

2009 MAY TERM ON-CAMPUS COURSE PROPOSAL (due April 1, 2008)

2009

Date: _____

Instructor: _Gabrielle Rose-Curti_____

If you are not teaching a May Term course, please indicate and return this form ASAP to the Registrar's Office.

_____ Not teaching.

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?

New course: ___X___ Repeat course: _____

Department(s) in which credit is to be awarded: _Art _____

Course number: __190_____

Course title: _Modern Architecture: 1900-1970_____

Is this course going to be designated a Cornerstone Course? _____yes ___X___no

If yes, which Cornerstone (also, make certain that the Director of Cornerstones, John Pauley, is emailed a copy of this form):

Is this course to be reserved for Freshmen and Sophomores? _____yes ___X___no

Course or program description to be printed in May Term book:

This course explores the development of Modern architecture from 1900 to 1970 by concentrating on the achievements and ideas of some of the most important and influential architects of the period. The innovative structures that emerged in this period have continued to stay freshly relevant as a place of architectural reassessment over the last 40 years in the Post-Modern era. Modern architecture's prevalent credo of "form following function" will be analyzed critically throughout the course, as well as other ideological convictions that informed the architects' buildings, projects and vision. Students will be engaged directly with the form, design and structural nature of a significant architectural example by creating a small-scale model (using accessible materials like Foam-Core, cardboard, etc.) which will be worked on throughout the course. Travel and exposure to modernist architectural landmarks in Des Moines will be part of the course as well, in large part as an opportunity to exercise an informed eye and an increased awareness in seeing and experiencing architecture.

Are there prerequisites? _____yes ___X___no

If "yes", what are they?: _____

Daily schedule choice (number in priority order):

___X___ Morning shift – 8:30-11:15 daily

_____ Afternoon shift – 11:45-2:30 daily

_____ Split shift – 8:30-9:45 and 12:45-2:00 daily

Preferred location:

Dunn 201, 202, or 203; Art Center classroom

Provide an explanation if your enrollment limit is to be other than 30 students.

I would like the enrollment to be capped at 15 because of the greater facilitation it would provide in transport for

field trip(s) and in small-group construction of architectural models.

Course objectives (if not stated in description): In addition to an understanding of the topic under consideration, the objectives are for students to gain greater consciousness about the structures and spaces they experience throughout their lives, Modern or not. Students should be better able to detect in more recently constructed architecture the general influence, derivation and deviation from modernist approach and style. The model project is intended to give students a more technical understanding of how to translate a plan and elevation into a three-dimensional structure.

Writing component (please be specific):

Short research paper written and presented collectively by each of the model project groups. Specific points of coverage will be allocated to the 2-3 students in each of the groups.

Reading component (please be specific):

Selective and manageable reading assignments compiled from one required textbook, such as William Curtis, *Modern Architecture Since 1900*, and from reserve material such as statements by the architect, critical and scholarly writings.

Specific methods of assessment (tests, essays, term paper, performance, etc.)

Model project and corresponding research paper will comprise roughly 60% of course grade. Periodic quizzes and (required) attendance for the field trip(s) will comprise the remainder of course grade.

Special costs to the College, such as insurance, telephone, rental, etc:

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

A \$10.00 fee to cover transportation costs for potentially two trips into the Des Moines metro area.

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffernbruch, the EPCC Chair as well as to John Bolen, the Registrar.

2009 MAY TERM ON-CAMPUS COURSE PROPOSAL (due April 1, 2008)

2009

Date: _____

Instructor: _____ Mark Bates _____

If you are not teaching a May Term course, please indicate and return this form ASAP to the Registrar's Office.

_____ Not teaching.

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?

New course: _____ x _____ Repeat course: _____

Department(s) in which credit is to be awarded: _____ HUM _____

Course number: _____ 290 _____

Course title: _____ The Celluloid Closet: Images of Gays and Lesbians in Film _____

Is this course going to be designated a Cornerstone Course? _____ x _____ yes _____ no

If yes, which Cornerstone (also, make certain that the Director of Cornerstones, John Pauley, is emailed a copy of this form):

Cornerstone 6

Is this course to be reserved for Freshmen and Sophomores? _____ yes _____ x _____ no

Course or program description to be printed in May Term book:

This course explores the history and trajectory of images of gays and lesbians in film, exploring stereotypes and the recent wave of films portraying more positive images. The course also offers insight into the gay and lesbian liberation movement in the U.S..

Are there prerequisites? _____ yes _____ x _____ no

If "yes", what are they?: _____

Daily schedule choice (number in priority order):

_____ Morning shift – 8:30-11:15 daily

_____ x _____ Afternoon shift – 11:45-2:30 daily

_____ Split shift – 8:30-9:45 and 12:45-2:00 daily

Preferred location:

MB 120 (for the purpose of showing the films to a large group)

Provide an explanation if your enrollment limit is to be other than 30 students.

Course objectives (if not stated in description):

Writing component (please be specific):

Critiques of Film reviews

3 Unit Papers

Reading component (please be specific):

The Celluloid Closet (text) and film reviews

Specific methods of assessment (tests, essays, term paper, performance, etc.)

