exams, let me know and show me your evidences.
# Request for Changing an Existing Course

### Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Computer Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: 3</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>Not repeatable</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes (\times) No____</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade (\times) Pass/Fail</td>
</tr>
</tbody>
</table>

**CSC 7080 Computer Architecture (3)** Background in electronics not required. Functional architecture of modern computer systems; detailed description of instruction set implementation with monoprocessor and multiprocessor structures; design and analysis of instruction sets and control structures.

### Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Advanced Computer Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>ADV COMPUTER ARCH</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: 3</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>Not repeatable</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes (\times) No____</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>EE 7720</td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade (\times) Pass/Fail</td>
</tr>
</tbody>
</table>

**CSC 7080 Advanced Computer Architecture (3)** See EE 7720.

### Justification/Explanation

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

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

**Justification/Explanation:** Use separate sheet.

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

### Approvals

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>December 5, 2015</th>
<th>College Faculty Approval Date</th>
<th>12/25/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>2-2-2016</td>
<td>College Dean Signature</td>
<td>12/13/16</td>
</tr>
<tr>
<td>(date)</td>
<td></td>
<td>(date)</td>
<td>11/16/10</td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td>1/10/16</td>
<td>Chf. FS C&amp;C Committee</td>
<td>12/13/16</td>
</tr>
<tr>
<td>(date)</td>
<td></td>
<td>(date)</td>
<td></td>
</tr>
<tr>
<td>College Contact</td>
<td>E-mail</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JUSTIFICATION:
The cross listing of EE 7720 and CSC 7080 is part of an ongoing partnership since the formation of the School of Electrical Engineering and Computer Science to collaborate and effectively use common resources. The Division Electrical Engineering & Computer Science and the Division of Computer Science & Engineering will share the teaching obligations of the course.

The title alteration for CSC 7080 is the addition of the preface adjective, "Advanced", in order to demonstrate consistency with the current course title of EE 7720.

After examining the content of EE 7720 and CSC 7080 by faculty from the two divisions, the two courses, EE 7720 and CSC 7080 were determined to be the same course. In the future, the faculty of record, teaching a combined section, will be aware of the diverse educational backgrounds of the students enrolled. Class examples and illustrations will be adapted if and when necessary.

The same syllabus for both EE 7720 and CSC 7080 will be used for students enrolled in the class.

REQUIRED:
CSC 7080 is required for students pursuing the doctorate (Ph.D.) in Computer Science. Therefore the courses will be scheduled simultaneously at least once per academic year.
CSC 7080 – Computer Architecture

Spring 2016, Syllabus

Department of Computer Science, Louisiana State University

Class Time & Location: Tuesdays 5:00-7:50pm, 116 Tureaud Hall

Instructor: Prof. Konstantin Busch
Office: 354 Hatcher Hall
Phone: 578-7510
Email: busch@csc lsu edu

Office Hours: Monday, Thursday 1:30-2:30pm


Prerequisites:
It is desirable to have a basic background in the topics: computer organization; pipeline design; memory hierarchies; digital design, computer programming

Course Goals:
The course goal is to cover fundamental ideas and approaches in modern computer architecture. To teach issues involved in CPU design and memory hierarchies. To introduce basic concepts such as pipeline design, instruction level parallelism, and cache coherence protocols.

Topics Covered:
Fundamentals of Quantitative Design and Analysis (Chapter 1)
Memory Hierarchy Design (Chapter 2)
Instruction-Level Parallelism (Chapter 3)
Data-Level Parallelism (Chapter 4)
Thread-Level Parallelism (Chapter 5)
Instruction Set Principles (Appendix A)
Review of Memory Hierarchy (Appendix B)
Pipelining (Appendix C)

Grading:
- Homework assignments: 20%
  There will be about 3 homework assignments.
- Computer projects: 20%
  There will be a software project. Each student should prepare the project individually on their own.
- Paper presentation: 10%
  Each student will give a 10-minute presentation in class of a paper
  selected from conference proceedings or journals on a topic related to
  computer architecture.
- Midterm Exam: 25%
- Final Exam: 25%

Grade scale:
  100-90 = A (A+ 97, A 93, A- 90)
  89-80 = B (B+ 87, B 83, B- 80)
  79-70 = C (C+ 77, C 73, C- 70)
  69-60 = D (D+ 67, D 63, D- 60)
(Note that D grade is not a passing grade for graduate students.)

**Academic Integrity:**
LSU Code of Student Conduct governs all work in this course. Unless indicated
otherwise, all written work that is handed in must be prepared only by the individual
whose name appears on the document. Your instructor and teaching assistant are
authorized to give you help on all work (help will not be given if it provides unfair
advantage). Refer to [http://students.lsu.edu/saa/code_10_1](http://students.lsu.edu/saa/code_10_1) for more details on definition
of academic misconduct.
Request for **CHANGING** an Existing Course

<table>
<thead>
<tr>
<th>Department</th>
<th>Philosophy and Religious Studies</th>
<th>College</th>
<th>Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>PHIL 4950</td>
<td>Date</td>
<td>9/12/2016</td>
</tr>
</tbody>
</table>

### PRESENT COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Advanced Epistemology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td></td>
</tr>
<tr>
<td>Lecture:</td>
<td></td>
</tr>
<tr>
<td>Lab/Sem/Rec:</td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable)</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>N/A</td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade 3</td>
</tr>
<tr>
<td>Course Description:</td>
<td></td>
</tr>
<tr>
<td>PHIL 4950 Advanced Epistemology (3)</td>
<td></td>
</tr>
<tr>
<td>Prereq.: PHIL 3950 or consent of instructor. Topics may include naturalized epistemology, internalism vs. externalism about justification; a priori knowledge; justification and truth; skepticism, Bayesian approaches to justification, contextualist theories of knowledge and the possibility of non-inferential justification.</td>
<td></td>
</tr>
</tbody>
</table>

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Advanced Epistemology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>ADV EPistemology</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td></td>
</tr>
<tr>
<td>Lecture:</td>
<td></td>
</tr>
<tr>
<td>Lab/Sem/Rec:</td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable)</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>X Yes No</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>N/A</td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade 3</td>
</tr>
<tr>
<td>Course Description:</td>
<td></td>
</tr>
<tr>
<td>PHIL 4950 Advanced Epistemology (3)</td>
<td></td>
</tr>
<tr>
<td>Prereq.: PHIL 3950 or consent of instructor. Topics may include naturalized epistemology, internalism vs. externalism about justification; a priori knowledge; justification and truth; skepticism, Bayesian approaches to justification, contextualist theories of knowledge and the possibility of non-inferential justification.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

### APPROVALS

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>9/12/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>10/3/16</td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td>11/23/16</td>
</tr>
</tbody>
</table>

| College Faculty Approval Date | 11/9/16 |
| College Dean Signature | 11/10/16 |
| Acdec Affairs Approval | 12/13/16 |
Affected Curricula/Concentrations/Minors:

Course is an upper-division elective for the philosophy major. This status is unchanged.

Justification

This proposal removes the prerequisite of PHIL 3950 for PHIL 4950. This prerequisite is not needed, as the course is now being taught in such a way that this background is not required (all relevant background can be obtained by taking 4950 itself). Should students wish to reinforce that background material, there are a variety of ways in which they can do that (too many and too varied for a prerequisite, including PHIL 2033, 2035, 2745, 2786, 3950, 4951, and 4955).

Further, the existence of this prerequisite was a significant barrier to undergraduate enrollment in PHIL 4950, which has led to its not being offered in a number of years. We are interested in offering it again to our students, and removing this prerequisite will help to ensure high enrollment.
REQUEST FOR ADDITION of NEW COURSE

Department: English
College of Humanities and Social Sciences

Date: 09/10/16

PROPOSED COURSE
Short Title: Language Diversity
Rubric & No.: ENGL 2716
Title: Language Diversity, Society, & Power

COURSE CREDIT
Graduate Credit: YES X 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: YES X NO
Grading System: Letter Grade Pass/Fail

(Catalog justifications 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: 40 (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)

ENGL 2716 Language Diversity, Society, & Power (3)
Social construction of language ideologies and issues of power as they relate to language variation and use. Examination of why language variation exists and how dialect intersects with race, gender, and social class, with particular focus on political and social identities. Discussion focus on how dialects and “Standard English” contribute to persistent economic and civic inequalities in contemporary American society.

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.)
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 10-18-2016
College Faculty Approval 11-9-16

Department Chair’s Signature 10-18-2016
College Dean’s Signature (date)
Graduate Dean’s Signature (for 4000 level and above) (date)

College Contact:
(Please print name )

College Contact E-mail:

(date)

(date)

(date)

(date)

(date)
REQUEST FOR ADDITION OF NEW COURSE

Department: Interdepartmental Program in Linguistics
College of Humanities and Social Sciences

Date: 09/10/16

PROPOSED COURSE
Short Title: Language Diversity
Rubric & No.: LING 2716
Title: Language Diversity, Society, & Power

COURSE CREDIT
Graduate Credit: X 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)

/ LEC/REC / LEC/SEM / LEC / LAB / LEC/LAB / SEM / CLIN/PRACT / RES/IND
Maximum enrollment per section: 40 (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)
LING 2716 Language Diversity, Society, & Power (3)

See ENGL 2716.

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.)
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 9-6-16
(date)

Department Chair's Signature
(date)

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

College Contact:
(Please print name)

College Contact E-mail:

College Faculty Approval 11-9-16
(date)

College Dean's Signature (date)

Chair, FS C&C Committee (date)

Academic Affairs Approval 12/13/16
(date)
Attachment 1: Justification

The objectives of the course are to empower students in a) understanding language variation and language use in the world around them, b) learning about social biases in speech perception and how these biases affect people’s lives, and c) determining goals and developing strategies for social activism. With these objectives in mind, the course will be of interest to students from a wide variety of disciplines, not limited to humanities and social sciences.

ENGL 2716 fits in the curriculum of two English concentrations: 1) Rhetoric, Writing, & Culture, and 2) Secondary Education in English. Currently, the number of courses in language and literature that satisfy requirements in these two concentrations is extremely unbalanced. There are only three lower-level ENGL courses in English language: two of them (2710 and 2012) are exclusively about English grammar; one of them (2300) is focused on different approaches to text analysis. In comparison, students can choose from 10-13 different courses in literature, depending on their concentration. ENGL 2716 will help to expand course offerings in English language for freshmen and sophomores. It is the only 1000- or 2000-level course that is focused on issues of language diversity and its social ramifications, the topic of direct relevance and crucial importance for two concentrations mentioned above. This course can be taught by the following English faculty: Irina Slivort (tenure-track faculty), Lillian Bridwell-Bowles (tenured faculty), Jeffrey Smith (instructor), Tracy Worles (instructor), Alan Camp (instructor), and Gregory Johnson (visiting professor).

LING 2716 fills a gap in the curriculum of the Interdepartmental Linguistics Program in that, currently, the number of lower-level and upper-level linguistics courses is extremely unbalanced, three versus thirty-five, respectively. Lower level LING courses include 2710 (Descriptive grammar of English), 2010 (Symbolic logic), and 2050 (Introduction to language). LING 2716 can be taught by the same English faculty members listed above, because all of them are also Linguistics Program faculty members. In addition, Mary J. Brody (tenured faculty in the Department of Geography and Anthropology, and the Linguistics Program member) can teach this course.

