

# Add Course Request

Submitted on: 2012-11-30 21:18:54

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| 1. <b>COURSE SUBJECT</b>  | EVST   |
| 2. <b>COURSE NUMBER</b> (OR PROPOSED NUMBER)  | 4000W  |
| 3. <b>COURSE TITLE</b>  | Environmental Studies Capstone<br>Research Proje |
| 4. <b>INITIATING DEPARTMENT or UNIT</b>   | Environmental Studies                            |
| 5. <b>NAME OF SUBMITTER</b>   | Kathleen Segerson                                |
| 6. <b>PHONE of SUBMITTER</b>  | Phone: +1 860 486 4567                           |
| 7. <b>EMAIL of SUBMITTER</b>  | Email:<br>kathleen.segerson@uconn.edu            |
| 8. <b>CONTACT PERSON</b>  | Kathleen Segerson                                |
| 9. <b>UNIT NUMBER of CONTACT PERSON (U-BOX)</b>   | 1063   |
| 10. <b>PHONE of contact person</b>  | Phone: Kathleen Segers                           |
| 11. <b>EMAIL of of contact person</b>   | Email:<br>kathleen.segerson@uconn.edu            |
| 12. Departmental Approval Date  | 02/08/2012                                       |
| 13. School/College Approval Date  | 03/20/2012                                       |
| 14. Names and Dates of additional Department and School/College approvals   | 03/23/2012                                       |
| 15. Proposed Implementation Date  | Term: Fall, Year: 2015                           |
| 16. Offered before next printed catalog is distributed?   | No   |
| 17. <b>General Education Content Area</b>   |  |
| 18. <b>General Education Skill Code (W/Q).</b><br>Any non-W section?  | W<br>No  |
| 19. Terms Offered   | Semester: Fall Spring Year:<br>Every_Year        |
| 20. Sections  | Sections Taught: 2-3                             |
| 21. Student Number  | Students/Sections: 38-57                         |
| 22. Clarification: We anticipate that demand will increase over time as the new (proposed) environmental studies major gets established. Thus, we anticipate increasing the number of sections over time. |  |
| 23. <b>Number of Credits</b>  | 3  |

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|  | if VAR Min: Max:<br>credits each term  |
| <b>24. INSTRUCTIONAL PATTERN</b><br>2-3 meetings per week, as needed. Focus is on student projects   |  |
| 25. Will this course be taught in a language other than English?   | No<br>If yes, then name the language:  |
| 26. Please list any prerequisites, recommended preparation or suggested preparation:<br>ENGL 1010 or 1011 or 3800  |  |
| 27. Is Instructor, Dept. Head or Unit <b>Consent Required</b> ?  | Instructor   |
| 28. Permissions and Exclusions:<br><br>Open only to Juniors or higher  |  |
| 29. Is this course <b>repeatable for credit</b> ?  | No<br>If yes, total credits allowed:<br>Allow multiple enrollments in same term? |
| 30. <b>Grading Basis</b>   | Graded   |
| 31. If satisfactory/unsatisfactory grading is proposed, please provide <b>rationale</b> :  |  |
| 32. Will the course or any sections of the course be taught as Honors?<br>AsHonors   |  |
| 33. Additional Details:  |  |
| 34. Special Attributes:  |  |
| <b>35. REGIONAL CAMPUS AVAILABILITY:</b><br>At this time, there is no plan to offer this at regional campuses, although in the future it could be offered at regional campuses, if there is sufficient demand and staffing.  |  |
| <b>36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:</b><br><br>EVST 4000W. Environmental Studies Capstone Research Project<br>Either semester. Three credits. Prerequisites: ENGL 1010 or 1011 or 3800. Consent of Instructor required. Open to juniors or higher.<br>Individual student research projects integrate knowledge and perspectives on environmental issues. Extensive reading, research, written work and presentation/oral communication required.  |  |
| <b>37. RATIONALE FOR ACTION REQUESTED</b><br><br>(a) Reasons for adding this course: This is a capstone course for the newly created environmental studies major. This course is intended for environmental studies majors, as a capstone experience that allows them to extend and integrate knowledge acquired within the major. Students will identify a project that they would like to use for completion of the capstone requirement. Individual projects must involve an experiential component and must result in a significant written paper that demonstrates the student's ability to evaluate, synthesize, and incorporate information from various sources and perspectives and to communicate effectively through written expression. In addition, students will be expected to present their projects through |  |

appropriate media (such as oral or poster presentations). While the specific content and nature of individual projects will vary, students are expected to demonstrate advanced knowledge of related topics.

(b) N/A

(c) This is intended to be a capstone course to be taken at the end of the environmental studies major. Thus, it is appropriate to limit it to advanced students.

(d) There will be no direct impact on other departments.

(e) This class does not overlap with any existing course.

(f) All departments with courses included in the proposed environmental studies major were consulted about the major and the new courses offered as part of the major, including this course.

(g) At this time, there is no explicit plan to offer the course at regional campuses, although in the future it could be offered if there is sufficient demand and staffing.

(h) There are no specific costs, other than staffing. The current faculty hiring plan includes hires that could support additional future staffing of this course.

