

* revised syllabus * 10/7/14

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WSU Registrar

Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: Spring 2015
(effective date cannot be retroactive) New course Temporary course Drop service course
 There is a course fee associated with this course (see instructions)

- Variable credit _____
- Increase credit (former credit _____)
- Number (former number _____)
- Crosslisting (between WSU departments)
(Must have both departmental signatures)
- Conjoint listing (400/500)
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in _____ (Must have GenEd Committee Approval) Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only) Graduate credit (professional programs only)

- Repeat credit (cumulative maximum _____ hours)
- Lecture-lab ratio (former ratio _____)
- Prefix (former prefix _____)
- Cooperative listing (UI prefix and number _____)
taught by: WSU UI jointly taught
- S, F grading

Other (please list request) Switch from S, F grading to graded credit

NEURO 592 Research Writing & Seminar
course prefix course no. title

credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite
<u>3</u>				<u>Graduate Student, Program in Neuroscience</u>

Description (20 words or less) Course covers essentials of oral & written communication.

(Ingermann)

Instructor: Barbara Sorg Phone number: 360-546-9719 Email: sorg@vetmed.wsu.edu
 Contact: B Sorg Phone number: same Email: same
 Campus/Zip Code: VCLS 208 - Vancouver Campus

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

[Signature] 6/5/14 Chair/date
[Signature] 6/5/14 Dean/date
 _____ General Education Com/date

 Chair (If crosslisted/interdisciplinary)* Dean (If crosslisted/interdisciplinary)* Graduate Studies Com/date

 All-University Writing Com/date Academic Affairs Com/date Senate/date

If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

Neuro 592: Research and Writing Seminar (3 cr)
Request to change from S/F to Graded Credit

Justification:

Beginning in 2007, I taught Neuro 592 course for graded credit. However, beginning in 2010 and for every year until the present, the course was changed to S/F. However, this switch to S/F has made it more difficult to convey to the students the importance of the *quality* of their writing. I believe that students perceive an "S" on an assignment as being equal to an "A" so there is little motivation to improve on the existing writing or speaking. Switching this course to graded credit will more clearly communicate to students how they are performing and provide continual feedback and, in turn, incentive to improve their writing and speaking skills. The skills taught in this course are critically important for their Ph.D. and future work, including the writing of manuscripts and grants and oral communication of ideas to other neuroscientists in research seminars and to students in the classroom.

Neuro 592
Research Writing and Seminar (3 credits)
Spring, 2015 (THURSDAYS 9:10-11:50 am)

INSTRUCTOR and CONTACT INFORMATION:

Barbara Sorg, Ph.D.

Department of Integrative Physiology and Neuroscience (IPN)

Vancouver, WA

Contact:

PH: 360-546-9719

Email: sorg@vetmed.wsu.edu

Office Hours:

By appointment (email is the easiest way to contact me. I will set up an appointment the same or next day unless I am out of town).

Course objectives

This course will cover the essentials of oral and written communication for students in the Neuroscience Graduate Program. Lecture periods will be used to guide students in formal writing of a proposal and literature review, and in presentation of a poster and seminar on their research. Students will also attend weekly departmental seminars and meet with the course director once/week to review written drafts.

Schedule of course content

- Week 1 (Jan 16): Literature Review-begin outline and read sentences-Zeiger
- Week 2 (Jan 23): Literature Review-read paragraphs-Zeiger
- Week 3 (Jan 30): Literature Review- paragraphs & critique of sentences/paragraphs, FINAL outline
- Week 4 (Feb 6): First paragraph of Lit Review, critique in class
- Week 5 (Feb 13): Specific Aims
- Week 6 (Feb 20): Specific Aims-critique in class
- Week 7 (Feb 27): Oral Presentation - introduction
- Week 8 (Mar 6): Significance (first draft) and critique of Aims (final draft)
- Week 9 (Mar 13): Significance (final draft) critique in class
- Week 10 (SPRING BREAK)
- Week 11 (Mar 27): Oral Presentation and critique in class