The course will not replicate other existing courses in the catalogue. Content-wise, the course may have limited overlap with the following currently offered courses (the differences are highlighted under each course comparison):

COMD/LING 2050 Introduction to Language (3)
LING 2050 focuses on language structure: phonetics, phonology, morphology, syntax, & semantics. It touches upon the topic of dialects but does not consider a variety of social factors in language variation and use.

ENGL 2300 Interpreting Discourse (3)
ENGL 2300 focuses on three approaches to text: linguistic, rhetorical, and cultural. Although discussed in some instructor syllabi, sociolinguistic language variation is not a part of this course.

ANTH/LING 3060 Introduction to Anthropological Linguistics (3)
ANTH 3060 focuses on introducing students to different type of languages (linguistic typology) in cultural context. Analyses include the analysis of word meaning and structure, non-verbal and paralinguistic communication, common language myths in societies around the world.

AAAS 3341/LING 3341 African American English (3)
AAAS 3341 offers a survey of major issues related to historical and contemporary development of African-American speech, focusing on linguistic and social features. Other social groups and other types of social variables aside from ethnicity and race are not included in the survey.

ENGL/LING 3716 Dialects of English (3)
ENGL 3716 focuses on only one social variable that is regional variation in the US. This course does not utilize both of the sociological and linguistic approaches. It does not systematically consider factors in language variation other than regional and ethnic factors. It is focused on the linguistic structure in variation (e.g., difference in sounds and grammar), and not on the social implications of language variation.

ANTH/LING 4060 Language and Culture (3)
This course examines relationships between various aspects of language and culture from anthropological perspective.

In sum, ENGL 2716/LING 2716 will be distinct from above mentioned courses in that it is focused on a systematic investigation of the role of social factors in language variation and speech; it is targeted at freshmen and sophomore students who have interest in learning about the role social power structures play in language use. While anthropological linguistics is typically based on ethnographic approach to language and cultural description, this course is based on quantitative and qualitative approaches. While higher-level (3000- and 4000-level) linguistic courses are typically focused on a systematic investigation of structural differences in language(s), this introductory course aims to raise awareness of language related issues and social activism while empowering students to more consciously understand the impact and cost of their personal language identity and choices.
Attachment 2: Syllabus

LANGUAGE DIVERSITY, SOCIETY, & POWER
General Education & Communication-Intensive Course
ENGL 2716 / LING 2716

Course Information
Lectures: MWF 10:30-11:20; Coates Hall 218
Credit: 3 credit hours

Contact Information
Dr. Irina Shport, Assistant Professor
Office: Allen Hall 11
Office hours: T 10-12; W 11:30-12:30
E-mail: ishport@lsu.edu

Course Outline
The course considers the social construction of language ideologies and issues of power as they relate to language variation and use. It explores why language variation exists and how dialect intersects with race, gender, and social class, with particular focus on political and social identities. Discussions are focused on how dialects and “Standard English” contribute to persistent economic and civic inequalities in contemporary American society. Through this course, you will learn about sociolinguistic methods of study and research findings, and consider varieties such as Appalachian English, African American English, Native American English, Latino English, and other ethnic and regional varieties.

Specific Course Objectives
Upon successful completion of this course students will be able to:
- Discriminate between the internal language structures (phonological, morphological, syntactic) and patterns of language use (social variables)
- Properly describe some features of dialects, genderlects, and sociolects
- Apply some sociological theories to dialects of a language
- Apply quantitative and qualitative reasoning to the investigation of sociologically informed questions about language and society
- Conduct a sociolinguistic interview established in the field of sociolinguistics.

Required Materials
PDF files of readings are 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 of General Education Learning Outcomes
This course meets the requirements of the LSU General Education Component in the area of Social Sciences. “The Social Sciences inquire systematically into the nature of human association, the bonds and interactions among human beings. The goal of the General Education requirement in the Social Sciences is to introduce students to this systematic inquiry so that they will better appreciate the complexity of the social world and act as free and responsible citizens, able to make informed choices in governing their own lives and participating in their communities. As there is a diversity of associations – both in that everyone associates with others in various ways (for example, as members of families and as citizens of states), and in that these associations take a variety of forms (for example, the different forms of government) – so there is a diversity of method and approach to the study of human society” (http://www.cae.lsu.edu/gededhome/gened-ss.html).

This course provides instruction and guidance that help students to reach the following competency: “LSU graduates will demonstrate an understanding of factors associated with global interdependence, including economic, political, psychological, cultural and linguistic forces.”

In order to develop this competency, students will do the following activities and assignments:
- Students will come to understand global interdependence via understanding the relationship between individual-level factors such as language structures and group-level factors such as social class, gender, ethnicity, and race (all assignments will be focused on this relationship).
- Students will conduct group projects unveiling the relationship between Southern speech patterns and relevant social factors, a relationship which exemplifies, on a local level, the relationship observed in all speech communities.
- Compare and contrast the approaches to language that are used in Sociology and Linguistics.
- Determine how ideological structures surrounding dialects and social groups impact people’s lives.
- Examine how social identities based on race, gender, and class are expressed via sociolinguistic variation.
- Analyze how social identities are historically constructed within and between social institutions such that it leads to differential social valuation of some identities.
- Formulate plans of action for changing racial and sexual discrimination using approaches from both Sociology and Linguistics.

**Course Requirements and Evaluation**

<table>
<thead>
<tr>
<th>Assessment type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly reflection journals</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion questions</td>
<td>10%</td>
</tr>
<tr>
<td>Group research project</td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Practice presentation</td>
<td>Pass / non-pass</td>
</tr>
<tr>
<td>Final poster presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>


**Note 1.** Please contact us throughout the semester if you have questions or concerns about your grade. **YOU SHOULD NOT WAIT UNTIL THE END OF THE SEMESTER OR AFTER THE SEMESTER ENDS TO EXPRESS CONCERNS ABOUT YOUR GRADE!**

**Note 2.** Out-of-class expectations. It is expected that students have read the assigned reading prior to class in order to participate in in-class discussions and activities. 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 on reading or writing assignments for the class.

**Note 3.** Late submissions. E-mail and late submissions will not be accepted unless you request extension in advance and provide a valid reason for your request. Late reflections, discussion questions, and research project related assignments will receive 10% penalty for each overdue day.

**Note 4.** 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”.

**Participation and Attendance (10%)**

Attendance matters! You cannot expect to do well in class if you don’t attend and participate. The current university policy on excused absence from class is stated in PS-22, [https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/22/](https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/22/). While any unexcused absence will negatively affect your participation grade and bar you from completing makeup work, students who exceed 3 unexcused absences will be docked 2% of the final grade for each absence above the allowed limit. Those who exceed 6 total unexcused absences will automatically fail the class.

Laptop use is allowed during any class period only for class activities or note taking. Surfing the web, social media, or any other non-class related activity is prohibited. Violations will negatively affect your participation and attendance grade.
Your performance in small groups will be evaluated not only by the instructors, but also by your other group members. At the end of the semester you will be required to fill out an evaluation for each of your group members’ performance during group discussions and the Group Research Project. We will adjust both your participation grade and each type of activity’s grade based on these evaluations. Participation in this class requires reading the assigned materials BEFORE the class day on which they are assigned and completion of online assignments by their due dates.

Your e-mails of the type “I missed the class. Was there anything important covered that I need to know?” will not be answered. If you missed a class, make an effort to catch up during my office hours. Attending and participating in every class is crucial to your grade.

Weekly Reflection Journals (30%)

Every week before the beginning of Wednesday’s class you will submit on Moodle a reflection journal entry that connects to one or more of the readings for that week. This reflection should demonstrate not only that you completed the readings, but that you critically reflected upon their content and made connections to at least two of the numbered options:

1. Other concepts and/or content covered in the class (readings, discussions, and/or lectures)
2. News articles that relate to an aspect of what is being learned in this class
3. Research from your group project
4. Content from other classes that you’ve taken that supports or contradicts the material
5. Personal experiences outside of class with the topic under discussion
6. The social, political, and/or economic consequences of linguistic and social identity choices

Each reflection should be no more than ONE double spaced page. It should be written in 12 point Times New Roman font with 1-inch margins. If you reference materials from outside of class (News, journals, books) you must include a second page with these references in an APA or MLA formatted bibliography.

Discussions questions (10%)

Each student is required to submit one discussion question via Moodle by 7pm on Wednesday of every week. The Moodle space to submit discussion questions will be available from the Monday before questions are due until the above specified time. In-class discussions will generally involve small group and whole class discussions, with small group consisting of your assigned group members. Discussion questions must relate to the material being studied that week, but may connect the current material with past material. It is your responsibility to make this relationship explicit. Do not have your reader guess! These discussion questions will also be used for group discussion during Friday’s class. They will also form a question bank from which some of the midterm and final exam questions will be drawn.

Questions will be graded on both content and clarity as following:
1 = Great: Focused, well situated with the material, well written
0.5 = Fair: accurate summary but lacks context and/or clear writing
0 = Missing the point, and/or incomplete.

Group Research Project (20%)

Throughout the semester you will be working with your group members on researching a topic that extends one of the core areas covered in the class, along a path that we did not cover in class. This project will have three components due throughout the semester. First, a proposal of no more than one page, detailing the areas covered in class that you want to expand on, and how you would like to expand. Second, a detailed outline of the sources you’ve assembled and how they relate to each other and the questions chosen for the study. Third, at the end of the semester your group will present the results of your research in a poster session format, which will take place during the last week of classes.

Exams (30%)

There will be a midterm and a final, both of which are non-cumulative exams each worth 15% of your total grade. Each exam will cover the material since the last exam up until the current one. Each will consist of a mixture of multiple choice, true false, matching, fill in the blank, and short answer questions.

CLASS POLICIES

Students with disabilities

Louisiana State University is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible.
If you request special accommodations in class, document your disability with the Office of Disability Services, and bring me a Semester Accommodation Letter from ODS. Consider contacting the office early so that necessary accommodations could be arranged: http://disability.lsu.edu; 225-578-5919; disability@lsu.edu. Refer to the LSU policy PS-26 for the details of the policy, http://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/26/.

**Academic integrity**

While it is strongly encouraged to work together in class or outside the class when reading assigned materials or working on assignments, students must write their assignments independently. In other words, the homework you turn in should not look identical to the work of another student.

Furthermore, your papers and presentations should consist of the summary of the materials in your own words, your own analysis and discussions. It is natural and expected to include other people’s work, but when doing so, the source of the materials must be cited properly. This includes information taken from the Internet. Using information without giving credit to the source is considered plagiarism. For other examples of plagiarism see http://students.lsu.edu/saa/students/plagiarism. I am obliged to report suspected academic misconduct to the Dean of Students. Academic honesty is further discussed in Section 10.1 of the LSU Code of Student Conduct, http://students.lsu.edu/saa/code_10_1.

