



University Courses & Curricula Committee 2020-2021

April 7th, 2021
Zoom Host
12:45pm-2:45pm

Call to Order 12:45pm

- Welcome from Chair Wendy Krause
- Remarks and Updates from OUCCAS/DASA
- Approval of UCCC March 17th, 2021 Minutes
- Course and Curricular Business

New Business

Consent Agenda		
Action	Type	Notes
COM 304 Audio Production	Minor	Course Number, Title, Abbr. Title, Prerequisite, Catalog Description
COM 327 Critical Analysis of Communication Media	Minor	Prerequisite, Catalog Description
COM 334 Video Production	Minor	Course Number, Title, Abbr. Title, Prerequisite, Catalog Description
COM 354 Critical Media Marketing	Minor	Course Number, Title, Abbr. Title, Prerequisite, Catalog Description
COM 384 Television Production	Minor	Course Number, Prerequisite
COM 404 Advanced Audio Production	Minor	Course Number, Title, Abbr. Title, Prerequisite
COM 427 Game Studies	Minor	Offering, Prerequisites, Catalog Description
COM 434 Advanced Video Production	Minor	Course Number, Title, Abbr. Title, Prerequisite, Catalog Description
COM 457 Media and the Family	Minor	Prerequisites
COM 467 Advanced Topics in Gender and Communication	Minor	Offering, Prerequisites
COM 477 Mobile Communication	Minor	Term/Year Offering, Prerequisites, Catalog Description
COM 484 Advanced Television Production	Minor	Prerequisites
COM 487 Internet and Society	Minor	Term/Year Offering, Prerequisites, Catalog Description
HI 215 Colonial Latin America	Minor	Title, Instructor
HI 216 Modern Latin America	Minor	Title, Instructor
HI 468/HI 568 Slavery in the Americas	Minor	CIP, Grading Method, Instructor, Pre/Requisites
HI 469/HI 569 Latin American Revolutions	Minor	Title, Abbr. Title, CIP, Grading Method, Instructor
LPS 205 International Leadership in Global Politics	Minor	Title, Abbr. Title, Offering, Delivery
LPS 400 Decisive Leadership	Minor	Title, Abbr. Title, Offering, Grading Method, Catalog Description
MEA 321 Fundamentals of Air Quality and Climate Change	Minor	Prerequisites
MEA 412 Atmospheric Physics	Minor	Prerequisites
MEA 421 Atmospheric Dynamics	Minor	Prerequisites
MEA 459 Field Investigation of Coastal Processes	Minor	Catalog Description
MT 366 Biotextile Product Development	Minor	Co-Requisite
PSY 340 Human Factors Psychology	Minor	Title, Abbr. Title, Prerequisite, Catalog Description
WGS 492 Theoretical Issues in Women's, Gender, and Sexuality Studies	Minor	Title
17GNBS BS in Genetics	Minor	Add Course to Elective List
17ZOOBS BS in Zoology	Minor	Add Course to Elective List

College of Agriculture and Life Sciences			
Presenter	Reviewers	Action	Type
Merrill	Driscoll, Harrington, Rucker	AGI 134 Trends and Culture of the Agricultural Workforce	New Course
Pratt Phillips	Janca, Seracino, Walsh	CS 413 Plant Breeding	Revisions: Hours (down), Catalog Description, SLO, Student Eval
Pratt Phillips	Hessling, Knowles, Muse	Agribusiness Management: Agricultural Resource Economics (AAS) – 11AGBAAS	Revisions: Adjustment of hours, changing electives, moving courses
Pratt Phillips	Schaffer, Reynolds, Zagacki	Agriculture Sciences (BS) - 11AGESBS	Revisions: AEE 490 hours (up), Social Science GEP hours (down), eliminate ENG 332 and ENG 333 from writing elective

College of Education			
Presenter	Reviewers	Action	Type
Hessling	Hergeth, Rabasco, Pacifi	ECI 449 MSL Senior Student Teaching Seminar	New Course
Hessling	Muse, Janca, Pratt Phillips	ECI 454 Student Teaching in English/Language Arts	Revisions: Credit Hours, Contact Hours (Up), Instructor, Co-Requisite, SLO, Student Eval
Hessling	Merrill, Harrington, Duggins	ECI 464 Student Teaching in Social Studies	Revisions: Credit Hours, Contact Hours (Up), Course Length, Instructor, Delivery, Offering, Prerequisite, SLO, Student Eval
Hessling	Rucker, Driscoll, Reynolds	Middle Grades Education (BS): Language Arts and Social Studies (13MIDEDBS-13MIDEDLAS)	Revisions: add course, total hours no net change, revision to 8-semester display, 120-Hour= Exception previously approved

College of Humanities and Social Sciences			
Presenter	Reviewers	Action	Type
Knowles	Walsh, Rabasco, Duggins	ENG 361 Studies in British Poetry	Revisions: Offering, Contact Hours, Requisites, Instructor, Catalog Description, SLO, Evaluation
Knowles	Hergeth, Schaffer, Muse	ENG 362 Studies in the British Novel	Revisions: Abbr. Title, Offering, Contact Hours, Requisites, Instructor, Catalog Description, SLO, Evaluation
Knowles	Reynolds, Hessling, Pacifi	16TSM Technical and Scientific Communication Minor	Revisions: Title, description, changing requirements/electives, course arrangement

College of Natural Resources			
Presenter	Reviewers	Action	Type
Pacifici	Walsh, Knowles, Harrington	ENT 402/FOR 402 Forest Entomology	Revisions: Offering, Delivery, Course Length, Contact Hours, GEP Attributes, Additional Info, SLO, Student Eval
Pacifici	Zagacki, Rucker, Reynolds	SMT 207 Principles of Sustainable Industrial & Product Design Lecture	New Course
Pacifici	Driscoll, Harrington, Schaffer	SMT 217 Principles of Sustainable Industrial & Product Design Studio	New Course
Pacifici	Janca, Hessling, Muse	SMT 307 Visual Design Application	New Course