Essays
Critiques
Final Project (oral or written)

Special costs to the College, such as insurance, telephone, rental, etc:

none

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

none

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffernbruch, the EPCC Chair as well as to John Bolen, the Registrar.

Writing component (please be specific):

No papers or written projects planned.

Reading component (please be specific):

Texas Hold'em Poker guide

Selected readings on probability and interrater agreement

Selected readings on behavioral principles and applied behavioral analysis of gambling.

Selected readings on psychophysiology, emotion, and cognition

Specific methods of assessment (tests, essays, term paper, performance, etc.)

Poker and probability test

Behavioral principles test

Demonstration of Proficiency in Behavioral Observation and Coding.

Special costs to the College, such as insurance, telephone, rental, etc:

Poker chips and playing cards (will be reused second time course is offered)

Mini DV video tapes and DVDs for class use

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

None

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffernbruch, the EPCC Chair as well as to John Bolen, the Registrar.

2009 MAY TERM ON-CAMPUS COURSE PROPOSAL (due April 1, 2008)

Date: March 31, 2008

Instructors: Debra Czarneski and William Schellhorn
(The course will count at 1.5 hours towards each faculty member's load.)

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?
New course

Department(s) in which credit is to be awarded: Mathematics

Course number: Math 190

Course title: Mathematics of Games

Is this course going to be designated a Cornerstone Course?
No

Is this course to be reserved for Freshmen and Sophomores?
No

Course or program description to be printed in May Term book:

This course will introduce concepts in probability, graph theory, logic, and statistics to study strategies for various games. Students will play games to build intuition about winning strategies and will then learn concepts to describe the strategies mathematically. The class will cover fair games and games in which one player has an advantage. Students will explore a variety of games, including Instant Insanity, Monopoly, and Yahtzee.

Are there prerequisites? Yes; students must have satisfied quantitative literacy competency.

Daily schedule choice (number in priority order):

- (1) Morning shift – 8:30-11:15 daily
- (2) Afternoon shift – 11:45-2:30 daily
- (3) Split shift – 8:30-9:45 and 12:45-2:00 daily

Preferred location:

Carver Science 231. This classroom is large enough for students to spread out while playing games. It is in Carver Science so we can use the mathematics department's mobile computer cart and the classroom has a computer and projector that will be utilized frequently.

Provide an explanation if your enrollment limit is to be other than 30 students.

30 students

Course objectives (if not stated in description):

This course will introduce mathematical concepts like logic, probability, graph theory, and statistics in a fun and interesting way. Students will learn about making reasonable assumptions before playing a game and how these assumptions affect their conclusions. We will discuss how following a strategy with the highest probability of success will not always result in success. Students will strengthen their technical writing skills through writing strategy reports and strengthen their ability to communicate with others about mathematical concepts. In addition, students will learn how to use Microsoft Excel as a tool to analyze data.

Writing component (please be specific):

Each student will be required to write several strategy reports each week. Each report will require the students to explain the rules of a game to a person who has never played the game (which can be a difficult task), explain the "best" strategy, and explain how they came to their conclusion.

Reading component (please be specific):

None

Specific methods of assessment (tests, essays, term paper, performance, etc.)

Grades will be determined by class participation, homework, writing assignments/strategy reports, and two in class tests on mathematical concepts. We will also have a game fair during the last week of May Term. Students will

work in groups of two to create a poster presentation that explains a game studied in class and their analysis of the game. Everyone on campus will be invited to attend the fair to see the posters and discuss them with the students. Students will be graded on their poster presentation and their ability to answer questions from people attending the fair.

Special costs to the College, such as insurance, telephone, rental, etc:

None

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

Several of the games will require special equipment like dice, cards and game boards. Instead of requiring the students to purchase a textbook, we would like to collect \$35 from each student for supplies. Any extra funds will be refunded to the students.

Email a copy of this form to:

Department Chair – Rick Spellerberg

Division Chair – Ron Warnet

EPCC Chair – Mark Juffernbruch

Registrar – John Bolen

2009 MAY TERM ON-CAMPUS COURSE PROPOSAL (due April 1, 2008)

2009

Date: April 1, 2008

Instructor: Sharon Wilkinson

If you are not teaching a May Term course, please indicate and return this form ASAP to the Registrar's Office.

Not teaching.

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?

New course: Repeat course:

Department(s) in which credit is to be awarded: World Language and Culture Studies

Course number: WLCS 197

Course title: Culture Studies through Film

Is this course going to be designated a Cornerstone Course? yes no

If yes, which Cornerstone (also, make certain that the Director of Cornerstones, John Pauley, is emailed a copy of this form):

Cornerstone 7 Global Awareness

Is this course to be reserved for Freshmen and Sophomores? yes no

Course or program description to be printed in May Term book:

Films provide interesting and powerful glimpses into cultural phenomena around the world. This course will use a selection of international and domestic films as a springboard for examining such issues as cultural stereotypes, cross-cultural misunderstandings, underlying cultural values, surface vs. deep culture, and the relationship between language and culture. Through this course, we will also reflect on our own cultural characteristics and their place within the cultural diversity of the world.