**Harassment and Anti-discrimination**

Louisiana State University provides equality of opportunity in education and employment for all students and employees. Accordingly, LSU is committed to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical capacity, or veteran status is a violation of state and federal law and/or LSU policies PS-1 (https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/1/) and PS-73 (https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/73/). These policies require instructors to immediately notify the Office of Human Resource Management about any received complaints (Room 110, Thomas Boyd Hall, phone: 225-578-8200). Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited.

**SCHEDULE**

All readings are posted on the Moodle site, under the heading for each Topic. *This is a tentative schedule, and is subject to change depending on circumstances.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading / Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><em>Introduction to Sociolinguistics</em></td>
<td></td>
</tr>
<tr>
<td>1/11</td>
<td></td>
<td>Schwalbe – “Inventing the Social World”</td>
</tr>
<tr>
<td>1/13</td>
<td></td>
<td>Schwalbe – “The roots of Inequality”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bell – “What are Sociolinguistics”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edwards – “Identity, the Individual, and the Group”</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><em>Ideology &amp; Language</em></td>
<td></td>
</tr>
<tr>
<td>1/16</td>
<td></td>
<td>Fairclough – “Language and Ideology”</td>
</tr>
<tr>
<td>1/18</td>
<td>NO CLASS: MLK Day</td>
<td>Schwalbe – “Images, Representations, and Accounts”</td>
</tr>
<tr>
<td>1/20</td>
<td></td>
<td>Edwards – “Dialect and Identity: Beyond Standard and Vernacular”</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><em>Ideology &amp; Language</em></td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td></td>
<td>Lippi-Green – “Language Subordination”</td>
</tr>
<tr>
<td>1/25</td>
<td></td>
<td>Preston – “They speak really bad English down South and in New York City”</td>
</tr>
<tr>
<td>1/27</td>
<td></td>
<td>Milroy – “Children can’t speak or write properly any more”</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><em>Social Status &amp; Class</em></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Social Status &amp; Class</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GROUP RESEARCH PROPOSAL DUE**
Include something on judicial policies, language and law?

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Social Status, Class, Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/13</td>
<td></td>
</tr>
<tr>
<td>2/15</td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td></td>
</tr>
</tbody>
</table>

**Lippi-Green** – “The Educational System”
**Johnson** – “Debunking the ‘language gap’”

**MID-SEMESTER EXAM**

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/20</td>
<td>Defining gender and sex</td>
</tr>
<tr>
<td>2/22</td>
<td>Language and gender “universals”</td>
</tr>
<tr>
<td>2/24</td>
<td>Language and gender variables: Localized identity</td>
</tr>
</tbody>
</table>

**Connell** – “Sex differences and gendered bodies.”
**Holmes** – “What is gender? Sociological approach”
**Holmes** – “Women’s talk: The question of sociolinguistic universals”
**Cameron** – Ch. 1-2

**Wolf** – “Young women, give up the vocal fry and reclaim your strong female voice.”
**Cameron** – “just don’t do it”

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Gender identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/27</td>
<td>NO CLASS: Mardi Gras</td>
</tr>
<tr>
<td>3/1</td>
<td>NO CLASS: Mardi Gras</td>
</tr>
<tr>
<td>3/3</td>
<td>Identity-based language variation</td>
</tr>
</tbody>
</table>

**GROUP RESEARCH BIBLIOGRAPHY DUE**
**Cameron** – Ch. 4-5
**Levon** – “Sexuality in context”

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Constructing femininity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/6</td>
<td>Identity-based language variation</td>
</tr>
<tr>
<td>3/8</td>
<td>Language and power: subversion of gender paradigms</td>
</tr>
<tr>
<td>3/10</td>
<td>Gender and ethnicity</td>
</tr>
</tbody>
</table>

**Eckert** – “The whole woman”
**Holmes** – “Women Talk Too Much”
**Bucholtz** – “Geek the girl”
**O’Barr & Atkins** – “Women’s language or powerless language?”

**Mallinson & Childs** – “Communities of practice in sociolinguistic description”

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Constructing masculinity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/13</td>
<td>Identity-based language variation</td>
</tr>
<tr>
<td>3/15</td>
<td>Language and power: subversion of gender paradigms</td>
</tr>
<tr>
<td>3/17</td>
<td>Gender and ethnicity</td>
</tr>
</tbody>
</table>

**Kiesling** – “Men, masculinities, and language”
**Kiesling** – “Men’s identities,” Dude”
**Sumerau & Edward** – “That’s what a man is supposed to do”

**Benor** – “Talmid Chachams and Tsedcyses”

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Race &amp; Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/20</td>
<td>The language of prejudice</td>
</tr>
<tr>
<td>3/22</td>
<td></td>
</tr>
<tr>
<td>3/24</td>
<td></td>
</tr>
</tbody>
</table>

**Johnson** – “Privilege, Oppression, and Difference”
Victor Villanueva (2007)
https://www.youtube.com/watch?v=Qu11txLfpCY
**Baugh** – “Linguistic Profiling”
**Bonilla-Silva** – “The linguistics of color blind racism: How to talk nasty about blacks without sounding ‘racist’”

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Race &amp; Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/29</td>
<td></td>
</tr>
<tr>
<td>3/31</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Race, Ethnicity, &amp; Citizenship</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>4/3</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>Should English be the law?</td>
</tr>
<tr>
<td>4/7</td>
<td>(Spring break 4/8-16)</td>
</tr>
<tr>
<td>4/17</td>
<td></td>
</tr>
<tr>
<td>4/19</td>
<td></td>
</tr>
<tr>
<td>4/21</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>4/24</td>
<td></td>
</tr>
<tr>
<td>4/26</td>
<td>Poster session 1</td>
</tr>
<tr>
<td>Week 14</td>
<td>Changing the Discourse</td>
</tr>
<tr>
<td>4/17</td>
<td>Charity Hudley – “Sociolinguistics and Social Activism”</td>
</tr>
<tr>
<td>4/19</td>
<td>Dunstan – “Educating the educated: language diversity in the university backyard.”</td>
</tr>
<tr>
<td>Week 15</td>
<td>Poster session presentations</td>
</tr>
<tr>
<td>4/24</td>
<td>Poster session 1</td>
</tr>
<tr>
<td>4/26</td>
<td>Poster session 2</td>
</tr>
<tr>
<td>Week 16</td>
<td>FINAL EXAM TBD</td>
</tr>
</tbody>
</table>
Irina:
On behalf of the dept, I support your course proposal.
Fahui

Fahui Wang, PhD
James J. Parsons Professor
Chair, Department of Geography & Anthropology
Louisiana State University
Baton Rouge, LA 70803
http://ga.lsu.edu/faculty/fahui-wang/


From: Irina Shport
Sent: Monday, September 19, 2016 2:36 PM
To: Fahui Wang
Cc: Mary J Brody
Subject: an email of support for ENG / LING 2716 course

Dear Dr. Wang,

I am writing to ask for your email of support for our new course proposal, which is attached below. This course is designed to be a very introductory sociolinguistics course. Differently from language and culture courses offered at the Department of Anthropology, 2716 is not focused not on language structure or typological differences in world languages. The focus of this course is on how language variation contributes to persistent economic and civic inequalities in contemporary U.S. society.

If you could provide a short email of support for this course, I would really appreciate it. I cc Jill on this email as a faculty member in the Interdepartmental Linguistics Program.

Thank you for your consideration,

Irina

LSU

Irina A. Shport
Assistant Professor of English and Linguistics
Louisiana State University
11 Allen Hall, Baton Rouge, LA 70803
office 225-578-2820 | fax 225-578-4129
From: Stephen C Finley
Sent: Tuesday, September 27, 2016 9:13 AM
To: AAAS Webmaster
Subject: Re: an email of support for ENG / LING 2716 course

Dear Irina:

Good morning. I have had a chance to view the proposal. It looks like an important and necessary course. As you know, worlds are created through language, and we often do not give enough attention to the relationship between language and power.

I also received a correspondence from Dr. Angeletta Gourdine, and in her assessment, there is no conflict between your course and the AAAS courses related to African American English and rhetorical traditions.

This course should make a wonderful addition to course offerings in English and in the College.

Regards,

Stephen

______________________________
Stephen C. Finley, PhD, Associate Professor
Louisiana State University
Department of Philosophy & Religious Studies
Director, African & African American Studies Program
102 Coates Hall, Baton Rouge, LA 70803
225.578.7023 (O)/225.578.4897 (Facsimile)
Executive Committee, Society for the Study of Black Religion
Dear Irina,

I wholeheartedly support your new course proposal for English 2716, Language Diversity, Society, & Power. It will add a much-needed focus on sociolinguistics to the English curriculum, and I for one would recommend it for all English majors, but most especially for those in the English Education and Rhetoric, Writing & Culture concentrations. I am delighted to see that it will be certified as a General Education course, as well as a communication-intensive course. As the Advisor for Rhetoric, Writing & Culture, I will recommend it, along with English 2300 (Interpreting Discourse) to all our majors (now 90 enrolled). It does overlap slightly with English 2300, but that course covers so many interpretive strategies that it cannot possibly do justice to sociolinguistics.

As a measure of my enthusiasm, I would be delighted to teach Eng/Ling 2716 myself when it is approved, if you need help. I taught several courses at Minnesota that were similar, and I’d love to contribute to this one before I retire.

My very best wishes as you shepherd this through the system!

Lilly

Lillian Bridwell-Bowles
Professor of English
Rhetoric, Writing & Culture
Louisiana State University
211C Allen Hall, 225-578-3123
Fall 2016 Office Hours: M: 11:30-12:30; W: 12:30-1:30; F: 2:30-3:30

From: Irina Shport <ishport@lsu.edu>
Date: Monday, September 19, 2016 at 2:36 PM
To: New York Times <ilibridd2@lsu.edu>
Subject: an email of support for ENG / LING 2716 course

Dear Lilly,

I am writing to ask for your email of support for our new course proposal, which is attached below. This course is designed to be a very introductory sociolinguistics course. Differently from 2300, 2716 is adopting quantitative and qualitative linguistics approaches to language variation. The focus of this course is on how language variation contributes to persistent economic and civic inequalities in contemporary U.S. society.

If you could provide a short email of support for this course, I would really appreciate it. Thank you for your consideration,

Irina

LSU

Irina A. Shport
Assistant Professor of English and Linguistics
Louisiana State University
11 Allen Hall, Baton Rouge, LA 70803
office 225-578-2820 | fax 225-578-4129
ishport@lsu.edu | irinashport.blogspot.com/
From: Janet Norris <inorrislsu@gmail.com>
Sent: Friday, October 7, 2016 10:09 AM
To: English Department
Subject: ENGL/LING 2716: Language Diversity, Society, & Power

I have reviewed the justification for the proposed new course ENGL/LING 2716: Language Diversity, Society, & Power. I agree that this course does not duplicate COMD 2050.

Jan Norris, PhD
Professor and Chair
Dept Communication Sciences and Disorders
Louisiana State University
64 Hatcher Hall, Baton Rouge, LA 70803
Office: 225/578-3936
inorris@lsu.edu | lsu.edu | http:/sites/01.lsu.edu/wp/comd/
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CURRICULUM

Department Communication Studies
College Humanities & Social Sciences
Name of Curriculum/Major Communication Studies Type of Degree BA

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.]
ATTACH FORM D ADDENDUM for all new curricula or changes involving General Education courses.