College of Sciences			
Presenter	Reviewers	Action	Type
Muse	Seracino, Driscoll, Walsh	BIO 270 Introduction to Evolution	New Course
Muse	Rucker, Schaffer, Knowles	17BIOSCHB Biological Sciences BS: Human Biology	Revisions: Biochemistry Requirement (decrease hours), Free Electives (increase hours)
Muse	Harrington, Zagacki, Pacifi	17BIOSCBS-17BIOSCIPN Biological Sciences (BS): Integrative Physiology and Neurobiology	Revisions: Biochemistry Requirement (decrease hours), Major Electives (new courses), Free Electives (increase hours)
Duggins	Hessling, Pacifi, Seracino	17GEOLBS Geology (BS)	Revisions: update math/science options, add courses, add requirements, add footnotes
Duggins	Rucker, Hergeth, Janca	17GM Geology Minor	Revisions: Deleting Course, creating elective course list, updating language
Duggins	Driscoll, Reynolds, Pratt Philips	17METBS Meteorology (BS) and 17METBS-METMAR Meteorology: Marine Sciences (BS)	Revisions: Remove/replace PY 208 and PY 209, modify C-wall course list, create chemistry and statistics options, add footnotes

Provost			
Presenter	Reviewers	Action	Type
Muse	Merrill, Reynolds, Rabasco	SIP 114 Wicked Problems, Wolfpack Solutions	New Course

Wilson College of Textiles			
Presenter	Reviewers	Action	Type
Hergeth	Muse, Schaffer, Driscoll	T 493 Internship in Textiles	Revisions: Title, Abbr. Title, Offering, Delivery, Hours (down), Course Length, Contact Hours, Attributes, Restrictive Statement, Catalog Description, SLO, Student Eval, Syllabus

University College/DASA			
Presenter	Reviewers	Action	Type
Harrington	Pacifi, Duggins, Hergeth	HON 355 Feelings of/from Technology: Analog Bodies in Digital Spaces	New Course

SLO= Student Learning Outcomes

Discussion: Vote for new voting member for Provost office vote based on memo sent.

Notes:

- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.



University Courses and Curricula Committee

March 17th 2021
Hosted Via Zoom
Call to Order: 12:XX PM

Members Present:

Wendy Krause (Chair) Rudi Seracino (Past Chair), Shannon Pratt Philips, Melissa Merrill, James Knowles, Catherine Driscoll, Kristen Schaffer, Peter Hessling, Kanton Reynolds, Peter Janca, Laura Pacifi, Spencer Muse, Jonathan Duggins, Renee Harrington, Peggy Domingue, Rob Rucker, Helmut Hergeth, Kenneth Zagacki, Jorden Rabasco, Thomas Walsh

Absent Members:

Guests: Jason DeRousie, Bill Fortney, Daniel Gruehn, Scott Despain

Ex-Officio Members Present: Li Marcus, Lexi Hergeth, Kyle Pyscher, John Harrington

WELCOME AND INTRODUCTIONS

- **Remarks from Chair** – Introduced the guests and proxies.
- **Remarks from OUCCAS/DASA** – No new updates.
- **Approval of the Minutes from March 3rd, 2021** – Approved
Discussion: Motion by Catherine Driscoll.

NEW BUSINESS

- **Consent Agenda** - Approved
Discussion: Motion to approve by Helmut Hergeth.
- **PER 101 Elementary Persian** – Approved
Discussion: This course was presented by Catherine Driscoll.
- **PER 103 Elementary Persian I Conversation** – Approved
Discussion: This new course was presented by Catherine Driscoll. Member brought attention to the contact hours from the justification indicates 4 contact hours. Guest Scott Despain explained this is in relation to multiple PER courses.
- **MES 300 Systems Engineering** – Approved
Discussion: This course was presented by Kanton Reynolds. Member brought attention to typos at the bottom of page eight of the syllabus to the college representatives for college feedback.
- **14EGRBS-14EGRMES Engineering (BS): Mechanical Engineering Systems concentration**- Approved Pending
Discussion: Presented by Rudi Seracino moved to approve pending revisions to the mechanical engineering systems concentration. MA 241 is a prereq and is in the wrong semester for another MA course given the plan. There is no third footnote and the second footnote lists a prereq that is not required (Rudi). Two footnote changes pending.
- **14MSEBS Materials Science & Engineering (BS)**– Approved
Discussion: Presented by Kanton Reynolds.
- **14MSEBS-14SSBIO Materials Science & Engineering (BS) Biomaterials** – Approved
Discussion: Presented by Kanton Reynolds.
- **14MSEBS-14MSEBIO Materials Science & Engineering (BS) Nanomaterials** – Approved
Discussion: Presented by Kanton Reynolds.
- **FL 211 Introduction to the French-speaking World** – Approved
Discussion: This new course was presented by Jim Knowles.

Discussion: Members discussed the additional memo written by Chair Elect Helmut Hergeth. The memo requests that the Provost's office have a representative voting member with the multiple prefixes and curricular actions coming from the Provost's

office. Chair asked if the committee would like to discuss this with their colleges and bring back feedback, or vote now. Members discussed the how this was previously handled without representation and the clarity it may provide. Li provided insight to the process of adding a seat to a standing committee, if the committee agrees, this would be sent to the provost as a recommendation at the end of this year (May) for the 2021-2022 academic year. Members will bring this back to their colleges to be discussed at the next meeting.

Meeting adjourned: 1:19 PM.

Respectfully submitted by Lexi Hergeth

NC STATE UNIVERSITY

TO: Office of the Dean for Academic and Student Affairs
FROM: Betty Gardner, Director of Undergraduate Programs, BS in Genetics
RE: Updates to 17GNBS
DATE: 12 March 2021

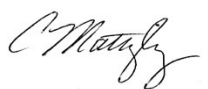
Proposed effective date: when approved

Proposed changes and justification

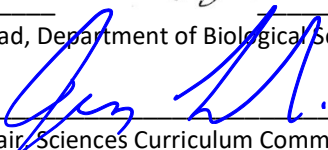
This memo proposes the following changes to the 17GNBS curriculum.