Are there prerequisites? yes no

If "yes", what are they?: _____

Daily schedule choice (number in priority order):

Morning shift – 8:30-11:15 daily

Afternoon shift – 11:45-2:30 daily

Split shift – 8:30-9:45 and 12:45-2:00 daily

Preferred location:

First choice: MB 120

Second choice: AC 100

Third choice: a Dunn classroom

Fourth choice: another such multimedia-friendly classroom that would be good for viewing films

Provide an explanation if your enrollment limit is to be other than 30 students. N/A

Course objectives (if not stated in description):

- (1) to identify the differences between personal, cultural, and universal phenomena
- (2) to recognize stereotyping and understand its origins
- (3) to analyze the relationship among cultural perspectives, values, and language
- (4) to identify the origins of cross-cultural misunderstandings
- (5) to trace observable phenomena back to their underlying cultural roots

(5) to analyze familiar cultural perspectives from a critical point of view

Writing component (please be specific):

- (1) 3 film critiques requiring research
- (2) 1 film comparison essay
- (3) 1 cultural analysis paper involving multiple drafts

Reading component (please be specific):

- (1) a packet of readings about cultural phenomena
- (2) online readings about films under study

Specific methods of assessment (tests, essays, term paper, performance, etc.)

- (1) Quizzes on cultural phenomena in films under study
- (2) Written work (critiques, comparison essay, analysis paper)

Special costs to the College, such as insurance, telephone, rental, etc:

None

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

None

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffenbruch, the EPCC Chair as well as to John Bolen, the Registrar.

Daily analysis assignments of specific episodes employing learned methodologies.

Research paper in which students analyze an approved television series discussing its portrayal of women in U.S. Culture. Learned methodologies must be employed. Students will turn in a summary of the episode to be analyzed, its relevance in the series, an annotated bibliography and the final draft of the essay.

Reading component (please be specific):

We will be using the text Sex and the Slayer as well as segments from Buffy and Philosophy, Investigating Charmed, and Feminisms.

Specific methods of assessment (tests, essays, term paper, performance, etc.)

Students will be graded on participation, daily analysis assignments, quizzes, and the elements of the final term paper.

Special costs to the College, such as insurance, telephone, rental, etc:

NA

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

NA

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffernbruch, the EPCC Chair as well as to John Bolen, the Registrar.



2009 MAY TERM ON-CAMPUS COURSE PROPOSAL (due April 1, 2008)

2009

Date: 21 April 2008

Instructor: Daryl Sasser

If you are not teaching a May Term course, please indicate and return this form ASAP to the Registrar's Office.

_____ Not teaching.

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?

New course: X Repeat course: _____

Department(s) in which credit is to be awarded: History

Course number: 190

Course title: Monkey Trials: Science, Faith and Spectacle

Is this course going to be designated a Cornerstone Course? _____yes _____X_____no

If yes, which Cornerstone (also, make certain that the Director of Cornerstones, John Pauley, is emailed a copy of this form):

Is this course to be reserved for Freshmen and Sophomores? _____yes _____X_____no

Course or program description to be printed in May Term book: This course will look closely at the "Scopes Monkey Trial" of 1925 and the 2005 "Kitzmiller, et al. versus Dover Area School District, et al." These cases, while ostensibly about the teaching of evolution and intelligent design in public schools, serve to illustrate the religious cultural divide in America. This battle of the culture war has significant fronts in the courts, the schools and the media and because it also has popular appeal, it tends to become a spectacle of popular culture.

Are there prerequisites? _____yes _____X_____no

If "yes", what are they?: _____

Daily schedule choice (number in priority order):

- ___1___ Morning shift – 8:30-11:15 daily
___2___ Afternoon shift – 11:45-2:30 daily
___3___ Split shift – 8:30-9:45 and 12:45-2:00 daily

Preferred location: None

Provide an explanation if your enrollment limit is to be other than 30 students.

Course objectives (if not stated in description): 1. Exploration of the science/faith dichotomy as it is played out in popular culture, public schools and the legal system. 2. Demonstration of the processes through which current events are used to create narrative and social commentary by historians and journalists.

Writing component (please be specific):

Two response papers and one term paper.

Reading component (please be specific): 1. *Summer for the Gods* by Edward Larson 2. *Monkey Girl* by Edward Humes 3. Court records and journalist / media accounts of the two cases.

Specific methods of assessment (tests, essays, term paper, performance, etc.)

In-class performance and three written assignments.

Special costs to the College, such as insurance, telephone, rental, etc: None.

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.) None.

Email a copy of this form to:

- 1 Afternoon shift – 11:45-2:30 daily
- 2 Split shift – 8:30-9:45 and 12:45-2:00 daily

Preferred location: A classroom with moveable chairs or desks is a must.

Provide an explanation if your enrollment limit is to be other than 30 students.

These games are designed for use in classes of 18. The class could accommodate a few more, but I am reluctant to exceed the recommended numbers too much. How about 25?

Course objectives (if not stated in description): Introduction to Confucianism and political thought in modern India.

Writing component (please be specific): Four essays, which will be presented to the class as speeches. I will read and assess the written version of these speeches.

Reading component (please be specific): Essentially, four books.

Specific methods of assessment (tests, essays, term paper, performance, etc.):

- 10% Reading comprehension quizzes
- 20% Participation
- 60% Speeches/written versions
- 10% Achieving game objectives

Special costs to the College, such as insurance, telephone, rental, etc: None.