ACTION (check appropriate box):

( ) ADDING: The entire new curriculum, by semester, must be typed on plain sheets and attached to Form D. (See sample layout attached.)
(X) CHANGING: Regardless if all semesters of a curriculum are to be changed or only parts, the present and proposed (eight-semester) recommended path should be attached on separate pages. On the Present recommended path, use strikeout and on the Proposed recommended path, highlight areas to identify deletions and additions. Do not use boldface to designate changes as boldface is reserved for critical requirements within the recommended path. Explain all changes adequately on attachment.

( ) SUSPENDING: Provide an adequate explanation for suspending the curriculum on plain sheets and attach.
( ) DROPPING: Provide an adequate explanation for dropping the curriculum on plain sheets and attach.

CURRICULUM

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current curriculum:</td>
<td>120</td>
</tr>
<tr>
<td>Total semester hours in proposed curriculum:</td>
<td>120</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date Oct 26, 2016
Department Chair's Signature 10/31/16
Chair, FS C & C Committee 11/11/16

College Faculty Approval Date 11-9-16
College Dean's Signature
Academic Affairs Approval 12/11/16

College/Division/Department Contact: (Please print name.)
Contact E-mail: 
GENERAL EDUCATION REQUIREMENTS

When a department adds a new curriculum or makes changes in an existing one, a Form D Addendum must also be submitted. This form is simply a list of those courses in the curriculum that satisfy the General Education requirement. Include course rubric, number, and credit hours when curricula differ from the default values. Indicate the curriculum semester for all General Education courses.

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001 or 1004</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course (from mathematics department)</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td>(At least 3 hours credit must be from a MATH course.)</td>
<td>General Education analytical reasoning course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td>Arts (3 hrs.)</td>
<td>General Education arts course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td>Humanities (9 hrs.)</td>
<td>General Education humanities course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence</td>
<td>6</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td>(If 2 course sequence is taken in the physical sciences, the additional 3 hour course must be from the life sciences, and vice versa.)</td>
<td>General Education natural science course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td>(At least three hours at the 2000-level.)</td>
<td>General Education social science course (2000-level)</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
</tr>
</tbody>
</table>
LIS 1001 requirement change rationale

The Department of Library and Information Science is phasing out this course as a stand-alone one hour course. The Department of Communication Studies and LIS have been developing specific materials that will be used in several of our courses to help students achieve the desired learning objectives, but within a context that should help them to apply and retain the content more effectively.

Attached is the initial email request from Cristina Caminita of LSU Libraries for a meeting to discuss this issue and the content of a second email in which she provides examples of the kinds of materials being developed, including for one of our heavily enrolled courses CMST 2060.
Undergraduate Curriculum Course Change Addendum

Communication Studies is dropping the requirement for LIS 1001 because the Department of Library and Information Sciences is phasing out this course. In order to assure that students continue to develop the relevant knowledge, skills and abilities, we are working with LIS to incorporate the desired learning objectives into a number of our required courses. For example, CMST 2060 Public Speaking has already had success with having a dedicated session presented by LIS faculty on this material before researching supporting evidence for speeches. The instructors report that this has been effective for students as a larger percentage are rating highly on this component. Anecdotally, students have reported that incorporating this information into relevant assignments has been helpful as they apply the knowledge, skills and abilities immediately and better internalize the elements of learning.

In addition to incorporating this content into CMST 2060, we have identified several courses required of our majors in which a similar lecture session by LIS faculty will be incorporated, including but not limited to CMST 1061, CMST 1150, and CMST 2063. These courses all require research based papers and/or presentations in which information literacy is central to the learning outcomes.
Hi Loretta,

Here are examples of some of the tools and content I mentioned in our meeting.

Libraries Tutorials guide, including information about Tiger TAILS: http://guides.lib.lsu.edu/tutorials

*Instructor can add an appropriate guide directly to their Moodle course page.

Full list of research guides created by librarians: http://guides.lib.lsu.edu/

Examples of research guides created for specific courses:

- AGRI 1011 http://guides.lib.lsu.edu/AGRI1011  *In this course, students are required to present an analysis of an agricultural issue. They usually design a video on the selected topic.

- ENGL 2000 http://guides.lib.lsu.edu/engl2000  *Students in this course wrote essays but also created promotional materials for area animal welfare groups. Service learning class.

- ENGL 2000 http://guides.lib.lsu.edu/c.php?g=474884  *Flipped classroom approach is used with this guide.

- CMST 2060 http://guides.lib.lsu.edu/c.php?g=496345  *Mitch created this bare bones guide for the public speaking course. As you can see from the examples above, the guides can be much more involved and specifically targeted to assignment requirements.

Please let me know if you have any questions or comments. Thanks!

Cristina

From: Cristina M Caminita
Sent: Monday, August 29, 2016 12:56 PM
To: Loretta L Pecchioni  
Subject: FW: LIS 1001 as a Comm Studies major requirement

Hi Loretta, 

I am reaching out to touch base with you re LIS 1001 as a requirement for the CMST degree. I spoke to Renee Edwards about this last spring. I’d like to talk to you before loading classes for next semester. Please let me know if you have some time this week to chat on the phone or meet in person.

Best wishes,

Cristina

Cristina Caminita, MA, MLIS
Head, Research & Instruction Services
LSU Libraries
Louisiana State University
141 Middleton, Baton Rouge, LA 70803
office 225-578-9433
ccamin1@lsu.edu | lsu.edu | lib.lsu.edu

Facebook: LSULibraries | Twitter: lsulibraries | Instagram: lsulibraries
CRITICAL REQUIREMENTS

SEMESTER 1: "C" or better in ENGL 1001.
SEMESTER 2: CMST 1150; First course in Foreign Language Sequence.
SEMESTER 3: CMST 2060; Second course in Foreign Language Sequence; Admission to the College.
SEMESTER 4: CMST 2010/CMST 2064 or CMST 2040; General Education Analytical Reasoning.
SEMESTER 5: CMST 2010/CMST 2064 or CMST 2040

Majors in Communication Studies must complete a minimum of 36 semester hours of approved electives in the department. At least 12 of these hours must be numbered 3000 or above. Students should contact the undergraduate advisor to decide on a program of approved electives; see the CMST website for suggestions on topical/foci. Twelve hours of core courses are required: CMST 1150; CMST 2060; CMST 2010 or CMST 2064; and CMST 2040.

Consult "Degree Requirements of the College" for specific instructions regarding electives and foreign language requirements. Consult the "General Education" section of the catalog for the university's general education requirements.

The department requires that the two course sequence in natural science be accompanied by two hours of corresponding labs.

The departmental computer literacy requirement is satisfied by taking LIS 1001.

Semester 1

- CRITICAL: "C" or better in ENOL 1001.
- ENOL 1001 English Composition (3)
- CMST 1150 Introduction to Communication Studies (3)
- First Course in Foreign Language Sequence (4)
- General Education course- Natural Sciences (3)¹
- General Education course- Natural Sciences Lab (0-1)¹

Total Semester Hours: 13-14
Semester 2

- **CRITICAL**: CMST 1150; First course in Foreign Language Sequence.
- CMST 2060 Public Speaking (3)
- LIS 1001 Library Research Methods and Materials (1)
- Second Course in Foreign Language Sequence (4)
- General Education course - Analytical Reasoning (from Mathematics) (3)
- General Education course - Natural Sciences (3)¹
- General Education course - Natural Sciences Lab (2-1)¹

**Total Semester Hours: 16-15**

Semester 3

- **CRITICAL**: CMST 2060; Second course in Foreign Language Sequence; Admission to the College.
- CMST 2010 Interpersonal Communication (3) or
- CMST 2064 Small Group Communication (3)
- Third Course in Foreign Language Sequence (4-3)
- General Education course - Natural Sciences (3)¹
- Approved Electives (3-5)

**Total Semester Hours: 13-14**

Semester 4

- **CRITICAL**: CMST 2010/CMST 2064 or CMST 2040; General Education Analytical Reasoning.
- CMST 2040 Introduction to Performing Literature (3)
- ENGL 2000 English Composition (3)
- Fourth Course in Foreign Language Sequence (4-3)
• General Education course - Analytical Reasoning (3)
• Approved Elective (3)

Total Semester Hours: 16-15

Semester 5

CRITICAL: CMST 2010/CMST 2064 or CMST 2040

• Approved CMST Electives (6)
• General Education course - Humanities (3)
• General Education course - Social Sciences (3)
• Approved Elective (3)

Total Semester Hours: 15

Semester 6

• Approved CMST Electives (6)
• General Education course - Humanities (3)
• General Education course - Social Sciences (2000-level) (3)
• Approved Electives (5)

Total Semester Hours: 17

Semester 7

• Approved CMST Electives (6)
• General Education course - Arts (3)
• Approved Electives (6)

Total Semester Hours: 15
Semester 8

- Approved CMST Electives (6)
- General Education course - Humanities (3)
- Approved Electives (6)

Total Semester Hours: 15

120 Total Sem. Hrs.

1 - For General Education Natural Sciences, both physical & life sciences must be taken: six hours in a physical/life sciences SEQUENCE and two hours lab credit associated with the sequence chosen; three hours in an area (phys/life) not previously selected.
Proposed- Communication Studies, B.A.

Communication Studies

CRITICAL REQUIREMENTS

SEMESTER 1: "C" or better in ENGL 1001.
SEMESTER 2: CMST 1150; First course in Foreign Language Sequence.
SEMESTER 3: CMST 2060; Second course in Foreign Language Sequence; Admission to the College.
SEMESTER 4: CMST 2010/CMST 2064 or CMST 2040; General Education Analytical Reasoning.
SEMESTER 5: CMST 2010/CMST 2064 or CMST 2040

Majors in Communication Studies must complete a minimum of 36 semester hours of approved electives in the department. At least 12 of these hours must be numbered 3000 or above. Students should contact the undergraduate advisor to decide on a program of approved electives; see the CMST website for suggestions on topical foci. Twelve hours of core courses are required: CMST 1150; CMST 2060; CMST 2010 or CMST 2064; and CMST 2040.

Consult "Degree Requirements of the College" for specific instructions regarding electives and foreign language requirements. Consult the "General Education" section of the catalog for the university's general education requirements.

The department requires that the two course sequence in natural science be accompanied by two hours of corresponding labs.