Section	Change	Justification
Restricted Electives	Add BIO 270 Introduction to Evolution (3 cr) as an option to "Restricted Electives"	New course

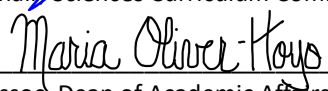
SIGNATURES:



Head, Department of Biological Sciences 3/12/2021
Date



Chair, Sciences Curriculum Committee 3/23/21
Date



Assoc. Dean of Academic Affairs, COS 03/23/2021
Date

Chair, University Courses & Curricula Committee Date

Dean, Academic and Student Affairs Date

PROPOSED EFFECTIVE DATE: when approved

APPROVED EFFECTIVE DATE: _____

NC STATE UNIVERSITY

TO: Office of the Dean for Academic and Student Affairs
FROM: Jenny Campbell, Director of Undergraduate Programs, BS in Zoology
RE: Updates to 17ZOBS
DATE: 12 March 2021

Proposed effective date: when approved

Proposed changes and justification

This memo proposes the following changes to the 17ZOBS curriculum.

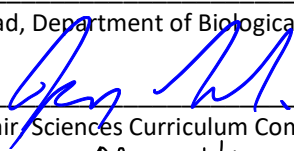
Section	Change	Justification
Major Electives	Add BIO 270 Introduction to Evolution (3 cr) to the "Zoology Electives" list	New course

SIGNATURES:



3/12/2021

Head, Department of Biological Sciences Date



3/23/21

Chair, Sciences Curriculum Committee Date



03/23/2021

Assoc. Dean of Academic Affairs, COS Date

Chair, University Courses & Curricula Committee Date

Dean, Academic and Student Affairs Date

PROPOSED EFFECTIVE DATE: when approved

APPROVED EFFECTIVE DATE: _____

Routing for DASA or Graduate School Approval of Other Degree Program Actions

Type of Action: Enter "X" for Action Type(s) and list Title and Prefix(s) as indicated

____ New Minor / Concentration
Proposed Minor / Concentration Title _____
____ Change in Minor / Concentration Title _____
Current Minor / Concentration Title: _____
Proposed Minor / Concentration Title: _____
X Change in Curricular/Program Requirements: Agricultural Institute – Agribusiness Management
(AAS) (11AGBAAS)

Proposed Effective Date: 4/1/2021 Program Contact: Dr. Melissa Hendrickson

Proposed CIP Code (see <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>): _____

Routing of Action: Indicate date when the following occurs

Completed Proposal



Department Head endorses*

College Curriculum Committee (undergraduate or graduate) recommends*

College Dean endorses*

Proposal moves to Undergraduate or Graduate office for routing

____ Recommended by Vice Provost, DELTA, if applies*
____ Associate Deans Council **or** Graduate Operations Council informed
____ University Courses & Curriculum Committee **or** Administrative Board of the Graduate
____ School recommends
____ Dean (Graduate School or DASA) approves*


* Signature is required on the signature page for the action

North Carolina State University
Routing for DASA or Graduate School Approval of Other Degree Program Actions

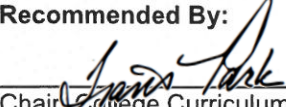
This request has been reviewed and approved by the appropriate campus committees and authorities.

Completed Proposal

Endorsed By:

	3/2/2021
Head, Department/Program	Date

Recommended By:

	03.16.2021
Chair, College Curriculum Committee	Date

Endorsed By:

	4/15/2021
College Dean	Date

Proposal moves to Undergraduate or Graduate office for routing

Recommended By:

Vice Provost, DELTA (if DE degree/certificate)	Date
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Recommended By:

Chair, University Courses & Curricula Committee or Administrative Board of the Graduate School	Date
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Approved By:

Dean, DASA or the Graduate School	
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College of Agriculture and Life Sciences
Department of Agricultural and Resource Economics
cals.ncsu.edu/agricultural-and-resource-economics

Campus Box 8109
2801 Founders Drive, Nelson Hall
Raleigh, NC 27695-8109
Phone: 919.515.3107

MEMORANDUM

TO: University Courses and Curricula Committee

FROM: Dr. John S. Russ, Director of Academic Programs,
Department of Agricultural Resource Economics

CC: Li Marcus, Director of the Office of Undergraduate Courses & Curricula

DATE: February 28, 2021

SUBJECT: Requested change to the 4-semester display for the (AAS) 11AGBAAS

Please find attached the new 4-semester display for the (AAS) 11AGBAAS Agribusiness Management degree in Agricultural Resource Economics.

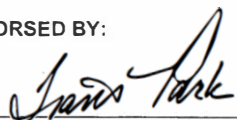
Justification: Changes made to the AGB audit are to include new courses approved last spring. Edits made will accommodate adjustments required to include new courses and better align timing of courses in degree studies.

The specific changes (indicated in red on the updated 4-semester display) are:

- Require ARE 121 and Add to First Spring OR Second Spring (take hours from ARE elective, dropping ARE Elective from 9 to 6 hours)
- Require AGI 191 and Add to First Spring (1 hour; take from Free)
- Require AGI 192 and Add to Second Fall (1 to 3 hours, take from Free)
- Adjust Free: 1) Drop from 8 hours to 2 to 6 hours (taking 1 hour for AGI 191 and 1 to 3 hours for AGI 192 from existing 8 hours), 2) Drop from First Spring, 3) Change hours for Second Fall and Second Spring
- Change SSC Elective to SSC 112
- Move SSC 112 (currently SSC Elective) from Second Year to Second Fall
- Change ANS/PO Elective to consist of only ANS 101 OR PO 201A/202A (dropping other courses currently allowed)
- Move ANS/PO elective OR ENT elective from Second Year to First Fall OR Second Fall
- Move SOC elective from First Fall to First Spring

- Move CS/HS from Second Year to Second Spring
- Move Humanities/Visual & Performing Arts Elective from Second Fall to Second Spring
- Move HES from First Spring to Second Spring

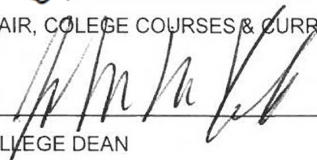
ENDORSED BY:



03.16.2021

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



COLLEGE DEAN

4/15/2021

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

FORMAT A
(SEMESTER-BY-SEMESTER CURRICULUM DISPLAY)

Indicate display status: Current: Proposed: X Proposed Effective Semester: Spring 2021

Degree/Plan Title: Agribusiness Management

Concentration/Subplan Title:

Plan SIS Code: 11AGBAAS

Subplan SIS Code:

New Degree Audit required? (Y or N) N

Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

FIRST YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AGI 101 Intro to the Agricultural Institute	1	WRT 114 Professional Writing, Res., & Reporting ^{E1}	3
WRT 111 Expository Writing ^{E1}	3	MA 103A Topics in Contemporary Mathematics ^A	3
MAA 102 Math in Ag & Related Sciences ²	3	ARE 115 Ag Business Accounting	3
ARE 106 Agribusiness Law	3	AGI 191 Professional Development	1
ARE 132 Management of Personnel	3	ARE 121 Ag Finance OR ARE Elective	3
ANS/PO Elective ³ OR ENT Elective ⁵	3-4	SOC 203A Current Social Problems OR SOC 241A Rural Sociology ^C	3
	<i>Total:16-17</i>		<i>Total:16</i>
SECOND YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
ARE 201A Intro to Ag & Resource Economics ^C	3	ARE 104 Agribusiness Management	3
ARE Elective	3	ARE 121 Ag Finance OR ARE Elective	3
SSC 112 Soil Science	4	CS/HS Elective ⁴	3-4
ANS/PO Elective ³ OR ENT Elective ⁵	3-4	Free Elective	2-3
AGI 192 Internship	1-3	HES Elective ^D	1
Free Elective	0-2	Humanities/Visual & Performing Arts Elective ^B	3
	<i>Total:14-19</i>		<i>Total:15-17</i>
Minimum Credit Hours Required for Graduation*: 64			

Major/Program Footnotes:

¹WRT 111 and WRT 114 must be completed with a C-minus or higher grade for transfer to an NC State baccalaureate program.

²MAA 102 must be completed with a C-minus or higher grade.

³Choose from the following ANS/PO Elective: ANS 101 OR PO 201A/202A

⁴Choose from the following CS/HS Elective: CS 111 OR BAET 135 OR CS 116 OR CS 118 OR CS 121 OR CS 122 OR CS 152 OR HS 111 OR HS 115 OR HS 121 OR HS 141 OR HS 144 OR HS 151 or HS 162 OR HS 171

⁵Choose from the following ENT Elective: ENT 110 OR ENT 121 OR ENT 132 OR ENT 163

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied.

University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

A. Mathematical Sciences (3 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: MA 103A fulfills the 3 credits of Mathematical Sciences

B. Humanities/Visual & Performing Arts (3 credit hours)

Choose from the University approved GEP Humanities or GEP Visual & Performing Arts course list.

C. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: ARE 201A and SOC 203A or SOC 241A fulfills the 6 credits for Social Sciences GEP

D. Physical Education/Healthy Living (1 credit hour)

Choose from the University approved GEP Physical Education/Healthy Living course list.

E. Introduction to Writing (6 credit hours satisfied by completing WRT 111 and WRT 114)

Current Agribusiness Management (Agricultural Institute)

Semester-by-Semester

FIRST YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AGI 101 Introduction to the Agricultural Institute	1	WRT 114 Professional Writing, Res. & Reporting	3
WRT 111 Expository Writing	3	MA 103A Topics in Contemporary Mathematics	3
MAA 102 Math in Ag & Related Sciences	3	ARE 201A Introduction to Ag. and Res. Econ	3
ARE 106 Agribusiness Law	3	ARE Elective	3
ARE 132 Management of Personnel	3	HES Elective	1
SOC 203A Current Social Problems	3	Free Elective	3
OR			
SOC 241A Rural Sociology			
	<i>Total: 16</i>		<i>Total: 16</i>
SECOND YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
ARE 115 Ag. Business Accounting	3	ARE 104 Agribusiness Management	3
Humanities/Visual & Performing Arts Elective	3	Free Elective	4
Free Elective	1	ARE Elective	3
ARE Elective	3	Pick 2 From:	
Pick 2 From:		ANS/PO Elective	6
ANS/PO Elective	6	OR	
OR		CS/HS Elective	
CS/HS Elective		OR	
OR		ENT Elective	
ENT Elective		Or	
Or		SSC Elective	
SSC Elective			
	<i>Total: 16</i>		<i>Total: 16</i>
Minimum Credit Hours Required for Graduation: 64			

<u>Degree/Plan Title:</u> Agribusiness Management		<u>Plan SIS Code:</u>
<u>Concentration/Subplan Title:</u>		<u>Subplan SIS Code:</u>
<u>Indicate requirements status:</u> Current: Proposed: x <u>Proposed</u> Effective Semester: Spring 2021		
<u>New Degree Audit required?</u> (Y or N) N		
<u>Critical Path Courses</u> - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.		

MAJOR FIELD OF STUDY REQUIREMENTS:		
<i>Required Courses/Groups/ Electives:</i>	<i>Credit Hours</i>	<i>GEP category, if applicable</i>
Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. course.		List GEP category and hours satisfied by a Major requirement
MA 103A	3	Mathematics (3 hours)
ARE 201A	3	Social Sciences (3 hours)
SOC 203A or SOC 241A	3	Social Sciences (3 hours)
ARE 104	3	
ARE 106	3	
ARE 121	3	
ARE 132	3	
ARE Elective	6	
<u>Concentration Courses/Groups/Electives:</u>		
SSC 112	4	
ANS/PO Elective – ANS 101 or PO 201A/202A	3-4	
ENT Elective – ENT 110 or ENT 121 or ENT 132 or ENT 163	3	
	3	