Week 12 (April 3): Oral Presentation and critique in class

Week 13 (April 10): Literature Review

Week 14 (April 17): Literature Review

Week 15 (April 24): DEAD WEEK

Week 16: Finals week – no class

ALL LITERATURE REVIEWS DUE THURS, MAY 2nd

Departmental Presentations:

WE WILL FIGURE THIS OUT ON FIRST DAY

Form of instruction

Each week will be a formal meeting with the students. Some or all of the 2.5 hr period will be devoted to lecture, review of students' written materials, and peer review by students. In addition, the instructor will spend one-on-one time with each student to facilitate feedback in their preparation of materials for class. The majority of the students' work will need to be done outside of class time (to conduct searches and read the literature, work on power point presentations, etc.).

Text

Required

(1) Essentials of Writing Biomedical Research Papers--Mimi Zeiger, 2nd edition (purchase from Amazon or another bookseller)

NOT Required, but I have a few copies in my office

- (1) The Elements of Style--Strunk and White, 4th edition
- (2) The Craft of Scientific Writing--Michael Alley, 3rd edition

Required assignments

There are three major assignments in this class:

1. A literature review (25-30 double-spaced pages) relevant to the student's research
2. A 2-page Specific Aims and Significance/Innovation section for Research Proposal
3. An oral presentation in class (practice) and to the department of IPN

Criteria for student evaluation

Each student will be evaluated on four separate items (a separate grade for each item):

- 1) Literature review (240 pts, 40% of final grade)
NIH-style research proposal: a) Specific Aims (90 pts, 15% of final grade) and
Significance/Innovation (30 pts, 5% of final grade)
- 2) Oral presentation (power point) to be delivered to the IPN Department (150 pts, 25% of final grade)
- 3) In-class participation (90 pts, 15% of final grade)

Details of assignments

- 1) *Literature review*: This is a 20-30 page document (double-spaced) that focuses on the your area of study. It is a broad review of the literature relevant to your research project, and it ultimately serves as the your chapter of their Ph.D. thesis. For the introductory paragraph, you will receive peer review in class. Beyond the introductory paragraph, you will work with the instructor one-on-one to receive feedback each week on your writing. You will then return the revised work and again receive feedback a second time. At the end of the year, you will receive a grade on the final document, and it is also read by another individual who has a writing certificate (who is outside the area of Neuroscience) so that you will be receiving feedback from two individuals on your final document. You will be working on this document throughout the semester.
- 2) *NIH-style research proposal*: This is a document required for all students in the Neuroscience Program. You will concentrate on the first two pages of this grant: the Specific Aims and the Significance/Innovation. The final document is two pages (single-spaced). You will receive peer review and then individual feedback from the instructor for this document. You will be working on this document for approximately 3-4 weeks.
- 3) *Oral presentation*: This presentation is a required seminar in the Neuroscience Program, to be delivered to the Department of Integrative Physiology and Neuroscience. You will receive peer review in class and review by two instructors on your in-class presentation. Although you will be presenting only once to the class, you will be spending time preparing the presentation for class and then, after the class presentation, preparing it for the departmental seminar (after receiving feedback in class).
- 4) *In-class participation*: Participation in class is expected each week in the form of peer review for the documents and oral presentation.

Detailed Evaluation

- I. *Participation* will be evaluated on attendance in class, turning in assignments on time, and participation in class. Failure to show up or turn assignments in on time will result in the instructor communicating to the student the strong possibility of receiving a “C” (or lower) for that component of the course.
- II. *Written assignments* will follow the general rubric:
 - An “A” will be given if the document contains correct grammar and spelling, and clear, logical flow of ideas within sentences, within paragraphs, and between paragraphs by appropriate use of writing mechanics discussed in the textbook and the classroom.