Semester 1

• CRITICAL: "C" or better in ENGL 1001.
• ENGL 1001 English Composition (3)
• CMST 1150 Introduction to Communication Studies (3)
• First Course in Foreign Language Sequence (4)
• General Education course- Natural Sciences (3)\(^1\)
• General Education course- Natural Sciences Lab (0-1)\(^1\)

Total Semester Hours: 13-14
Semester 2

- **CRITICAL**: CMST 1150; First course in Foreign Language Sequence.
- CMST 2060 Public Speaking (3)
- Second Course in Foreign Language Sequence (4)
- General Education course - Analytical Reasoning (from Mathematics) (3)
- General Education course - Natural Sciences (3)\(^1\)
- General Education course - Natural Sciences Lab (2-1)\(^1\)

Total Semester Hours: **15-14**

Semester 3

- **CRITICAL**: CMST 2060; Second course in Foreign Language Sequence; Admission to the College.
- CMST 2010 Interpersonal Communication (3) or
  CMST 2064 Small Group Communication (3)
- Third Course in Foreign Language Sequence (4-3)
- General Education course - Natural Sciences (3)\(^1\)
- Approved Electives (4-6)

Total Semester Hours: **14-15**

Semester 4

- **CRITICAL**: CMST 2010/CMST 2064 or CMST 2040; General Education Analytical Reasoning.
- CMST 2040 Introduction to Performing Literature (3)
- ENGL 2000 English Composition (3)
- Fourth Course in Foreign Language Sequence (4-3)
- General Education course - Analytical Reasoning (3)
• Approved Elective (3)

Total Semester Hours: 16-15

Semester 5

CRITICAL: CMST 2010/CMST 2064 or CMST 2040

• Approved CMST Electives (6)
• General Education course - Humanities (3)
• General Education course - Social Sciences (3)
• Approved Elective (3)

Total Semester Hours: 15

Semester 6

• Approved CMST Electives (6)
• General Education course - Humanities (3)
• General Education course - Social Sciences (2000-level) (3)
• Approved Electives (5)

Total Semester Hours: 17

Semester 7

• Approved CMST Electives (6)
• General Education course - Arts (3)
• Approved Electives (6)

Total Semester Hours: 15
Semester 8

- Approved CMST Electives (6)
- General Education course - Humanities (3)
- Approved Electives (6)

Total Semester Hours: 15

120 Total Sem. Hrs.

1 - For General Education Natural Sciences, both physical & life sciences must be taken: six hours in a physical/life sciences SEQUENCE and two hours lab credit associated with the sequence chosen; three hours in an area (phys/life) not previously selected.
**REQUEST FOR ADDITION OF NEW COURSE**

**Department:** Environmental Sciences  
**College:** Coast & Environment  
**Date:** March 18, 2016

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ENVS 4113</th>
<th>Title</th>
<th>Multi-Media Chemical Behavior for Risk Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>MEDIA</td>
<td>CHEM</td>
<td>RISK</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: 3</td>
<td>Lab/Sem/Rec:</td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>credit hours</td>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
<td>Pass/Fail</td>
<td>Final Exam:**</td>
</tr>
<tr>
<td><strong>(Attach justification if the proposed course will not hold a final exam during examination week.)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**

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

**ENVS 4113 MULTI-MEDIA CHEMICAL BEHAVIOR FOR RISK ASSESSMENT** (3) Prereq.: CHEM 1202, BIOL 1202, and MATH 1552, or consent of the instructor. Characterization of the behavior and fate of anthropogenic chemicals in coastal and marine ecosystems; develop an understanding of model conceptualizing for the biological, chemical and physical processes and mathematical formulation of these processes; assess risk of human and environmental biota to exposure to these hazardous substances.

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

| If this course is approved, will additional staff be needed? | Yes | No | X |
| Will additional space, equipment, special library materials or other major expense be involved? | Yes | No | |

**Academic Affairs Approval:**

**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 Date</th>
<th>April 8, 2016</th>
<th>College Faculty Approval Date</th>
<th>5/16/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>(date)</td>
<td>College Dean Signature</td>
<td>(date)</td>
</tr>
<tr>
<td>Michelle A. Massi</td>
<td>7/3/16</td>
<td>Chair, FSCC Committee</td>
<td>(date)</td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td>(date)</td>
<td>Academic Affairs Approval</td>
<td>(date)</td>
</tr>
<tr>
<td>College Contact</td>
<td>E-mail</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Justification

In the undergraduate Coastal Environmental Science and graduate Environmental Science degree programs, there presently exists a need for a course characterizing the complete pathways of toxic chemical in the environment that lead to human and ecological risks. This course will fill an important gap in the Coastal Environmental Science bachelor degree program as well as the graduate program in Environmental Sciences.

Need for the course and how it fits curricula

The vast majority of anthropogenic substances, natural chemicals and particles, regardless of phase of origin, readily cross the interface planes that separate the bulk phases that constitute Earth’s surface environment. These phases include the atmosphere, aquatic systems, soil/sediment and plants. As a consequence all the media are contaminated, more or less. However, the multi-phasic environment is not necessarily polluted, this being a level of contamination making the phase hazardous as a resource. Nevertheless, it is recognized there are multi-media pathways by which these substances move to expose the biota including humans, all must be accounted for is quantify the combined risk.

There is a need for multi-media tools, theoretically sound mathematical models, which to use making quantitative predictions. The purpose of the course is to provide a basic understanding of processes, develop skills building such model, apply the protocols relevant scenarios, perform representative calculations involving case studies and interpreting the numerical results to arrive at exposure levels from which risk can be assessed. The course is designed to fill a current need in the present milieu of course offerings in ENVS. Due to the continuing trend of using predictive models at all levels from designing chemicals, manufacturing, production, treatment/destruction to environmental release and regulation, it is designed to fill an existing need in the current curricula, specifically the B.S. Degree in Coastal Environmental Science.

Since its appearance in 1979 the textbook entitled: "ENVIRONMENTAL CHEMODYNAMICS" (EC) has gained worldwide acceptance and is currently being used in numerous departments within academic institutions. The 2nd Edition appeared in 1996 and writing the 3rd Edition is underway. There are now approximately half dozen copycat textbooks as well. It is an applied environmental chemistry subject primarily, being adopted in numerous science, engineering, public health, etc. department where the presence of chemicals in Earth’s media are of concern. Uniquely concerned with chemical mobility in air, water, soil, sediment and plants, the EC principles underlying molecule/particle movement/transport is being tailored to the specific needs of the field of application.

As Dr. Thibodeaux taught the subject it in chemical engineering (ChE 4263) it was aimed at federal and state regulations concerned with emission from chemical manufacturing facilities. As it is to be presented in environmental science (ENVS 4113) the scope will be energy, coast and environment. Although written as a textbook, EC has found more use as a reference book at the graduate and undergraduate level. This is because the application principles, being general and based on mathematical, chemical, physical, biological concepts, lends itself addressing chemical sources across all types of human activities (agriculture, urban, energy, mining, O&G, aquaculture, silviculture, chemical disaster assessment [ie., flooding], accidents [ie., spills on land & water], etc. So, it is reasonable to characterize the textbook and the EC course as a fundamental applied subject.

Potential course overlap

There a numerous environmental courses offered at LSU, including, and the only other course that may have some overlap with ENVS 4113 in material covered is EMS 4020 (Quantitative Risk Assessment). Dr. Maud Walsh responded positively to this ENVS course, dispelling a problem with EMS 4020 (email of April 5, 2016 attached to this application).
Dear Lou,

Dr. June Sutherlin (copied) reviewed the ENVS 4113 course proposal and sent comments about the course and particularly how it relates to EMS 4020, Quantitative Risk Assessment, which she has taught for our School for several years. Here is what she wrote:

*It sounds like a good course - I think it will fill an important gap in many programs. I had to add chemistry/fate and transport to my class to help the students think through sampling needs for risk assessment and identify exposure pathways and estimate exposure concentrations. I agree the proposed class will focus primarily on modeling - I don't think there is enough overlap between the two classes to be of concern. Actually, his class would be a great prerequisite to my class. As a matter of fact, I know some practicing professionals who could benefit from his class.*

As you develop your class, it might be helpful for you to communicate with June so that the two classes could be recommended to students as complementary, with only minimal overlap. Here is the summary of EMS 4020 that June sent:

*EMS 4020 includes instruction in the 4 steps of the health risk assessment process: data collection and evaluation; exposure assessment; toxicity assessment; and risk characterization. Data collection includes instruction on the fate and transport of chemicals in the environment - how to use physical/chemical properties to predict chemical behavior after release to the environment. This information is critical to identifying exposure media, potential exposure points, and exposure pathways. This information is also essential for identifying the types and locations of samples to be collected for the assessment of exposure and risk. Fate and transport data is also critical in the identification of future exposure points and concentrations. Fate and transport information is used in conjunction with models to predict future groundwater exposure concentrations, potential ambient air exposure concentrations, potential indoor air exposure concentrations due to household water use, and potential indoor air exposure concentrations due to vapor intrusion from soil and groundwater into enclosed structures. The identification/calculation of dilution factors to estimate reductions in chemical concentrations due to chemical transport. Fate and transport properties are also important in understanding how a chemical may change in form or speciation or how mixtures of chemicals may change to due weathering processes - thus affecting exposure and most importantly, toxicity. Exposure assessment includes the basic principles of exposure (how chemicals enter the body); the identification of exposure pathways; estimation of exposure concentrations including the use of statistical analysis of data to estimate exposure concentrations; the selection of exposure assumptions and the calculation/quantitation of chemical intake (exposure) for various exposure pathways and scenarios addressed health risk assessments. Toxicity assessment includes basic principles of toxicology as they relate to health risk assessment; types of toxicity data used in the health risk assessment process; toxicity databases available online and how to use those databases; how to address additive health effects due to simultaneous exposure to multiple chemicals by evaluating mechanisms of action and/or target systems for each contaminant. Risk characterization combines the outputs of the exposure and toxicity assessments to characterize/quantitate cancer and noncancer health risks. Includes instruction on the methods used to calculate risk-based standards, cross-media standards, and other relevant standards for site-specific conditions; and how these standards are applied to environmental data to evaluate/quantitate exposure and risk. Includes discussions on target cancer risk, target noncancer hazard*
indices, and how to determine the need for remediation for the protection of human health and the environment; methods for the calculation of remedial standards and demonstrating compliance with standards post-remediation. The course includes instruction in the Louisiana Department of Environmental Quality’s Risk Evaluation/Corrective Action Program (RECAP) regulation which incorporates the risk assessment process into the department’s regulatory process. Instruction includes the implementation of RECAP screening of environmental data (Screening Option) and tier 1 (Management Option 1) risk assessments and discussion on the methods used to conduct Management Option 2 and Management Option 3 RECAP risk assessments. The course also includes discussion of federal guidance and other state regulations that address health risk (e.g., Department of Health and Hospitals fish consumption advisories).

Thank you very much for getting in touch about the course. Please let me know if you need any other information.

Maud

Maud M. Walsh, Ph.D.
Professor and Graduate & Undergraduate Advisor
School of Plant, Environmental and Soil Sciences
Louisiana State University
110 Sturgis Hall, Baton Rouge, LA 70803-2110
office 225-578-1211 | fax 225-578-1403
evwals@ | lsu.edu | www.spess.lsu.edu
Facebook: LsuSchoolOfPlantEnvironmentalSoilSciences
Research Translation Core Leader, LSU Superfund Research Program
http://www.lsu.edu/srp/
Facebook: LSUSRP
Twitter: LSUSRP

From: Louis J Thibodeaux
Sent: Wednesday, March 30, 2016 10:22 AM
To: Maud M Walsh
Cc: 'Monster77@aol.com'
Subject: ENVS 4113 COURSE REQUEST DRAFT

Maud: Good talking to you as well.

Thanks for info on Barry, a friend and forceful environmental expert who brought much good visibility to LSU.