CS/HS Elective – CS 111 or BAET 135 or CS 116 or CS 118 or CS 121 or CS 122 or CS 152 or HS 111 or HS 115 or HS 121 or HS 141 or HS 144 or HS 151 or HS 162 or HS 171		
Free Electives:	2-5	Any 100 level course offered by AGI
Total credit hours under Major Field of Study: <i>Minimum 27 hours required in program area.</i>	42 – 46 hours	
COLLEGE REQUIREMENTS:		
Orientation Course(s): AGI/CS/HS 101	1	
Other: MAA 102 ARE 115 AGI 191 AGI 192	3 3 1 1-3	
Total credit hours under College Requirements:	9-11 Hours	

<u>NCSU GENERAL EDUCATION PROGRAM REQUIREMENTS</u> <i>Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category may not be subset to require a specific course from the category list. Required courses must be listed in the Major/College requirements.</i> <i>Specific courses should not be listed in any of the fields below other than ENG 101.</i>		<u>At least one of the following must be listed:</u> 1 Choose course(s) from the University Approved GEP course list for this category. 2 Minimum requirements are satisfied by Major/College course requirements. 3 Major/College course requirement satisfies <u>X</u> credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category. 4 Co-requisite is satisfied by a Major/College course requirement. 5 Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts. 6 Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
General Education Program Requirements: <i>Minimum 39-40 hrs</i>	Credit hours	How will the GEP requirement be met? <i>(Choose applicable statement from 1-6 listed above)</i>
Mathematical Sciences (3 credits) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	X	(Choose statement 1, 2 or 3) <i>Minimum requirements are satisfied by Major/College course requirements.</i>
Composition (C- or better required) (6 credits)	6	WRT 111 and WRT 114
Humanities/Visual Performing Arts (3 credits) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	3	(Choose statement 1, 2 or 3) <i>Choose course from the University Approved GEP course list for this category.</i>
Social Sciences (6 credits) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	X	(Choose statement 1, 2 or 3) <i>Minimum requirements are satisfied by Major/College course requirements.</i>
Health and Exercise Studies (1 credit)	1	<i>Choose course(s) from the University Approved GEP course list for this category.</i>
Total credit hours needed to complete GEP that are <u>not</u> satisfied as part of the Major/College requirements.	10 hours	
GEP Co-Requisites:		<i>Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.</i>

U.S. Diversity co-requisite	(USD)	n/a	(Choose statement 1 or 4)
Global Knowledge co-requisite	(GK)	n/a	(Choose statement 1 or 4)
Foreign Language Proficiency		n/a	Proficiency at the FL_102 level required.
The following requirements must be satisfied within the College/Program:			Place an X in the credit hour box to indicate below that the requirement is "Satisfied by College/Program Requirements"
Communication in the Major (Advanced Communication)		n/a	Satisfied by College/Program Requirements
Technology Fluency			Satisfied by College/Program Requirements
Total credit hours required to complete Degree: Total must be within 62-72 credit hours.	64 Total hours	As applicable, indicate here the overall GPA requirement for degree completion including course completion.	

NC STATE UNIVERSITY

Travis Park, Associate Professor
Campus Box 7607, 216 Ricks Hall
Raleigh, NC 27695-7607

tdpark@ncsu.edu

919.802.2219 (mobile)

919.515.9441

919.515.1965 (fax)

Memorandum

To: Dr. Doneka R. Scott, Vice Chancellor and Dean of the Division of Academic and Student Affairs
From: Travis Park, Department of Agricultural and Human Sciences, Director of Undergraduate Programs
Date: February 15, 2021
Subject: Modifications to 11AGESBS

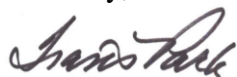
Proposed Effective Date: May 1, 2021

Justification: We have modified one three-credit hour course (AEE 490), received approval of two major courses for the Social Science GEP, and modified the writing elective in our 11AGESBS major. We would like to propose the following amendments:

- (1) Modify the AEE 490 requirement to update the course from 1-credit to 3-credits (approved the UCCC on January 15, 2020)
- (2) Modify Social Science GEP to reduce the requirement from courses outside of the major from three (3) credits to zero (0) credits. We received UCCC approval of AEE 323 for the Social Science GEP on March 18, 2020, and approval of AEE 350 for the Social Science GEP on January 29, 2021.
- (3) Modify the writing elective to eliminate ENG 332 and ENG 333 as options, thereby requiring AEE 311 as the requirement (approved by AHS faculty on October 27, 2020).

The current and proposed Format A (eight-semester display) and revised Format B are attached with the changes highlighted in yellow.

Sincerely,



Travis Park
Associate Professor

CURRICULUM REQUIREMENTS

Format B

<u>Degree/Plan Title:</u> Agricultural Sciences-BS	<u>Plan SIS Code:</u> 11AGESBS
<u>Concentration/Subplan Title:</u>	<u>Subplan SIS Code:</u>
<u>Indicate requirements status:</u> Current: XXX Proposed:	<u>Proposed Effective Semester:</u> May 2021
<u>New Degree Audit required?</u> (Y or N) Yes	
<u>Critical Path Courses</u> - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.	

MAJOR FIELD OF STUDY REQUIREMENTS:		
<i>Required Courses/Groups/ Electives:</i>	<i>Credit Hours</i>	<i>GEP category, if applicable</i>
Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. course.		List GEP category and hours satisfied by a Major requirement
COM 110 Public Speaking <i>or</i> COM 112 Interpersonal Communication	3	Communication in the Major Communication in the Major, Social Sciences
<u>Agricultural and Extension Education Courses</u>		
AEE 311 Communication Methods and Media	3	
AEE 323 Leadership Development in Agriculture and Life Sciences	3	Social Sciences
AEE 350 Personal Leadership Development in Agriculture and Life Sciences	3	Social Sciences
AEE 360 Developing Team Leadership in Agricultural and Life Sciences	3	
AEE 435 Professional Presentations in Agricultural Organizations	3	
AEE 460 Organizational Leadership Development in Agricultural and Life Sciences	3	
AEE 490 Seminar in Agricultural and Extension Education	3	
<u>Mathematical and Natural Science Courses</u>		
MA 107 Precalculus I	3	Mathematical Sciences
MA 121 Elements of Calculus <i>or</i> MA 131 Calculus for Life and Management Sciences A	3	Mathematical Sciences
BIO 181 Introductory Biology: Ecology, Evolution, and Biodiversity	4	Natural Sciences
BIO 183 Introductory Biology: Cellular and Molecular Biology	4	Natural Sciences
CH 101 Chemistry – A Molecular Science	3	Natural Sciences
CH 102 General Chemistry Laboratory	1	Natural Sciences
<u>Professional Content Courses</u>		
ANS 150 Introduction to Animal Science	3	
ANS 151 Introduction to Animal Science Lab	1	
ARE 201 Introduction to Agricultural and Resource Economics <i>or</i> EC 201 Principles of Microeconomics <i>or</i> EC 205 Fundamentals of Economics	3	Social Sciences Social Sciences Social Sciences
CS 213 Crop Science <i>or</i> HS 201 Principles of Horticulture	3	Natural Sciences Natural Sciences
SSC 200 Soil Science	3	Natural Sciences
SSC 201 Soil Science Lab	1	Natural Sciences