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### 38. SYLLABUS:

Online URL: ( [https://web2.uconn.edu/senateform/request/course\\_uploads/kas02016-1354292622-EVST\\_4XXXW\\_syllabus\\_approved\\_by\\_C&C.doc](https://web2.uconn.edu/senateform/request/course_uploads/kas02016-1354292622-EVST_4XXXW_syllabus_approved_by_C&C.doc) )

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### 39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

a. This course is intended for environmental studies majors, as a capstone experience that allows them to extend and integrate knowledge acquired within the major. The objectives for the course stem from the objectives of the environmental studies major —understanding of political, economic, regulatory, geographic, social, and interpretive contexts of environmental situations and of the complexity of interactions between humans and the environment. As a result of this course, students will be able to use the knowledge and practices of specific disciplines to analyze current practices relevant to specific environmental issues, evaluate approaches to resolve environmental issues and apply strategies, and communicate findings effectively.

b. Students will identify a project to use for completion of the capstone requirement. Individual projects must involve an experiential component and must result in a significant written paper that demonstrates the student's ability to evaluate, synthesize, and incorporate information from various sources and perspectives and to communicate effectively through written expression. In addition, students will be expected to present their projects through appropriate media (such as oral presentations or poster presentations). Students will submit progress reports throughout the semester to solicit input and feedback.

(c) As noted above, the over-arching theme is the understanding of political, economic,

regulatory, geographic, social, and interpretive contexts of environmental situations and of the complexity of interactions between humans and the environment. While the specific content and nature of individual projects will vary, examples include consideration of political and social costs of an environmental issue; debate of ethical dilemmas, deliberation on social justice components, analysis of media coverage, review of scientific data, and estimation of impact of public opinion and beliefs.

**40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**

**41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria**

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
  - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
  - 43. **International:**
- e. **Q course:**
- f. **W course:**

1. The class will require a written research paper of at least 20 pages on a topic of their choice. Students will be required to submit interim products, including at least one complete draft, for comment and subsequent revision. The writing component will comprise a minimum of 50% of the grade for the class. It will provide students with an opportunity to synthesize and integrate knowledge, and to develop written communication skills that can be used to convey and support their conclusions.

2. Students will receive writing instruction through class lectures/presentations, distributed written materials, in-class exercises (including peer review), and individual commentaries.

3. Students will receive both instructor and peer review comments, and will engage in individual discussions about writing improvements. They will be required to revise written work, with explicit explanation of how the revised work was responsive to the comments received.

4. The syllabus will state that a student must pass the "W" component of the class in order to pass the course.

**42. RESOURCES:**

Does the department/school/program currently have resources to offer the course as proposed  
**YES**

If **NO**, please explain why and what resources are required to offer the course.

**43. SUPPLEMENTARY INFORMATION:**

**ADMIN COMMENT:**

Senate approved W 3.25.2013 // GEOCWapp\_021213KCP. newW\_120312AP.

## EVST 4XXXW. Environmental Studies Capstone Research Project

### Sample Syllabus

#### Course Description:

Individual student research projects that integrate knowledge and perspectives on environmental issues, involving extensive reading, research, written work and presentation/oral communication. Intended for environmental studies majors as a capstone experience allowing them to extend and integrate knowledge acquired within the major.

#### Course objectives:

This course is intended for environmental studies majors, as a capstone experience that allows them to extend and integrate knowledge acquired within the major. The objectives for the course stem from the objectives of the environmental studies major —understanding of political, economic, regulatory, geographic, social, and interpretive contexts of environmental situations and of the complexity of interactions between humans and the environment. As a result of this course, students will be able to use the knowledge and practices of specific disciplines to analyze current practices relevant to specific environmental issues, evaluate approaches to resolve environmental issues and apply strategies, and communicate findings effectively.

#### Course Outline

Students will identify a project to use for completion of the capstone requirement. Individual projects must involve an experiential component and must result in a significant written paper that demonstrates the student's ability to evaluate, synthesize, and incorporate information from various sources and perspectives and to communicate effectively through written expression. In addition, students will be expected to present their projects through appropriate media (such as oral presentations or poster presentations). While the specific content and nature of individual projects will vary, students are expected to demonstrate advanced knowledge of related topics. These might include, for example: consideration of political and social costs of an environmental issue; debate of ethical dilemmas, deliberation on social justice components, analysis of media coverage, review of scientific data, estimation of impact of public opinion and beliefs. Students will be expected to provide progress reports throughout the semester to solicit input and feedback.

#### Grading

Students will be graded based upon the quality of interim and final products (including the final paper and presentation). The final paper will constitute the final examination in this course.

#### "W" requirement:

The minimum total writing requirement for a "W" course is 15 pages, doubled-spaced, with 1" margins, 12 point font (approximately 4,000 words of text, exclusive of footnotes, bibliography, diagrams, etc.). The writing must be reviewed and rewritten. A student cannot pass the course if he/she does not pass the writing component of the course. This course will exceed the minimum requirement, since students will be required to produce a finished research paper that is 20-30 pages in length.

#### Information Literacy requirement:

This course will satisfy the Information Literacy requirement for the major by requiring students to incorporate into their projects the collection, evaluation, and synthesis of information relevant to their project from various sources, such as literary works, books, academic journals, databases, and websites. Students will be required to demonstrate their ability to integrate various types of information into critical analysis and use that information to support positions or conclusions. In addition, they will be required to use information technologies to effectively communicate project outcomes.