Attached is the new ENVS course proposal draft. Vince is keen you and Jean Southerland reviewing it.

Sincerely,

thib
LOUIS JOSEPH THIBODEAUX, PHD
EMERITUS PROFESSOR OF CHEMICAL ENGINEERING
CAIN DEPARTMENT OF CHEMICAL ENGINEERING
SOUTH STADIUM DRIVE
LOUISIANA STATE UNIVERSITY
BATON ROUGE, LOUISIANA 70803
USA

PHONE=225 578 3055
FAX=225 578 1476
DATE: December 8, 2016

TO: John Hopkins, Chair, Faculty Senate Courses and Curricula Committee

FROM: John Flake, Professor and Interim Chair, Cain Department of Chemical Engineering

SUBJECT: ENVS 4113 ChE 4262 course overlap statement

ChE 4263 Environmental Chemodynamics is an elective course in the current undergraduate and graduate chemical engineering curricula. ChE 4263 focuses on mass transfer of chemicals in the environment. The goal of the course is to understand and quantify chemical transport (e.g. a spill/leak from a chemical plant) and to assess, clean and remediate polluted spaces.

The proposed ENVS 4113 Multimedia Chemical Behavior for Risk Assessment also includes chemical transport (mass transfer) concepts but the application is focused on urban, agricultural, oil extraction/production, energy, mining, natural and conventional pollutants along with associated doses and exposure hazards. As I understand, the goal of ENVS 4113 is to provide an understanding of transport behavior so that students can determine chemical exposures, concentrations and hazards over time to a variety of biota including humans. Both courses are based on the same reference book and related material. They are similar in that they both include fundamentals of mass transfer; however, they are unique in their scope and focus.

I suppose a student who took both classes would find the math similar; however, in my opinion, the application and analyses are different enough to justify a separate course designation.
ENVS 4113
Multi-media Chemical Behavior
For Risk Assessment
Spring 2017

Lecture:
Mon., Wed., Fri. 2:30 – 3:20 pm
Allen Hall Rm. 35
Office Hours: MWF 3:30 – 5:00 pm
Rm 3289 ECE Bldg. – or by appointment

Dr. Louis J. Thibodeaux, Professor
Dept of Environmental Sciences, Rm 3289
Energy, Coast & Environment (ECF) Bldg.
email: thibod@lsu.edu
phone: (225) 578-8675

ENVS 4113 ENVIRONMENTAL CHEMICAL BEHAVIOR FOR RISK ASSESSMENT (3)
Prereq.: CHEM 1202, BIOL 1202, and MATH 1552, or consent of the instructor. Characterization of the multimedia behavior and fate of anthropogenic chemicals in coastal and marine ecosystems; develop an understanding of model conceptualizing for the biological, chemical and physical processes and mathematical formulation of these processes; assess risk of human and environmental biota to exposure to these hazardous substances.

The subject is behavior and fate of anthropogenic chemicals and particles in coastal and marine ecosystems with primary emphasis on the northern Gulf of Mexico. The focus is on understanding and assessing human and biota exposure to these hazardous substances as they move about, react and partition in a variety of complex, multi-phase sub-systems. Skills developed will be: model conceptualizing, understanding the biological, chemical and physical processes, mathematical formulation concept and procedures, deterministic model equation produced, numerical application and critical analysis of results, both evaluative and against field data. A hazardous risk exist for such substances provided there is an identified chemical source, pathway(s) and the presence of biological receptors.

Student Objectives:
Natural Pathways of Toxic Chemicals: Know examples of the major types of environmental toxicants routes from their sources to sinks or biota targets. Develop an understanding of the primary and secondary environmental media compartments their relative locales, sizes, constituents and unique physical/chemical properties as related to the hazardous materials within.
Write brief narratives describing mechanisms on chemical mobility pathways and routes from sources, within and between media compartments, etc.
Environmental Chemical Mobility. Work realistic but simplistic example problems on estimating chemical equilibrium between adjoining media phases and the transport rates so to understand basic mechanisms and nomenclature. Become familiar with data sources of required numerical parameters necessary for estimating chemical, physical and biological initiated transport phenomena.
Environmental Chemodynamic Modeling. Use intra-compartment mass balance models to gain basic understanding of chemical behavior in increasingly complex, steady state and transient, natural multi-media chemical systems. Work numerical examples, both manual and software, that project biota exposure in terms of concentration level and contact time-period. Understand and begin developing derivation skills of simple deterministic mathematical models using the known process mechanisms and the law of conservation of mass. Become familiar with the types of software presently available for making chemical exposure assessment.
Required Text:
Environmental Chemodynamics, 2nd Ed. 1996 by L.J. Thibodeaux. [2 copies at Middleton Library Reserve Desk, 2hr checkout building use only.]

Recommended, but NOT required:

Organization and Grading:
- Single weekly lecture (pop quizzes – 10%)
- Weekly (~10 total), numerical, short-exercise, homework problems (30%)
- Two [50min] mid-term exams [on 5th and 10th week] (30%)
- Comprehensive final examination [15th week] on date & time TBA. (30%).
- You are responsible for all material in handouts, slide presentations and supplementary posted reading materials, whose content may be included in exams. These articles and the course text will supplement, not substitute for, lecture material. You are also responsible for any material presented by guest lecturers. No cell phones or pagers are allowed in lecture.

Grading Scheme:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>75 pts</td>
</tr>
<tr>
<td>Exam II</td>
<td>75 pts</td>
</tr>
<tr>
<td>Assignments</td>
<td>150 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>483 – 500 (97 – 100%)</td>
</tr>
<tr>
<td>A</td>
<td>463 – 482 (93 – 96.9%)</td>
</tr>
<tr>
<td>A-</td>
<td>448 – 462 (90 – 92.9%)</td>
</tr>
<tr>
<td>B+</td>
<td>433 – 447 (87 – 89.9%)</td>
</tr>
<tr>
<td>B</td>
<td>413 – 432 (83 – 86.9%)</td>
</tr>
<tr>
<td>B-</td>
<td>398 – 412 (80 – 82.9%)</td>
</tr>
<tr>
<td>C+</td>
<td>383 – 397 (77 – 79.9%)</td>
</tr>
<tr>
<td>C</td>
<td>363 – 382 (73 – 76.9%)</td>
</tr>
<tr>
<td>C-</td>
<td>348 – 362 (70 – 72.9%)</td>
</tr>
<tr>
<td>D+</td>
<td>333 – 347 (67 – 69.9%)</td>
</tr>
<tr>
<td>D</td>
<td>313 – 332 (63 – 66.9%)</td>
</tr>
<tr>
<td>D-</td>
<td>298 – 312 (60 – 62.9%)</td>
</tr>
<tr>
<td>F</td>
<td>0 – 298 (&lt; 60%)</td>
</tr>
</tbody>
</table>

Note: The instructor reserves the right to lower the grading scale, but never to raise the scale. Credit for this course is available for both Undergraduates and Graduate students. Undergraduate students will be graded as described above. Graduate students will be evaluated and graded based on the above description AND the additional assignment of preparing a brief one-page report on an additional case study to be chosen by the grad student in agreement with the instructor.

Pop Quizzes: Pop Quizzes may occur at any time, without prior notice and will be a part of your grade, as noted above in the grading scheme. There will be no make-ups for missed pop-quizzes under any circumstances.

Although attendance will not be taken nor will grading be based on class attendance, it will be very difficult to do well in this course if you do not attend lectures due to the course structure. This course is not based on caned Powerpoint lectures. Each lecture is a new, carefully planned current version of the subject because times have changed, and the subject matter has changed. I will post my notes on Moodle that outline, re-cast, summarize and cover most key aspects of the subject, but it’s not a substitute for your personal note taking. In the event of a missed lecture, you should make arrangements to get notes and handout copies from a fellow student.
Office Hours:
Office hours will be on Monday, Wednesday & Friday 3:30 pm – 5:00 pm or by appointment in my office in room 3289 Energy Coast and Environment. Appointments can be scheduled by sending me an email at thibod@lsu.edu. I am normally very responsive to email and will get back to you quickly. Email is typically the best way to reach me. I also communicate with the class through mass emails via Moodle, thus you should regularly check your email as well as the class site on Moodle.

Homework and Exams:
Homework assignments will generally be due at 2:00 pm of the day one week after assigned. You may work together on homework assignments discussing procedures, assumptions, data sources, etc. but the documents turned-in must be your own work effort. It need not be typed, but nevertheless prepared with clear, legible handwriting. Exams may be open or closed book; one week notice will be given. There will be no make-ups for missed exams. Late assignments or missed exams will receive a grade of zero, except under extraordinary circumstances approved by me.

Cheating and Plagiarism
Cheating or plagiarism will not be tolerated. It is recommended that students review Understanding and Avoiding Plagiarism. The document can be found on the Dean of Students webpage @ http://appl003.lsu.edu/slas/dos.nsf/index.
Also available, Plagiarism: What is it and How to Avoid it, at appl003.lsu.edu/acadaff/cexcweb.nsf/$Content/Summer+Institute+2008/$file/5LBBPlagiarism.pdf
Additional supporting from the Grad School can be found at appl003.lsu.edu/grad/gradschool.nsf/$Content/Quick+Facts/$file/plagiarismQT.pdf

Students suspected of cheating or plagiarism will be referred to the Dean of Students as per requirements in the LSU Student Handbook.
OUTLINE OF TOPICS
ENVS 4113 – ENVIRONMENTAL CHEMICAL BEHAVIOR FOR RISK ASSESSMENT

Aimed at the Northern Gulf coast and adjoining marine waters a case study (CS) approach is used to develop multi-media chemodynamic models for presenting the material and quantifying its fate of natural and anthropogenic pollutants. This approach provides the relevance and incentive for learning plus acquaints the student with specific knowledge of the locales and their current problems. Within each CS a consistent protocol of course material presentation will be followed, it is:


The order in which the CS are presented generally tracks overall pathways of chemical pollutants that begin with their predominant terrestrial origin, then into waterways, streams and estuaries as well as the air route, on to the coastal water and finally to Gulf surface waters followed by movement to the deep ocean and the final sink in the abyss, at least for persistent chemicals and particles.

Case Studies Covered:
Weeks 1-3: CS-1. WATERSHEDS RIVERS AND TERRESTRIAL STREAMS.  
Agricultural, urban and industrial runoff and discharges.  
Types of pollutants and chemical properties.  
Physics of soil, water and watersheds.  
Overland flow, soil erosion, nutrient fluxes and deposition.  
Surface water-quality modeling for oxygen, nitrogen, etc.

Weeks 4-5: CS-2. ESTUARIES AND THEIR RESPONSE TO CHEMICAL INPUTS.  
Physical introduction, estuarine ecology and biota habits.  
Wetlands between land, sea and atmosphere.  
Mixing in rivers and coastal waters.  
Tides, tidal currents, stratification, vertical eddy diffusion, fresh to sea water.  
Estuarine chemodynamic ADR model development for pesticides, etc.  
Projecting fish exposure, shellfish poisoning, etc.