<p><u>Concentration Courses/Groups/Electives:</u></p> <p><u>Introductory Agriculture Elective</u> AES 201 Shop Processes and Management or ES 100 Introduction to Environmental Sciences or FS 201 Introduction to Food Science</p> <p><u>Writing Elective</u> AEE 311 — Communication Methods and Media ENG 332 — Communication for Business and Management ENG 333 — Communication for Science and Research</p> <p><u>Natural Sciences Elective</u> CH 201 Chemistry – A Quantitative Science and CH 202 Chemistry – A Quantitative Science PY 131 Conceptual Physics PY 211 College Physics I MEA 101 Geology I: Physical and MEA 110 Geology I Laboratory</p> <p><u>Restricted Agricultural Specialization Elective Option 1</u> First of two agricultural specializations required. Select from courses in the following areas of agriculture: Animal Science, Agricultural Business Management, Agricultural Environmental Technology, Crop Science, Feed Mill Management, Food Science, Horticultural Science, Poultry Science, or Soil Science. Courses must focus on one of these agricultural disciplines. At least six (6) semester hours of course credit in this specialization must be earned in courses at the 300 level or above.</p> <p><u>Restricted Agricultural Specialization Elective Option 2</u> Second of two agricultural specializations required. Select from courses in the following areas of agriculture: Animal Science, Agricultural Business Management, Agricultural Environmental Technology, Crop Science, Feed Mill Management, Food Science, Horticultural Science, Poultry Science, or Soil Science. Courses must focus on one of these agricultural disciplines. At least six (6) semester hours of course credit in this specialization must be earned in courses at the 300 level or above.</p>	<p>3</p> <p>3</p> <p>4</p> <p>12</p> <p>12</p>	<p>Global Knowledge, Interdisciplinary Perspectiv Natural Sciences</p> <p>Natural Sciences Natural Sciences Natural Sciences Natural Sciences Natural Sciences Natural Sciences</p>
<p><u>Free Electives:</u></p>	<p>12</p>	
<p>Total credit hours under Major Field of Study: <i>Minimum 27 hours required in program area.</i></p>	<p>99 hours</p>	
<p>COLLEGE REQUIREMENTS:</p>		
<p><u>Orientation Course(s):</u> AEE 103 Foundations of Agricultural and Extension Education or ALS 103 Freshman Transitions and Diversity in Agricultural and Life Sciences or ALS 303 Transfer Transitions and Diversity in Agricultural and Life Sciences</p>	<p>1</p>	<p>Diversity Diversity</p>
<p><u>Other:</u></p>		
<p>Total credit hours under College Requirements:</p>	<p>1 Hours</p>	

NCSU GENERAL EDUCATION PROGRAM REQUIREMENTS <i>Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category <u>may not be subset</u> to require a specific course from the category list. Required courses must be listed in the Major/College requirements.</i> Specific courses should not be listed in any of the fields below other than ENG 101.		At least one of the following must be listed: 1 Choose course(s) from the University Approved GEP course list for this category. 2 Minimum requirements are satisfied by Major/College course requirements. 3 Major/College course requirement satisfies <u>X</u> credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category. 4 Co-requisite is satisfied by a Major/College course requirement. 5 Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts. 6 Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.	
General Education Program Requirements: <i>Minimum 39-40 hrs</i>		Credit hours	How will the GEP requirement be met? (Choose applicable statement from 1-6 listed above)
Mathematical Sciences (6 credits) (At least 1 course with MA or ST prefix) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	0	<i>(Choose statement 1, 2 or 3)</i> 1	
Natural Sciences (7 credits) (At least 1 lab course or course with a lab) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	0	<i>(Choose statement 1, 2 or 3)</i> 2	
English 101 (C- or better required) (4 credits)	4	ENG 101	
Humanities (6 credits) (Courses from two different disciplines) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	6	<i>(Choose statement 1, 2 or 3)</i> 1	
Social Sciences (6 credits) (Courses from two different disciplines) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	0	<i>(Choose statement 1, 2 or 3)</i> 2	
Additional Breadth (3 credits) (Choose approach that is different from the approach of the Major) <i>Major/College requirements cannot satisfy this requirement and an AB course cannot be double-counted except in satisfying the Global Knowledge or U.S. Diversity co-requisites.</i>	3	<i>(Choose statement 5 or 6)</i> 1	
Interdisciplinary Perspectives (5 credits) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	5	<i>(Choose statement 1, 2 or 3)</i> 1	
Health and Exercise Studies (2 credits) (Including one Fitness and Wellness course)	2	Choose course(s) from the University Approved GEP course list for this category.	
Total credit hours needed to complete GEP that are <u>not</u> satisfied as part of the Major/College requirements.	20 hours		
GEP Co-Requisites:		Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.	
U.S. Diversity co-requisite (USD)	n/a	<i>(Choose statement 1 or 4)</i> 1	
Global Knowledge co-requisite (GK)	n/a	<i>(Choose statement 1 or 4)</i> 1	
Foreign Language Proficiency	n/a	Proficiency at the FL_102 level required.	
The following requirements must be satisfied within the College/Program:		Place an X in the credit hour box to indicate below that the requirement is "Satisfied by College/Program Requirements"	
Communication in the Major (Advanced Communication)	X	Satisfied by College/Program Requirements	
Technology Fluency	X	Satisfied by College/Program Requirements	
Total credit hours required to complete Degree: Total must be within 120-128 credit hours.	120 Total hours	As applicable, indicate here the overall GPA requirement for degree completion including course completion.	