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.):

We will visit Des Moines at least twice. During the first game, we will go to the Gong-Fu teahouse in small groups for strategy discussions and a Chinese tea ceremony. During the second game, we will all go to the India Star restaurant for some good food. I estimate that together these will cost about \$30 per student.

Date: _____ Instructor's signature: _____

Date : _____ Department Chairperson's approval: _____
(Department in which credit is to be awarded)

Date: _____ Division Chairperson's approval: _____
(Division of the instructor)

Date: _____ Cornerstone Director's approval: _____
(Global Awareness courses only)

2009 MAY TERM ON-CAMPUS COURSE PROPOSAL (due August 21, 2008)

Date: August 10, 2008

Faculty Member: Angela L. Glover, Ph.D.

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?

New course: X

Department(s) in which credit is to be awarded: English

Course number: 290

Course title: The Art of Memoir: A Life Writing Workshop

Is this course going to be designated a Cornerstone Course? NO X

If yes, which Cornerstone (also, make certain that the Director of Cornerstones, John Pauley, is emailed a copy of this form):

Is this course to be reserved for Freshmen and Sophomores? NO X

Course or program description to be printed in May Term book:

The Art of Memoir: A Life Writing Workshop

This course will be a study of autobiographical personal narrative focusing on memoir. Advanced writers of creative nonfiction will be introduced to the work of contemporary creative-nonfiction writers such as David Sedaris, Anne Lamott, Annie Dillard, John Price, and Tobias Wolff. They will analyze and synthesize readings in order to create their own work and will be introduced to stylistic techniques and characteristics of the form, which they will utilize in the autobiographical personal narrative they will write for this course. The format of the class will consist of large group discussions, large and small group workshops, and individual conferences. There will be a publishing component within the course where students will research possible venues for the publication of their work. The course will culminate with a panel of regional writers and students participating in a community writer's reading.

Are there prerequisites? **X NO**

If "yes", what are they?: _____

Daily schedule choice (number in priority order):

- 2 Morning shift – 8:30-11:15 daily
- 1 Afternoon shift – 11:45-2:30 daily
- 3 Split shift – 8:30-9:45 and 12:45-2:00 daily

Preferred location: Indianola Campus

Provide an explanation if your enrollment limit is to be other than 30 students.

Course objectives (if not stated in description):

Writing component (please be specific):

Students will complete daily writing assignments and multiple drafts of a personal narrative that will be sent out for possible publication.

Reading component (please be specific):

Students will read the work of contemporary creative-nonfiction writers to include but not limited to:
David Sedaris

Anne Lamott
Annie Dillard
John Price
Tobias Wolff

Specific methods of assessment (tests, essays, term paper, performance, etc.)

Essay

Special costs to the College, such as insurance, telephone, rental, etc:

None

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

None

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffernbruch, the EPCC Chair as well as to John Bolen, the Registrar.

2009 MAY TERM ON-CAMPUS COURSE PROPOSAL

Date: July 11, 2008

Instructor: Tracy Lucht

If you are not teaching a May Term course, please indicate and return this form ASAP to the Registrar's Office.

_____ Not teaching.

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?

New course: ___X___ Repeat course: _____

Department(s) in which credit is to be awarded: Communication Studies

Course number: COMM 190

Course title: WOMEN AND JOURNALISM: FROM NELLIE BLY TO KATIE COURIC

Is this course going to be designated a Cornerstone Course? ___X___ yes _____ no
If yes, which Cornerstone (also, make certain that the Director of Cornerstones, John Pauley, is emailed a copy of this form): Cornerstone 6: The Minority Perspective

Is this course to be reserved for Freshmen and Sophomores? ___X___ yes _____ no

Course or program description to be printed in May Term book: From the "stunt" journalism of intrepid nineteenth-century reporter Nellie Bly to the personable interviewing skills of CBS news anchor Katie Couric, women have made their mark in journalism despite the profession's history of discriminatory policies. This class will study how some women have succeeded in journalism, why others have not, and what those experiences and professional strategies mean for both the final news product and the expectations younger journalists face as they enter the field.

Are there prerequisites? _____ yes ___X___ no

If "yes", what are they?: _____

Daily schedule choice (number in priority order):

- ___1___ Morning shift - 8:30-11:15 daily
___2___ Afternoon shift - 11:45-2:30 daily
___3___ Split shift - 8:30-9:45 and 12:45-2:00 daily

Preferred location: McNeill

Provide an explanation if your enrollment limit is to be other than 30 students. n/a

Course objectives (if not stated in description): Students in this course will be exposed to a perspective that is often missing from the traditional narrative surrounding American journalism. By the end of the course, students will be able to describe challenges women in journalism have faced because of their gender, strategies women have used to overcome those challenges and specific contributions women have made to the field of journalism.

Writing component (please be specific): Students will keep a daily journal of their reactions to the material presented in class, to the readings, and to the news they consume outside the classroom. At the end of the course, students will write an essay evaluating the presence and portrayal of women in different sources of present-day news. This portion of the class is intended to develop students' critical thinking and media literacy skills.