Weeks 6-8: CS-3. SHELF AND COASTAL WATER CHEMODYNAMICS.  
Introduction to coast and shelf: depth, currents, temperature, salinity.  
River discharge, nearshore plumes, cross-shelf circulation stratification.  
Hypoxia, hazardous algal blooms, oxygen, bed-sediment SOD, nutrients.  
Development of plug-flow, Lagrangian, steady-state ADR chemo. model.  
Numerical prediction of model and data comparison for hypoxia formation, and algal blooms.

Weeks 9-10: CS-4. MARINE SURFACE, MIXED LAYER AND DEEPWATER CHEMODYNAMICS.  
Mineral oil spills, chemistry, physics, water/atmosphere chemical partitioning.  
On surface spreading, evaporation, reaction, fate, other weathering.
Wave breaking and oil modeling in the mixed layer, droplet suspension, etc.
The pycnocline and stratification. Deep spills, droplet and dissolution fate.
Oil and dispersant concentration predictions for estimating exposure.

**Weeks 11-12: CS-5. ABYSS AND SEABED AS ULTIMATE SINK FOR PERSISTENT CHEMICALS.**
Persistent organic pollutants (POPs) chemistry expected behavior.
Downward transport by eddy diffusion, mixed-layer migration, etc.
Particle (POC) role in POPs water column recycling, remineralization.
Vertical stratified water column POPs fate model development.
Application of ADR model for in-column and sediment bed exposure levels.

**Weeks 13-14: CS-6. TRANSOCEANIC ATMOSPHERIC CHEMICAL TRANSPORT.**
N. African Sahara vapor and particulate sources.
Back trajectories of westerlies for predicting wind movement of air parcels.
Marine atmospheric boundary physics and chemodynamics.
Lagrangian model development for ADR and deposition processes.
Projected POPs delivery to US Virgin waters, conc. levels and coral exposure.

**Closure.** Although the above is a somewhat ambitious agenda, for a fourteen week semester, it provides a menu for student preferences. The selection of a less ambitious list CSs presented will be based on student vote.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

Department: Accounting  
College: EJ Ourso College of Business  
Date: 9/7/16

Name of Minor: Internal Auditing

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) 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).

ACTIONS (check appropriate box):

(x) ADDING: Show the entire new minor using catalog format. Use plain sheets and attach.

( ) 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

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current minor:</td>
<td>Total semester hours in proposed minor: 15</td>
</tr>
<tr>
<td></td>
<td>To graduate with a minor in internal auditing, students must complete 15 hours consisting of the following courses: ACCT 3233, ACCT 4233, ACCT 4234; and six hours chosen from: ACCT 3122, ACCT 3222, ACCT 4235, ACCT 4237, ACCT 4244, ACCT 4333, ISDS 4244, ISDS 3100, ISDS 3110, ISDS 4113, ISDS 4141, or a faculty advisor approved elective. Students must have a 2.0 GPA in the courses used to satisfy the minor. At least nine semester hours must be taken on this campus.</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: 8/31/2016

Department Chair's Signature: John B. Hope (Date) 11/10/10

Chair, FS C & C Committee: (Date)

College/Division/Department Contact: A Jurek (Please print name.)

Contact Email: axjurek@lsu.edu

College Faculty Approval Date: 10/20/16

College Dean's Signature: (Date)

Academic Affairs Approval: 12/13/16

(Date)
BACKGROUND

LSU's E.J. Ourso College of Business has set a standard for outstanding undergraduate and graduate education with a reputation for developing students who are innovative and ready to contribute to the bottom line of corporations. In 1985 the Institute of Internal Auditors (IIA) designated LSU as the Internal Audit Pilot School to develop an innovative educational program in internal auditing.

The program was the first university-based internal auditing training program and has become a model for similar programs at other universities. The IIA Internal Auditing Education Partnership (IAEP) has endorsed 45 schools in nine countries. LSUCIA is a Center of Internal Auditing Excellence, the highest IAEP designation and is one of six schools worldwide at this level, three of which are in the United States.

For the past thirty-two years, the LSU Center for Internal Auditing has provided students with elective courses designed to provide the skills and knowledge needed to be successful internal auditors and leaders. Students are provided a wide range of learning opportunities including profession-related internships, conferences, case competitions, access to speakers, professional development, and networking opportunities.

The Minor in Internal Auditing will formalize the path for students from all business majors as well as non-business majors to complete the LSUCIA program.

UNDERGRADUATE MINOR

The college plans to establish an undergraduate minor in internal auditing. The curriculum will include courses in accounting and information systems and decision science.

To graduate with a minor in internal auditing, students must complete 15 hours consisting of the following courses: ACCT 3233, ACCT 4233, ACCT 4234; and six hours chosen from: ACCT 3122, ACCT 3222, ACCT 4235, ACCT 4237, ACCT 4244, ACCT 4333, ISDS 4244, ISDS 3100, ISDS 3110, ISDS 4113, ISDS 4141, or a faculty advisor approved elective. Students must have a 2.0 GPA in the courses used to satisfy the minor. At least nine semester hours must be taken on this campus.

Notes
1. ACCT 3233 Internal Auditing I (3)
2. ACCT 4233 Case Studies in Auditing (3); Prereq.: grade of "C" or above in ACCT 3233.
3. ACCT 4234 Internal Auditing II (3); Prereq.: grade of "C" or above in ACCT 3233.
4. ACCT 3122 Accounting Information Systems (3) Prereq.: grade of "C" or above in ACCT 3001 and ISDS 1100 or ISDS 1101 or ISDS 1102. Majors only or permission of department.
5. ACCT 3222 Auditing (3); Prereq.: grade of "C" or above in ACCT 3021 and ACCT 3122.
6. ACCT 4235 Fraud Auditing and Forensic Accounting (3); Prereq.: grade of "C" or above in ACCT 3001; MS in accounting students or permission of department.
7. ACCT 4237 Governance, Risk, and Controls (3); Prereq.: grade of "C" or above in ACCT 3233 or ACCT 7233 or concurrent registration and permission of instructor.
8. ACCT 4244 EDP Auditing (3); Prereq.: grade of "C" or above in ACCT 3222 or ACCT 3233; MS in Accounting students or permission of department. Credit will not be given for this course and ACCT 7244 or ISDS 4244.

9. ACCT 4333 Internship in Internal Auditing (3); Prereq.: permission of instructor and department chair required. Pass-fail grading. Credit will not be given for this course and ACCT 4231.

10. ISDS 4244 Information Systems Auditing (3); Credit will not be given for this course and ACCT 4244 or ACCT 7244.

11. ISDS 3100 Management of Information Resources (3); Prereq.: ISDS 1100 or ISDS 1101 or ISDS 1102.

12. ISDS 3110 Database Processing for Management (3); Prereq.: ISDS 4113 or concurrent enrollment.

13. ISDS 4113 Information Technology Project Management (3); Prereq.: credit or registration in ISDS 3100 or consent of instructor. Also offered as IE 4113. Credit will not be given for this course and IE 4113.

14. ISDS 4141 Introduction to Data Mining (3); Prereq.: ISDS 3100.
Andrea B Abad

From: Ashley R Junek
Sent: Tuesday, November 29, 2016 9:20 AM
To: Andrea B Abad
Cc: Lydia M Lafleur, Thomas Phillips
Subject: FW: Minor in Internal Auditing

Andrea,

Please see below for information regarding the Internal Audit minor proposal as requested by the C&C committee. Let us know if you need anything further.

Best,

Ashley

From: Lydia M Lafleur
Sent: Tuesday, November 29, 2016 9:17 AM
To: Ashley R Junek <cjuneck@lsu.edu>
Cc: Glenn E Summers <gsumner@lsu.edu>; Thomas Phillips <tphillips@lsu.edu>; Laura D Wiley <laurawiley@lsu.edu>
Subject: FW: Minor in Internal Auditing

Good Morning Ashley,

Please see the following email from Dr. Watson addressing the question from the Faculty C&C Committee. Please let me know if they need additional information.

We appreciate your assistance in this matter.

Best regards,

Lydia

Lydia M. Lafleur, CIA
Assistant Director, Center for Internal Auditing
LSU E. J. Ourso College of Business
Business Education Complex, Room 4057
Baton Rouge, LA 70803
225-578-9057 (o) · 225-578-5277 (f)
LSUCIA Office: 225-578-6221
llafle2@lsu.edu · www.business lsu edu/internal-audit

From: Lydia M Lafleur
Sent: Tuesday, November 29, 2016 8:44 AM
To: Edward Watson
Cc: Glenn E Sumners; Laurene L Hutchinson
Subject: RE: Minor in Internal Auditing

Good Morning Dr. Watson,
Yes, the documents you referenced are those submitted with the proposal. We appreciate the support of the ISDS Department for the Minor in Internal Auditing and the opportunity it provides the students.

Best regards,
Lydia

Lydia M. Lafleur, CIA
Assistant Director, Center for Internal Auditing
LSU E. J. Ourso College of Business
Business Education Complex, Room 4057
Baton Rouge, LA 70803
225-578-9057 (o) · 225-578-5277 (f)
LSUCIA Office: 225-578-6221
llafle2@lsu.edu · www.business.lsu.edu/internal-audit

From: Edward Watson
Sent: Tuesday, November 29, 2016 8:22 AM
To: Lydia M Lafleur
Cc: Glenn E Sumners; Laurene L Hutchinson
Subject: RE: Minor in Internal Auditing

Hi Lydia:

Thank you for your note and for your patience.

The attached is the last version of the proposal that I recall. I assume this is the latest but please let me know otherwise.

There are quite a few options for the students. Some of these ISDS courses tend to be full and some not so full. There is also the “advisor approved elective” to consider as well.

In short, we expect to be able to help accommodate the estimated volume of students.

Thank you, Ed

From: Lydia M Lafleur
Sent: Monday, November 21, 2016 12:21 PM
To: Edward Watson
Cc: Glenn E Sumners
Subject: Minor in Internal Auditing

Hello Dr. Watson,

We appreciate your support and input into the proposal for the Internal Auditing Minor. The Internal Auditing Minor has been conditionally approved by the Faculty Senate Courses and Curriculum Committee. We received a request from the committee last week for a letter from the ISDS Department confirming that the department can accommodate the anticipated volume of students.

The total number of students in the Minor in Internal Auditing is expected to be 140 to 150 which is the average enrollment in the courses over the last three years. Historically, the majority of students enrolled in internal auditing courses are accounting and finance majors with 7 to 10 ISDS majors each semester. We anticipate this trend to continue
with the number of ISDS majors remaining the same or slightly increasing when the Minor is implemented. Based on our projections, the demand for the ISDS courses offered in the minor will not increase above the present demand for the courses given the projected ISDS student enrollment and the options available for the minor which includes a variety of accounting and ISDS courses.

Please let me know if have any questions or input to our estimate. If not, please confirm that the ISDS Department can accommodate the estimated volume of students.