Bachelor of Science in Agricultural Sciences

DEGREE KEY: 11AGESBS

FRESHMAN YEAR					
FALL SEMESTER	Cred.	Sem.	SPRING SEMESTER	Cred.	Sem.
AEE 103 Foundations of AEE ¹	1	_____	ANS 150 Intro to Animal Science	3	_____
BIO 181 Intro Biology – Ecology, Evol, & Biodiv ^B	4	_____	ANS 151 Animal Science Lab	1	_____
COM 110 Public Speaking <i>or</i>	3	_____	BIO 183 Intro Biology-Cell/Molecular ^B	4	_____
COM 112 Interpersonal Communication		_____	MA 121 Elements of Calculus <i>or</i>	3	_____
ENG 101 Academic Writing & Research ^G	4	_____	MA 131 Calculus for Life & Mgt Sci ^A		_____
MA 107 Precalculus 1 ^A	3	_____	_____ Humanities elective ^C	3	_____
HESF 1 _____ elective ^D	1	_____	HES _____ Hlth Exercise Studies elective ^D	1	_____
Total	16		Total	15	
SOPHOMORE YEAR					
FALL SEMESTER	Cred.	Sem.	SPRING SEMESTER	Cred.	Sem.
AEE 323 Leadership Development in Ag	3	_____	AEE 350 Personal Leadership Dev in ALS	3	_____
_____ Intro Ag Elective ²	3	_____	ARE 201 Intro to ARE <i>or</i>	3	_____
CH 101 Chemistry—A Molecular Sci ^B	3	_____	EC 201 Econ I <i>or</i> EC 205 Fund of Econ		_____
CH 102 General Chemistry Lab ^B	1	_____	_____ Natural Science elective ⁶	4	_____
_____ Free Elective ⁷	3	_____	CS 213 Crops: Adapt & Prod <i>or</i>	3	_____
		_____	HS 201 Principles of Horticulture		_____
		_____	_____ Humanities elective ^C	3	_____
Total	13		Total	16	
JUNIOR YEAR					
FALL SEMESTER	Cred.	Sem.	SPRING SEMESTER	Cred.	Sem.
AEE 311 Communication Methods & Media	3	_____	AEE 435 Professional Presentations in Ag	3	_____
SSC 200 Soil Science	3	_____	_____ Ag Specialization 1 Course ⁴	3	_____
SSC 201 Soil Science Lab	1	_____	_____ Ag Specialization 2 Course ⁵	3	_____
_____ Ag Specialization 1 Course ⁴	3	_____	_____ Interdisciplinary elective ^F	3	_____
_____ Add'l Breadth: Hum/Soc Sci ^E	3	_____	_____ Free elective ⁷	3	_____
_____ Free Elective ⁷	3	_____			_____
Total	16		Total	15	
SENIOR YEAR					
FALL SEMESTER	Cred.	Sem.	SPRING SEMESTER	Cred.	Sem.
AEE 360 Team Leadership in ALS	3	_____	AEE 460 Organizational Leadership in Ag ⁸	3	_____
_____ Ag Specialization 1 Course ⁴	3	_____	AEE 490 Seminar in AEE	3	_____
_____ Ag Specialization 2 Course ⁵	3	_____	_____ Ag Specialization 1 Course ⁴	3	_____
_____ Ag Specialization 2 Course ⁵	3	_____	_____ Ag Specialization 2 Course ⁵	3	_____
_____ Free elective ⁷	3	_____	_____ Interdisciplinary elective ^F	2	_____
Total	15		Total	14	
Minimum Credit Hours Required for Graduation*: 120					

Corequisite Requirements: (May be met by completing courses listed above. List courses below that meet these requirements)^KForeign Language Proficiency _____^JGlobal Knowledge _____.^IUS Diversity _____.

Major/Program Footnotes:

- ¹ AEE 103 is the preferred orientation course. ALS 303 is accepted for transfer students.
- ² Select from AES 201, ES 100, or FS 201.
- ³ Select from AEE 311, ENG 332 or ENG 333.
- ⁴ First of two agricultural specializations required. Select from courses in the following areas of agriculture: Animal Science, Agricultural Business Management, Agricultural Environmental Technology, Crop Science, Feed Mill Management, **Food Science**, Horticultural Science, Poultry Science, or Soil Science. Courses must focus on one of these agricultural disciplines. At least six semester hours of course credit in this specialization must be earned in courses at the 300 level or above.
- ⁵ Second of two agricultural specializations required. Select from courses in the following areas of agriculture: Animal Science, Agricultural Business Management, Agricultural Environmental Technology, Crop Science, Feed Mill Management, **Food Science**, Horticultural Science, Poultry Science, or Soil Science. Courses must focus on one of these agricultural disciplines. Must be a different agricultural discipline from the first specialization. At least six semester hours of course credit in this specialization must be earned in courses at the 300 level or above.
- ⁶ Select from CH 201 and CH 202 or CH 220 and CH 222 or PY 131 or PY 211 or MEA 101 and MEA 110. A total of 4 credits are required.
- ⁷ Total hours of free electives vary in order to allow the minimum hours required for the degree to equal 120 credit hrs.

General Education Program (GEP) requirements and GEP Footnotes:

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

^AMathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **MA 107, MA 121**

^BNatural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **BIO 181, BIO 183, CH 101, CH 102, CH 220, MEA 101/110, PY 131, PY 211**

^CHumanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none. Some courses in this category will fulfill the US Diversity and Global Knowledge co-requisite.**

^DSocial Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **ARE 201 or EC 201 or EC 205. Some courses in this category will fulfill the US Diversity and Global Knowledge co-requisite.**

^EPhysical Education/Healthy Living - (2 credit hours – at least one 100-level Fitness and Wellness Course from the HESF course list) The second course may be from the following Health and Exercise Studies Lists: HESA, HESD, HESF, HESO, HESR, HESS, HEST**^FAdditional Breadth** - (3 credit hours to be selected from the following checked University approved GEP course lists)

 Humanities/Social Sciences/Visual and Performing Arts or Mathematical Sciences/Natural Sciences/Engineering

^GInterdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**

^HIntroduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)**The following Co-Requisites must be satisfied to complete the General Education Program requirements:****^IU.S. Diversity** (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

^JGlobal Knowledge (GK)

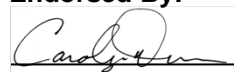
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

^KForeign Language proficiency - Proficiency at the FL_102 level is required for graduation.