Reading component (please be specific):

- Taking Their Place: A Documentary History of Women and Journalism, by Maurine H. Beasley and Sheila J. Gibbons (292 pp., including many primary-source documents)
• The Girls in the Balcony: Women, Men, and The New York Times, by Nan Robertson (a colorful first-person account of the events leading to women's anti-discrimination lawsuit against The New York

Times in 1972; 252 pp.)

- At least three different sources of present-day news

Specific methods of assessment (tests, essays, term paper, performance, etc.):

- Exam
- Journal
- Essay (3-4 pages)
- In-class performance

Special costs to the College, such as insurance, telephone, rental, etc: n/a

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.): Any newspapers or magazines students choose to purchase; a notebook to use as a journal.

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffernbruch, the EPCC Chair as well as to John Bolen, the Registrar.

synthesis of concepts. In addition, students will be asked to write a term paper interpreting a piece of artwork by applying the scientific framework presented in the course.

Reading component (please be specific): Livingstone, Margaret (2008). Vision and Art: The Biology of Seeing.

Specific methods of assessment (tests, essays, term paper, performance, etc.) Students will be evaluated based on their participation in daily discussion, in-class writing “quizzes” (many will be “stream of consciousness” to get students started thinking about the day’s topic in order to provide some structure for the discussion), term paper, and short presentation discussing their term paper topic.

Special costs to the College, such as insurance, telephone, rental, etc: None

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.). Students will make their own travel arrangements for 1-2 vision to the Des Moines Art Center.

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffernbruch, the EPCC Chair as well as to John Bolen, the Registrar.

2009 MAY TERM ON-CAMPUS COURSE PROPOSAL

2009 Date: 8/26/08

Instructor: David Olsgaard

If you are not teaching a May Term course, please indicate and return this form ASAP to the Registrar's Office.

 Not teaching.

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?

New course: X Repeat course:

Department(s) in which credit is to be awarded: Physics

Course number: 390

Course title: Introduction to Atomic Physics Research

Is this course going to be designated a Cornerstone Course? yes X no

If yes, which Cornerstone (also, make certain that the Director of Cornerstones, John Pauley, is emailed a copy of this form):

Is this course to be reserved for Freshmen and Sophomores? yes X no

Course or program description to be printed in May Term book:

This course is designed to be an introduction to atomic physics research. Each day will include a mix of theory and experiment. The course will introduce student to some advanced topics in quantum mechanics. Students will research and work on one or more experiments in the area of atomic and laser spectroscopy. Much of our work will focus on studying the hyperfine structure of rubidium. Experiments will involve multiple laser systems, instrumentation, and techniques. This experience will be especially valuable for those students planning to go to graduate school.

Note: The laboratory portion of the course will require students to be available outside the designated class time for laboratory work. Concerned students should discuss this with the instructor before enrolling.

Are there prerequisites? X yes no

If "yes", what are they?: Physics 230 and Physics 360, or Physics 230 and permission of instructor

Daily schedule choice (number in priority order):

- 3 Morning shift – 8:30-11:15 daily
- 2 Afternoon shift – 11:45-2:30 daily
- 1 **Split shift – 8:30-9:45 and 12:45-2:00 daily**

Preferred location:

Carver Science

Provide an explanation if your enrollment limit is to be other than 30 students.

The prerequisites will naturally limit the number of students, but no limit is being set.

Course objectives (if not stated in description):

See description.

Writing component (please be specific):

Students will be required to write-up their lab work in a report near the end of the course.

Reading component (please be specific):

There will be a required textbook; readings from other texts and journal articles will also be required.

Specific methods of assessment (tests, essays, term paper, performance, etc.)

Significant computational work will be assigned and evaluated on a daily basis.
Progress and skill in the laboratory work will also be evaluated; a final lab report will be required.

Special costs to the College, such as insurance, telephone, rental, etc:

NONE

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

NONE

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffernbruch, the EPCC Chair as well as to John Bolen, the Registrar.

SIMPSON COLLEGE
2009 MAY TERM OFF-CAMPUS TRAVEL COURSE PROPOSAL

Date: September 4, 2008

Completed forms should be submitted to the Office of International Education no later than January 15, 2008 for international travel courses and no later February 15, 2008 for domestic travel courses.

Name of proposer(s): Clint Meyer

Department(s): Biology and Environmental Science

Please check one of the following:

INTERNATIONAL Off-Campus Travel Course

DOMESTIC Off-Campus Travel Course

I. Course Information

- A. Course number, if course has been offered previously:
- B. Course title: Ecological and Historical Investigation of Remnant Prairies of the Great Plains
(*Note: The name of the place of study should appear in the title*)
- C. Transcript Course Title (max. 21 characters): Great Plains Prairies
- D. Course level (100/200/300): What is the rationale for offering the course at this level?
290 This course requires a prerequisite 100 level course in biology or geology, but will be designed for someone with no prior experience in prairies or prairie ecology. Students without a prerequisite course need to get prior approval from the instructor.
- E. Minimum enrollment: 5
(*For 1 instructor, must be at least 10 students; for 2 instructors, must be at least 20 students.*)
If proposed minimum is less than the requirement, provide a rationale for receiving variance.
Field biology is a required experience for Environmental Science Majors.
- F. Maximum enrollment: 16

II. Course Description

- A. Course goals and objectives: Given that Simpson May Term Off-Campus Travel Courses aim to provide students with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities, please outline the learning objectives for your course.