Best regards,
Lydia

Lydia M. Lafleur, CIA
Assistant Director, Center for Internal Auditing
LSU E. J. Ourso College of Business
Business Education Complex, Room 4057
Baton Rouge, LA 70803
225-578-9057 (o) · 225-578-5277 (f)
LSUCIA Office: 225-578-6221
llafle2@lsu.edu · www.business.lsu.edu/internal-audit
REQUEST FOR **ADDITION** OF NEW COURSE

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ENTM 4020 Title</th>
<th>Invasive Species Ecology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>I N V A S I V E</td>
<td></td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: ____</td>
<td>Lab/Sem/Rec: ____</td>
</tr>
<tr>
<td>Repeat Credit Max. (If repeatable):</td>
<td>credit hours</td>
<td>Graduate Credit?</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture 3</td>
<td>Lab ___</td>
<td>Seminar ___</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
<td>Pass/Fail ____</td>
</tr>
</tbody>
</table>

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

**Course Description:**

*Concise catalog statement exactly as you wish it to appear in the General Catalog*

ENTM 4020: Prereq. ENTM 2001 or BIOL 1202 or equivalent. 3 hr lecture including discussions. Stages involved in the invasion of an organism; examples covered include insects, weeds, reptiles, fish, and mammals.

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

If this course is approved, will additional staff be needed? Yes ____ No X |
Will additional space, equipment, special library materials or other major expense be involved? Yes ____ No X |
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 4 October, 2016 (date) |
College Faculty Approval 10/6/16 (date) |

Department Chair's Signature 10/6/16 (date) |
Graduate Dean's Signature (for 4000 level and above) 11/29/16 (date) |

College Contact: Jennifer Neal (Please print name) |
College Contact E-mail: jshern1@lsu.edu |

**College Contact:** 12/13/16 (date) |
Academic Affairs Approval (date) |
Course Proposal

ENTM 4020 Invasive Species Ecology

Justification

Invasive species are a major threat to many ecosystems worldwide, and understanding the process and impact of invasions will provide valuable knowledge to students from different academic backgrounds. The instructor proposes a new course with emphasis on the stages of invasion, the methods used to study each stage, ecology and impact of invasive species, and examples of invasive species affecting different ecosystems. This course will not duplicate other courses and will be an elective added to our Agricultural Pest Management and Sustainable Production Systems concentrations and our Agricultural Pest Management minor. Each class will be comprised of a short lecture covering theory, case studies, and in-class problem-solving exercises. Guest speakers working on invasive species in Louisiana will be invited to cover specific topics and provide their perspective on invasion. Because of the broad diversity of organisms and the goal of stimulating students from different disciplines, the target audience includes students in the Departments of Entomology and Biology and in the Schools of Plant, Environmental, and Soil Sciences and Renewable Natural Resources.
ENTM 4020 Invasive Species Ecology (3 h)

Syllabus

Louisiana State University, Department of Entomology

Instructor
Rodrigo Diaz, Ph.D.
r Diaz@agcenter.lsu.edu
Office: Life Sciences Annex Rm. A506
Office phone: (225) 578-1835

Description
After habitat loss, the impact of invasive species is the next most important threat to natural and managed ecosystems. In this course, the student will learn a brief history on the discipline of invasion ecology including the writing by Charles Elton and other workers who provided the foundation of the discipline. The invasion process includes the transport, establishment, spread and impact of an organism. In addition, the course will cover different approaches to the study of invasive species including models of spread, risk assessment, impact measurement; and to manage invasive species including regulation, prevention, eradication, and control. Each class will be composed of a short lecture covering the theory, study cases, and in-class problem-solving exercises. Guest speakers working on invasive species in Louisiana will be invited to cover specific topics and provide experiences and different perspectives. Having a solid understanding on the process of a biological invasion will help students in the development of effective management programs.

The course will consist of two 1.5-hour lectures and/or discussion per week. Lectures will provide the fundamental concepts of each topic outlined below. Guest lectures will provide examples of invasive species and their management in Louisiana. Discussions will be summaries of key papers on invasion biology and will be led by students.

Target Audience: Undergraduate and graduate students in the Department of Entomology, Biology, School of Plant, Environmental, and Soil Sciences and the School of Renewable Natural Resources.

Details
Prerequisites: An introductory undergraduate course in Ecology, or equivalent.
Credits: 3

Learning goals
During this course, the student will learn:
1) Concepts and terminology related to invasion ecology, and a brief history in the early years of the discipline.
2) Stages and processes involved in an invasion: Description and theories.
3) The biology, distribution, impact and management of invasive
species in Louisiana.
4) Improve science communication skills through written, poster and oral presentations.

Credit hour statement
As a general policy, for each hour a student is in class, he/she should expect to spend at least two hours preparing outside of class. Since this course is for three credit hours, the student should expect to spend around six hours outside of class each week reading, reflecting/reviewing, and completing assignments.

Invasive Species Ecology-Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Main topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Invasion Ecology</td>
</tr>
<tr>
<td></td>
<td>- Concepts and terminology</td>
</tr>
<tr>
<td></td>
<td>- Early history of the discipline and important scientists</td>
</tr>
<tr>
<td>Week 2</td>
<td>How exotic organisms arrive to a new region?</td>
</tr>
<tr>
<td></td>
<td>- Hitchhikers vs. Corridors</td>
</tr>
<tr>
<td></td>
<td>- Changes in pathways overtime: from sailing ships to airports</td>
</tr>
<tr>
<td>Week 3</td>
<td>Where and when invasions have occurred?</td>
</tr>
<tr>
<td></td>
<td>- Geographical patterns</td>
</tr>
<tr>
<td></td>
<td>- Temporal patterns</td>
</tr>
<tr>
<td></td>
<td>Guest lecture: Dr. Blake Wilson, Invasion of Mexican rice borer</td>
</tr>
<tr>
<td>Week 4</td>
<td>How many individuals are necessary to start an invasion?</td>
</tr>
<tr>
<td></td>
<td>- Propagule pressure and establishment success</td>
</tr>
<tr>
<td></td>
<td>- Factors influencing the role of propagule pressure</td>
</tr>
<tr>
<td>Week 5</td>
<td>Does disturbance facilitate invasion?</td>
</tr>
<tr>
<td></td>
<td>- Sources of disturbance</td>
</tr>
<tr>
<td></td>
<td>- Human-mediated disturbance</td>
</tr>
<tr>
<td>Week 6</td>
<td>What is the role of biotic resistance on invasion success?</td>
</tr>
<tr>
<td></td>
<td>- Positive (mutualism) and negative (predation, parasitism) interactions</td>
</tr>
<tr>
<td></td>
<td>Exam I</td>
</tr>
<tr>
<td>Week 7</td>
<td>Can we predict the geographical spread of invasive species?</td>
</tr>
<tr>
<td></td>
<td>- modelling species expansions</td>
</tr>
<tr>
<td></td>
<td>- short and long distance dispersal</td>
</tr>
<tr>
<td>Week 8</td>
<td>What are the major ecological process during an invasion?</td>
</tr>
<tr>
<td></td>
<td>- Population growth, dispersal</td>
</tr>
<tr>
<td></td>
<td>- Biotic and abiotic interactions, lag times</td>
</tr>
<tr>
<td>Week 9</td>
<td>Understanding ecological impacts</td>
</tr>
<tr>
<td></td>
<td>- Different levels of impact: genetic, individual, population, community, ecosystems</td>
</tr>
</tbody>
</table>
| Week 10 | How to measure and predict impacts  
- Human perception  
- Comparing impacts across communities and organisms  
*Guest lecture: Dr. Chris Mudge, Chemical Control of Exotic Plants* |
| Week 11 | How evolution affects the different stages of the invasion?  
- Founding effects, changes in genetic variability, local adaptation  
Exam II |
| Week 12 | Can we predict whether a species will become invasive?  
- Risk assessments, mapping  
- The role of transportation sources: ballast water, airports, intentional introductions  
*Guest lecture: Dr. Jacoby Carter, Aquatic Invasive Species in Louisiana* |
| Week 13 | Methods for control of invasive species  
- When is eradication feasible?  
- What measures can be taken after the detection of exotic organism?  
- Control measures used against invasive species  
*Guest lecture: Dr. Veronica Manrique, Biological Control of Invasive Insects and Plants* |
| Week 14 | How climate change impacts invasive species?  
- Description of changes: temperature, rain patterns, sea-level raise  
- Effects in transport, establishment, spread and impact |
| Week 15 | **FINAL EXAM (comprehensive)** |

**Student Evaluation and Assignments**

Evaluation will consist of three exams, and assignments.

| Exams | The exams will be multiple selection, short answers and essays from topics covered during lectures. |
| Assignment #1 Oral Presentation about an invasive organism (individual assignment) | The goal of this assignment is for students to learn about an invasive organism, prepare a short PowerPoint presentation, and to deliver an effective oral presentation. The student will have the opportunity to select one species (or group of related organisms) and prepare a 20-minute oral presentation containing the following topics: species description, native and adventive distribution, methods of dispersal, key life history adaptations related to invasiveness, and methods of control. The presentation format will follow an assertion-evidence approach outlined in [http://www.assertion-evidence.com/tutorial.html](http://www.assertion-evidence.com/tutorial.html)  
In this website, the student has access to this method to deliver presentations and templates. |
| Assignment #2 | The goal of this assignment is to prepare a poster containing information |
Poster presentation of an invasive species
(group assignment)

about an invasive species in Louisiana. Groups of three students will prepare a poster containing information on the recognition, distribution, impact and potential control methods of an invasive species present in Louisiana. The poster will be evaluated for content and presentation.
http://www.nature.com/naturejobs/science/articles/10.1038/nj7614-115a

Term paper (graduate students)

The goal of this paper is to understand the management approaches used for a specific group of invasive organisms. Groups of organisms could be aquatic weeds, forest insects, feral pigs, marine fish, earthworms, nutrias, among others. The maximum length of the paper will be 10 pages, double spaced.

Extra credit

Oral skills: Good communication skills are critical in any career. A free class on public speaking is offered by Dr. Matt McGarry at University of Washington and available at Coursera
https://www.coursera.org/learn/public-speaking. This is only 18h of short videos. Upon finishing this course, the student will get 20 extra credits.

Scientific presentations: An effective method to do scientific presentation is the assertion-based approach. http://www.assertion-evidence.com/tutorial.html Upon finishing the review of this website, the student will get 10 extra credits by using this approach in the class presentation.

Poster presentations: Tools and examples of award winning posters can be found in the following link:
http://www.nature.com/naturejobs/science/articles/10.1038/nj7614-115a
Upon finishing the review of this website, the student will get 10 extra credits by using this approach in the class poster.

Grading

Undergraduate credit

Three exams (150 points each) 450 pts
Two assignments (100 points each) 200 pts

Total Undergraduate 650 pts

Graduate credit (in addition)

Term paper (100 points) 100

Total graduate 750 pts

Course grading scale
A+ = 97-100%
A = 94-96%
A- = 90-93%
B+ = 87-89%
B = 84-86%
B- = 80-83%
C+ = 77-79%
C = 74-76%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 0-59%

---

**Academic Integrity**

**General Statement on 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/saa](http://www.lsu.edu/saa). 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.

**Plagiarism and Citation Method**

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use Entomological Society of America, Style Guide. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at [www.msu.edu](http://www.msu.edu).
www.lsu.edu/saa.

| **Group work and unauthorized assistance** | All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faulty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct. |
| **Disability statement** | Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Disability Services, 115 Johnston Hall, (225) 578-5919. |