

Add Course Request

Submitted on: 2012-04-05 13:36:59

1. COURSE SUBJECT	CDIS
2. COURSE NUMBER (OR PROPOSED NUMBER)	4245W
3. COURSE TITLE	Neuroscience of Cognitive and Communication D
4. INITIATING DEPARTMENT or UNIT	Communication Disorders
5. NAME OF SUBMITTER	Carl A Coelho
6. PHONE of SUBMITTER	Phone: +1 860 486 2817
7. EMAIL of SUBMITTER	Email: carl.coelho@uconn.edu
8. CONTACT PERSON	Carl A. Coelho
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	1085
10. PHONE of contact person	Phone: 486-2817
11. EMAIL of of contact person	Email: coelho@uconn.edu
12. Departmental Approval Date	04/05/11
13. School/College Approval Date	10/25/11
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: fall, Year: 2013
16. Offered before next printed catalog is distributed?	No
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	W Yes
19. Terms Offered	Semester: Fall Spring Year: Every_Year
20. Sections	Sections Taught: 2 fall, 1s
21. Student Number	Students/Sections: 2-3 W sect
22. Clarification: 2-3 W sections = 38-57 students, 2 non-W sections = 50 students each year	
23. Number of Credits	4 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN	Two or three lectures and a writing lab for the W sections

25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: CDIS 2203, 2204	
27. Is Instructor, Dept. Head or Unit Consent Required ?	No
28. Permissions and Exclusions: Open only to Juniors or higher	
29. Is this course repeatable for credit ?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale :	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY:	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: 4245. Neuroscience of Cognitive and Communication Disorders. (244) (Formerly offered as CDIS 4244). Three credits. Prerequisite: Open to juniors or higher. Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders. 4245W. Neuroscience of Cognitive and Communication Disorders. (244) (Formerly offered as CDIS 4244). Four credits. Prerequisite: Open to juniors or higher.	
37. RATIONALE FOR ACTION REQUESTED a) This course was originally offered as CDIS 4244 (). The CLAS C&C recommended dropping 4244 and adding 4245 although content remained essentially unchanged. b) NA c) W course d) None e) NA f) NA g) NA h) NA i) NA j) NA	
38. SYLLABUS:	

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/cac02021-1333647348-syllabus_4245W.doc)

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

CDIS 4245W is a four credit course (with a writing lab) that teaches students to explore and evaluate published research in the area of acquired cognitive and communication disorders. Further, this course develops students' ability to synthesize and express their ideas in the form of an academic research paper.

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

COURSE OBJECTIVES

This course is designed to develop your understanding of the research article genre. By the end of the semester, you will be able to use this understanding to:

- explore a topic
- gather evidence ethically
- interpret and evaluate sources of information
- effectively communicate your interpretations in the form of an academic research paper.

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:**

The goal of this writing project is to allow you to broaden your understanding of language acquisition by exploring a topic of interest in the area of acquired cognitive and communication disorders. We will focus not only on how to analyze current research, but also on how to develop a research thesis based on a critical review of the literature in your topic area. You will carefully draw from your sources in order to shape your own arguments.

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 10.15.12 // GEOCWappNewW_replacesCDIS4244W.App
includesDROPOfCDIS4244W_050112AP

UNIVERSITY OF CONNECTICUT

DEPARTMENT OF COMMUNICATION SCIENCES – COMMUNICATION DISORDERS

**CDIS 4254W – NEUROSCIENCE OF COGNITIVE AND COMMUNICATION DISORDERS -
WRITING SECTION**

W SECTION INSTRUCTOR:

OFFICE LOCATION: David C. Phillips Communication Sciences Building

PHONE:

E-MAIL:

W SECTION:

OFFICE HOURS:

COURSE DESCRIPTION

CDIS 4245W is a four credit course (with a writing lab) that teaches students to explore and evaluate published research in the area of acquired cognitive and communication disorders. Further, this course develops students' ability to synthesize and express their ideas in the form of an academic research paper.

COURSE OBJECTIVES

This course is designed to develop your understanding of the research article genre. By the end of the semester, you will be able to use this understanding to:

- explore a topic
- gather evidence *ethically*
- interpret and evaluate sources of information
- effectively communicate your interpretations in the form of an academic research paper.

The goal of this writing project is to allow you to broaden your understanding of language acquisition by exploring a topic of interest in the area of acquired cognitive and communication disorders. We will focus not only on how to analyze current research, but also on how to develop a research thesis based on a critical review of the literature in your topic area. You will carefully draw from your sources in order to shape your own arguments.