Students who enroll in this course will become immersed in the ecology and history of the fascinating prairie ecosystem. In particular, students will observe how the interacting forces of precipitation, fire, and grazing have shaped the evolution of prairie systems. Readings and discussions during the first few days of class will provide students with a basic understanding of these forces and how continued management of these systems is critical in maintaining healthy ecosystems and the diverse resident flora and fauna. Direct field sampling will also help students understand the potential effects of continued management (grazing, burning) on diversity and ecosystem structure and function. Additional visits to historic sites in the region will help students gain an historical perspective on the economic and social climate during settlement.

- B. Rationale for the course: Please explain how the course fits in with your department and/or the college's curriculum.

This course is an intensive study of a biome that once covered the majority of the Great Plains ecoregion, including most of the state of Iowa. Investigations will include field observations and sampling of flora (dominant prairie grasses and a diverse array of wildflowers and shrubs) and fauna from minute (insects) to large (small mammals, snakes, bison). There is currently no formal course in the Biology or Environmental Science Curriculum that covers any aspect of prairie ecology, and this course would help integrate material students may have already been exposed to (Mammology, Entomology, Plant Biology) with new information to

broaden the discipline.

- C. In-country activities: Describe how the planned immersion activities (these could include home stays, service learning opportunities, interviews with locals, Q & A sessions with local guest lecturers/speakers, etc.) will be integrated into educational goals of the course.

Immersion activities will include question and answer sessions with land managers at each of the unique prairie preserves. These land managers will provide background on site histories as well as management objectives and pertinent research findings. Immersion activities also include visits to regionally and nationally-renowned historical sites. These historical sites use interpretive information, museum exhibits, and living-history displays to accurately portray the hardship and ways of life of prairie pioneers.

D. Required course assignments and evaluation

1. Explain specific course requirements and indicate when they would occur (e.g., P=during the on-campus spring semester prep course, O=off-campus, and D=during the de-briefing portion of the off-campus experience; it's possible that some assignments will happen in all of the periods, e.g., Readings could be P-O-D)
 - a. Participation: P-O-D. Participation will be critical during the entire course to ensure students are actively involved in all facets of the class.
 - b. Readings (please specify what these will be): P
"Konza Praire: A Tallgrass Natural History" 1987. by O. J. Reichman, ISBN: 0700604502
 - c. Journal reflections: O-D. A notebook will be kept during the off-campus portion of the course, in which students will reflect on things observed or learned during field activities.
 - d. Exams: none
 - e. Papers/Presentations/Field reports, etc.: D. A comprehensive essay will be written upon return to Simpson College. This essay should detail expectations of students before taking this trip, and final over-all impressions of course findings through observations, data collection, and visiting sites of historic interest.
 - f. Other assignments
2. Approximately what percentage will each of the above course requirements contribute toward the final course grade?
 - a. Participation: 40
 - b. Readings: 20
 - c. Journal reflections: 20
 - d. Papers/Presentations/Field Reports: 20

E. Catalog course description of about 100 words which includes a statement of expected course work (papers, exams, journal writing, presentations, etc.)

Historically, the Great Plains of the United States was covered with a seemingly never-ending sea of grasses—the tallgrass and mixed-grass prairie. The prairie biome was characterized by impressive stands of grasses that could be "...taller than a man on horseback" and herds of native grazers such as bison and elk that numbered in the millions. Within a century of European settlement and agricultural expansion, over 90% of these majestic grasslands were destroyed. Currently, most un-plowed prairie can only be found along railways, ditches, and prairie cemeteries. In Iowa, once referred to as "Land of the Rolling Prairie", less than 0.1% of native prairie remains. However, large areas of this highly degraded habitat are still protected in areas like the Flint Hills of eastern Kansas. By visiting preserved prairie areas, students will get a first-hand appreciation for the complexity and beauty that once covered this region, as well as historical perspective on the role of humans in the destruction of prairies. The initial few days of class will involve discussion of articles, viewing of films, and other materials to familiarize students with prairie ecology. Then, we will travel to prairie reserves (planned stops include Tallgrass Prairie National Preserve, Konza Prairie Biological Station, Platte River wet meadow grasslands, Nebraska sandhill prairies) to observe and sample plants and animals, paying particular attention to

the effects that management strategies such as burning and grazing have on floral and faunal diversity, community structure, and ecosystem function. We will also visit historical sites that relay the struggle of homesteading on the prairie. Students will participate in discussions on campus prior to departure. Students will also keep a notebook of observations and data collected during prairie sampling events. Following the return to campus, students will prepare an essay detailing their initial expectations and their final impressions of the trip. My hope is that students will come away with a broad understanding of and a deep appreciation for the prairie biome.

F. Are there prerequisites for this course? Yes No If yes, please list them and briefly provide a rationale.

This course will require a previous 100-level biology or geology course, or permission from the instructor.

III. Other Information

A. Has this course been offered in a previous May Terms? Yes No
If yes, please indicate *when* it was offered and the approximate enrollment.

B. Department(s) in which credit is to be awarded: Biology and Environmental Science

C. If this course will meet requirements for a departmental major or minor, please explain briefly:

This course will meet requirements for the Field Methods requirement for the Environmental Science major or minor, and also meet requirements for an elective in the Biology major.