- A “B” mark will be given if the document contains correct grammar and spelling but does not always contain a logical flow of ideas within sentences, within paragraphs, and between paragraphs.
- A “C (or lower)” mark will be given if the document contains several spelling/grammatical errors and does not contain a clear flow of ideas within sentences, within paragraphs, and between paragraphs.

III. Oral presentation will be evaluated for power point presentation and oral presentation and will follow the general rubric:

- An “A” will be given for students who incorporate feedback from the practice presentation into their final presentation and demonstrate a clear presentation style (simplicity of slides, flow of logic, significance of their work, appropriate level of detail for the audience).
- A “B” will be given to students who incorporate most of the feedback from the practice presentation into their final presentation and demonstrate adequate presentation style (simplicity of slides, flow of logic, significance of their work, appropriate level of detail for the audience).
- A “C” (or lower) mark will be given if students fail to incorporate most of the feedback from the practice presentation into their final presentation and demonstrate poor presentation style (slides are too complex to follow, flow of logic is poor, failure to present significance of their work, and/or level of detail is too high or too low for the audience).

Grade breakdown	Percentage	Point total
A	93%	558
A-	90%	540
B+	87%	522
B	83%	498
B-	80%	480
C+	77%	462
C	73%	438
C-	70%	420
D+	67%	402
D	63%	378
F	≤60%	360

Missed or Late Work Policy

Late assignments are only accepted due to illness or other legitimate excuse and will be considered on an individual basis at the discretion of the instructor. Papers are due on the due dates discussed in class and will be docked 10% per day if late, for a maximum of 50% off.

Academic Integrity: For written assignments, plagiarizing other sources, published or unpublished, will be considered cheating. Students who are caught cheating will receive a failing grade. Refer to the following website for a detailed description of Academic Dishonesty and Academic Integrity violations:

<http://conduct.wsu.edu/default.asp?PageID=343>

As an institution of higher education, we have a responsibility to inform students with disabilities about the process of accessing reasonable accommodations. The Students with Disabilities syllabus statement is an important part of fulfilling that institutional responsibility, therefore we ask that all teaching faculty include it in

every syllabus.

Student with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please call the Access Center at (360) 546-9238. Accommodations may take some time to implement so it is critical that you contact the Access Center as soon as possible.

All accommodations must be approved through the Access Center, located in the south end of the lower level of the Multimedia Classroom Building, (360) 546-9238.

The Campus Safety Plan: Found at <http://safetyplan.wsu.edu>, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. Students should become familiar with the campus safety and emergency information provided at the safety plan web site and at <http://oem.wsu.edu/Emergencies>. Everyone should also become familiar with the WSU ALERT site (<http://alert.wsu.edu>) where information about emergencies and other issues affecting WSU will be found. Students should also go to the myWSU portal at <http://my.wsu.edu> and register their emergency contact information for the Crisis Communication System (CCS).

	At the end of the course, students should be able to...	Course topics that address these learning outcomes are...	This outcome will be evaluated primarily by...
LO1	Write a full literature review about your research topic (<i>Goal: Scientific Literacy</i>)	Literature Review (throughout the entire semester)	Weekly feedback from course director on writing skills; some peer-review during class sessions
LO2	Prepare a powerpoint presentation to deliver a seminar to the Department of Integrative Physiology and Neuroscience (IPN). This targets a broader audience in neuroscience (<i>Goals: Communication, Scientific Literacy</i>)	See "Oral Presentations" (note: Seminar presentation is not listed in the weekly syllabus but student must deliver seminar to the Department during the late spring)	Departmental seminar, feedback from course director and IPN members attending the seminar presentation
LO3	Write first two (key) pages of grant proposal that targets broader audience in neuroscience who do not have background in specialized field (<i>Goals: Scientific Literacy, Diversity, Communication</i>)	Weeks 5-9 (mid-semester-5 wks)	Weekly feedback from course director and peer-review from entire class during class sessions