GUIDELINES FOR YOUR RESEARCH PAPER

This is a formal writing project and the best papers will include:

- A clearly communicated thesis
- A thorough review of current research
- An in-depth analysis of the evidence to support your thesis
- Close attention to style
- An absence of formatting and mechanical errors (i.e. spelling, grammar, and punctuation)
- Accurate and consistent use of the American Psychological Association (APA) format

Only articles from peer reviewed journals, books, and edited chapters in relevant books may be used. Web based references are not permitted.

The final paper will include:

- A separate title page
- 15 pages
- A minimum of 10 references

It will be formatted as follows:

- Double spacing
- 1" margins
- 12 point font (Times New Roman ONLY)
- Section headings

Your research paper will be developed over the course of this semester. Each lab serves to support the process you follow as you move from your initial ideas to a complete research paper. A variety of writing tasks will be assigned that support this process leading to the final product of an academic research paper. Rubrics and templates will be provided for requisite assignments and papers according to the class schedule.

GRADING SYSTEM

According to university-wide policies for W courses, you cannot pass CDIS 4245 unless you receive a passing grade for its writing component (CDIS 4245W).

Grades will be based on a point accumulation system. The grading scheme is as follows:

4245W

A	142-150	C+	115-119	D-	90-95
A-	136-141	C	111-114	F	< 89
B+	130-135	C-	105-110		
B	126-129	D+	102-104		
B-	120-125	D	96-101		

POINT BREAKDOWN*

Week	Date	Topic	Assignment Due	Value of Assignment
1	Jan. 23	Syllabus Review Choosing a Topic		

2	Jan. 30	MEET IN LIBRARY	3 topic ideas; topic proposal	5 pts; 5 pts
3	Feb. 6	Evidence and Argument; How to Read a Research Article	Annotated Bibliography (5 sources)	5 pts
4	Feb. 13	Composing a Literature Review Plagiarism/SafeAssign APA		
5	Feb. 20	Reverse Outline/Thesis Matrix	Literature Review	20 pts
6	Feb. 27	Lit. Review returned Cover Letters Introductions and Conclusions	Sign up for individual conferences	
7	Mar. 5	Conferences	First Draft w/ Cover Letter	20 pts
-----	Mar. 12	SPRING BREAK		
8	Mar. 19	Writing Center Representative First Draft returned Revision		
9	Mar. 26	Peer Review	Second Draft w/ Cover Letter—bring 3 paper copies, upload to SafeAssign	20 pts
10	Apr. 2	Mechanics of Writing (Editing, Style, Audience)	Peer Review due (2 papers each)	10 pts (5 pts ea.)
11	Apr. 9	Taking Care of Business Course Evaluations		
12	Apr. 16	TBD	Final Paper w/ Cover Letter	70 pts

(13)	Apr. 23	(Potential Snow Make-up Day)		
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*subject to changes

LATE ASSIGNMENTS, DRAFTS AND PAPERS

All writing is due at the beginning of class on the day assigned.

Failure to turn in substantially complete assignments and paper drafts on schedule will result in a 5 point deduction per day up to a maximum of 5 days (25 point deduction) after which point the assignment or paper will not be accepted.

ACADEMIC INTEGRITY

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code. http://www.dosa.uconn.edu/student_code.html

Specific to academic writing: In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or

syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go the Writing Centre with your drafts.

In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas of language – whether through direct quotation, summary, or paraphrase –you must formally acknowledge that debt by signaling it with a standard form of academic citation. Each one occasion of academic dishonesty, large or small, on any assignment, will result in failure for the entire course and referral to the Student Judicial Affairs. For University policies on academic honesty please see UConn's Responsibilities of Community Life: The Student code: http://www.dosa.uconn.edu/student_code.html.

Please note that ignorance of prevailing academic conventions or of UConn's policies never excuses a violation. You are encouraged to consult a writing handbook, or come see me if you have questions about when and how to cite.

CAMPUS RESOURCES

The Writing Center

<http://www.writingcenter.uconn.edu/usefullinks.htm>

(includes APA information)

All CDIS3202W students are strongly encouraged to visit the University Writing Center for individualized tutorials. The writing center staff includes graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence level concerns but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu.

The HuskyCT

In order to access HuskyCT, you must have a NetID and password. Please become familiar with HuskyCT functions. If you have technical difficulty with HuskyCT, you may contact the Learning Resource Center (LRC) for assistance at 860-486-1187 or through their website at: <http://lrc.uconn.edu>

Disability Information

Students with Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please contact the center at:

<http://www.csd.uconn.edu/>.

Counseling and Mental Health Services:

486-4705

after hours: 486-3427

www.cmhs.uconn.edu

Career Services: 486-3013

www.career.uconn.edu

Alcohol and Other Drug Services: 486-9431

www.aod.uconn.edu

Dean of Students Office: 486-3426

www.dos.uconn.edu