D. Proposed dates of the travel course, including dates you anticipate being abroad:

(*Note: It is highly recommended that the group should depart no earlier than Sat., April 25, and should return no later than Thurs., May 14.*)

On Campus: April 27-29th

Depart: Thursday April 30th

Return: Thursday May 14th

Recap, Essays Due: May 15th

E. Proposed location(s) and how the site location(s) relate to the core objectives of the course:

Tallgrass Prairie National Preserve, Emporia, Kansas
Konza Prairie Biological Station, Manhattan, Kansas
Platte River wet meadow complexes, Wood River, Nebraska
TNC Niobrara Valley Preserve, Sparks, Nebraska
Stuhr Museum of the Prairie Pioneer, Grand Island, Nebraska
Homestead National Monument, Beatrice, Nebraska

All sites represent either preserved native prairie habitat or historical sites dedicated to the prairie pioneers. Prairie sites represent a range of management regimes that can be compared to show effects on prairie flora and fauna.

F. Indicate your level of familiarity with the site(s) visited during the course.

I have studied and/or sampled at all of the locations except the Tallgrass Prairie National Preserve.

G. Will the off-campus component of this course require a significant amount of physical exertion on the part of the course participants? On a scale of 1-5, with 1 being little physical exertion and 5 being a tremendous amount of physical exertion, please rate the anticipated activities related to this course. Do you anticipate that the course activities would pose any significant challenges for someone with physical disabilities?

4: Daily throughout the off-campus portion of the course students will be hiking or walking long distances to observe prairie areas and sample plants and animals. Weather conditions may be harsh (rain, heat, thunderstorms). Accommodations will be rustic and include primitive camping. The course would pose a challenge to someone with limited mobility.

V. Proposed Budget for the Course
(A more precise estimate is not due until September 2, 2008)

First, estimate expenses for instructor(s) and course assistant(s), if any, (in total, not per student)

Air transportation	\$0
In-country transportation (1,250 miles)	\$300
Lodging	\$200
Meals	\$200
Events: tickets, admissions, excursions, etc.	\$200
Any necessary entry visas	\$0
Misc.	\$100
Other (explain):	\$
Total expenses for instructor(s) and course assistant	\$1000

Next, estimate the cost per student, based upon the minimum enrollment number (5) from page 1 of this document:

Air transportation	\$0
In-country transportation	\$300
Lodging	\$200
Meals	\$200
Events: tickets, admissions, excursions, etc.	\$200
Honorariums	\$0
Tips	\$0
International Student I.D. card (\$22 each for all Int'l courses)	\$ 0
SC Study Abroad Program Fee (\$100 each for all Int'l courses)	\$ 0
Any necessary entry visas	\$0
Contingency fund (\$100 recommended)	\$100
Other (explain):	\$0
Subtotal per student expenses (based upon minimum enrolled #)	\$1000

Finally, divide the "Total instructor(s) and course assistant expenses" by "the minimum enrollment number (5) from page 1 of this document" to get a "per student instructor cost." Then add

Subtotal per student expenses (based upon minimum enrolled #)	\$1000
+ per student instructor cost	\$200
= Total per student cost	\$1200

Additional expenses not covered by the program for which students need to budget:
For example, passport @ \$97, books, some or all meals, immunizations, trip cancellation insurance, etc.

Total estimated additional expenses not covered by the course: _____

Instructor signature: _____ Date: _____

Instructor signature: _____ Date: _____

Dept Chair approval: _____ Date: _____
(department(s) in which credit is to be awarded)

Dept Chair approval: _____ Date: _____
(department(s) in which credit is to be awarded)

Div. Head approval: _____ Date: _____
(division of the instructor)

Div. Head approval: _____ Date: _____
(division of the instructor)

2009 MAY TERM ON-CAMPUS COURSE PROPOSAL

2009

Date: 9/07/08

Instructor: Frank Curti

If you are not teaching a May Term course, please indicate and return this form ASAP to the Registrar's Office.

 Not teaching.

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?

New course: X Repeat course:

This course is repeat course. The course is similar to my May 2008 course except the course now has prerequisites (PHYS 151-152 or PHYS 191-192) and is numbered as a 200 level course. The reason that the prerequisites were added was that without prerequisites, as the course was delivered in May 08, students are not able to get as much out of the course as they should.

Department(s) in which credit is to be awarded: Physics

Course number: 290

Course title: Energy, A Scientific, Historical and Contemporary Perspective

Is this course going to be designated a Cornerstone Course? yes X no

If yes, which Cornerstone (also, make certain that the Director of Cornerstones, John Pauley, is emailed a copy of this form):

Is this course to be reserved for Freshmen and Sophomores? yes X no

Course or program description to be printed in May Term book:

This course focuses on the scientific, contemporary and historical issues of energy. We begin by reviewing the physical principles of energy. This course emphasizes a hands-on approach including laboratory experiments as well as design and build projects. These activities will be utilized to both understand the basic science of energy and to comprehend solutions to historical and contemporary energy problems. Projects will focus on alternative energy generation methods.

Are there prerequisites? X yes no

If "yes", what are they?: Physics 151-152 or PHYS 191-192

Daily schedule choice (number in priority order):

- 2 Morning shift – 8:30-11:15 daily
- 1 Afternoon shift – 11:45-2:30 daily
- 3 Split shift – 8:30-9:45 and 12:45-2:00 daily

Preferred location:

Carver 105

Provide an explanation if your enrollment limit is to be other than 30 students.

This course will include many projects, carried out both individually and in groups, therefore I request an enrollment limit of 16 students.

Course objectives (if not stated in description):

Students will gain an improved scientific understanding of energy and apply this knowledge to test and evaluate historical and contemporary solutions to energy problems. The students will also learn to be resourceful and to work independently with little guidance.

Writing component (please be specific):

Students will take written records of laboratory experiments. Students will chronicle progress on projects and submit written report with completed projects

Reading component (please be specific):

Readings from the book Energy: Its Use and the Environment by Roger A. Hinrichs, Merlin H. Kleinbach. Several readings from contemporary publications, New York Times etc, will be required.

Specific methods of assessment (tests, essays, term paper, performance, etc.)
Daily reading quizzes will be given.

Special costs to the College, such as insurance, telephone, rental, etc:

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

When travelling on field trips students will pay for meals and entrance fees. Textbooks are provided by the instructor.

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffenbruch, the EPCC Chair as well as to John Bolen, the Registrar.

2009 MAY TERM ON-CAMPUS COURSE PROPOSAL (due August 21, 2008)

2009

Date: August 21, 2008

Instructor: Tamara Weinstein

If you are not teaching a May Term course, please indicate and return this form ASAP to the Registrar's Office.

 Not teaching.

If May Term 2009 is part of your load, is the course you are offering a new course or a repeat course?

New course: X Repeat course:

Department(s) in which credit is to be awarded: Psychology

Course number: 290

Course title: Comparative Primate Behavior

Is this course going to be designated a Cornerstone Course? yes X no

If yes, which Cornerstone (also, make certain that the Director of Cornerstones, John Pauley, is emailed a copy of this form):

Is this course to be reserved for Freshmen and Sophomores? yes X no

Course or program description to be printed in May Term book:

The Primate Order is one of the most diverse in the animal kingdom, with over 200 species of primates displaying an unparalleled range of behaviors. During this course, students will study nonhuman primates at four different institutions, with the goal of comparing how behavior varies across species and living environment. We will visit two facilities in Des Moines, the Blank Park Zoo and the Great Ape Trust of Iowa, as well as two zoos in the Chicago area, the Brookfield Zoo and Lincoln Park Zoo. Students will work in groups to design and conduct their own research projects, and will present their findings in both a research paper and poster presentation at the end of the course. Students will learn data collection techniques commonly used in animal behavior research, as well as how to use Microsoft Excel and SPSS to analyze their data, but no previous knowledge of statistics is required. This course offers a unique opportunity for students interested in primate behavior to gain hands-on experience in both the benefits and limitations of studying captive animals.

Are there prerequisites? X yes no

If "yes", what are they?: Psych 290A (Introduction to Primatology, offered Fall 2008) or by permission only.

Daily schedule choice (number in priority order):

 2 Morning shift – 8:30-11:15 daily

 1* Afternoon shift – 11:45-2:30 daily

 3 Split shift – 8:30-9:45 and 12:45-2:00 daily

*Please note that because some of the zoos do not open before 10 am, the afternoon shift is necessary in order for students to be able to maximize their time observing the animals.

Preferred location:

A classroom with computers equipped with SPSS software is preferred.

Provide an explanation if your enrollment limit is to be other than 30 students.

Because we will be using a 12-passenger van to travel to Chicago, enrollment must be limited to no more than 10 students.

Course objectives (if not stated in description):

Writing component (please be specific):

Students will prepare scientific journal style term papers on their projects, and will also share their findings with the class as a poster presentation.

Reading component (please be specific):

Martin, P. & Bateson, P. 2007. *Measuring Behavior: An Introductory Guide* (Third Ed). Cambridge University Press. ISBN: 978-0521535632

Specific methods of assessment (tests, essays, term paper, performance, etc.)

Both the term paper and poster presentation will be graded.

Special costs to the College, such as insurance, telephone, rental, etc:

Insurance for the rental van will be needed.

Additional cost to students other than textbooks (i.e., travel, insurance, meals, etc.)

Students will supply their own transportation to the Great Ape Trust and Blank Park Zoo, both located in Des Moines. In addition, students will need to pay for the cost of traveling to the Chicago zoos (which includes the 12-passenger van rental fee), the admission and parking fees at the zoos, and 5 nights of hotel stay while in Chicago. Students will also need to pay for their meals while in Chicago. Finally, each student will need to purchase a stopwatch to be used for data collection.

The total cost of the trip, assuming maximum enrollment of 10 people, is estimated to be no more than \$5,400. This includes the admission and parking fees to the three zoos, the rental van fee and estimated cost of gas while using the van, 5 nights of hotel stay in Chicago, and the cost of stopwatches. This estimate does not include the cost of meals or the cost of self-provided transportation to the Blank Park Zoo and Great Ape Trust in Des Moines.

Email a copy of this form to:

Your Department Chair, Division Chair, and Mark Juffernbruch, the EPCC Chair as well as to John Bolen, the Registrar.