North Carolina State University

This request has been reviewed and approved by the appropriate campus committees and authorities.

Endorsed By:



Head, Department/Program

2/16/2021

Date

Recommended By:

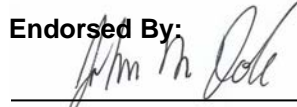


Chair, College Curriculum Committee

03.10.2021

Date

Endorsed By:



College Dean

Mar. 11, 2021

Date

Recommended By:

Vice Provost, DELTA (if DE degree/certificate)

Date

Recommended By:

Chair, University Courses & Curricula Committee

Date

Approved By:

Dean, (DASA or the Graduate School)

Date

Recommended By:

Dean's Council

Date

Approved By:

Executive Vice Chancellor and Provost

Date

Approved By:

Chancellor

Date

ECI 449 Course Syllabus // ECI 454 & ECI 464

MSL Senior Spring Student Teaching Seminar // MSL Student Teaching Internship Experience

Preface Statement for the University Curriculum Committee: *The following syllabus was originally created several years ago for the student teaching internship experience for the undergraduate Middle Grades English Language Arts and Social Studies Education (MSL) Program -- ECI 454 and ECI 464 -- which at the time were 6 hours each and incorporated a seminar that meant as part of the internship experience. A few years ago, the College of Education requested that the seminar be broken out separately from the student teaching hours / courses, so the MSL Program reduced ECI 454 and ECI 464 to 5 hours each and created a special topics course -- ECI 496 -- reflecting the seminar at 2 hours each. Since the approach to the student teaching experience and seminar did not change and since they are so closely aligned, the syllabus combines these "courses" together addressing the overall MSL senior student teaching professional experience. The syllabus provided here reflects the intent to change the ECI 496 special topics course into a permanent course for the College of Education -- ECI 449.*

LEAD and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

~ **LEAD:** four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as

well as knowledge of the context of education, including foundations, historical perspectives and school settings.

~ **SERVE:** elements that show the range of dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

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INSTRUCTOR INFORMATION

Name	Office Phone	Mobile Phone	Email	Office Location
Dr. Carl Young	919-757-3676	919-757-3676	cayoung2@ncsu.edu	Poe Hall, 402 R



Virtual Office Hours

Available by appointment.

Preferred Method of Communication

Email (cayoung2@ncsu.edu). Texts or phone call for emergencies (919-757-3676).

Response Time

Emails: 24-48 hours. Texts / Emergencies: As soon as I can.

MSL University

Nina Schoonover
Casey Holmes

nradako@ncsu.edu
cholmes@ncsu.edu

Supervisors:

Nada Wafa
Whitney Richardson White

nzwafa@ncsu.edu
whitney_white@ncsu.edu

COURSE INFORMATION

Course Website: <https://wolfware.ncsu.edu/courses/my-wolfware/>

Course Credit Hours: 2 held in conjunction with MSL internship (ECI 454 & ECI 464, 5 hrs. each)

Meeting Time and Tool Used

- ~ Selected Thursdays, 4:30 pm to 7:30 pm → synchronous via Zoom.
- ~ See the [MSL ST Chart](#) for specific dates, along with names and contact information for your **University Supervisors** who will serve as the **Co-Teachers** for this seminar.
- ~ As discussed previously, if health conditions improve enough for us to meet face-to-face later in the semester, we will do so.

Prerequisites/Corequisites

Successful matriculation to MSL Program after fall of senior year. This includes successful completion of all courses in terms of competency, dispositions, and GPA.

General Education Program (GEP) Information

N/A // MSL Program

GEP Category Fulfilled

N/A // MSL Program

GEP Corequisites

N/A // MSL Program

COURSE OVERVIEW

Catalog Description

ECI 449 is the senior seminar held in conjunction with MSL Student Teaching Internship experiences, ECI 454 and ECI 464, which provide the prospective teacher with experience in the techniques and skills involved in teaching middle grades English Language Arts and/or Social Studies, including 15 weeks in a selected off-campus placement. Student teachers become familiar with the total school program and participate in selected school and community activities while meeting internship and program requirements. The seminar provides an opportunity for students to process and analyze the internship experience with the support of their cohort, university supervisor, instructor, and local school personnel with expertise in middle grades teaching and related topics.

Structure

- This online seminar delivers most learning materials, activities, and assignments, through **Moodle**, a secure and easy-to-use online learning platform. Again, if health conditions improve enough that it is safe to do so, we may meet in person.
- In addition, we will utilize either **Google Classroom** or a **Google Site** to supplement our seminar experience with the goal of creating a resource for students that will extend beyond the semester that can be accessed on into the future.
- The seminar is mostly **synchronous**, which means that students will meet via Zoom at set days and times. Students will complete some assignments asynchronously in preparation for the seminar meetings.
- Learning activities include reading assignments and response activities related to these, and potentially viewing videos, narrated presentations, discussion forums, etc.
- This course consists of 6 seminar sessions held on selected Thursdays throughout the spring semester from 4:30 pm to 7:30 pm. Work for each seminar will be assigned in the previous seminar.
- Seminars will include the following: MSL Program and CED logistics; teaching and learning focus topics; guest speakers with expertise on focus topics; reading and discussion of in-common readings; small group meetings between STs and USs.

LEARNING OUTCOMES

Internship Experience

ECI 454 and ECI 464 provide the prospective teacher with an authentic experience teaching in the middle grade ELA and/or SS classroom -- fifteen weeks in a selected off-campus field site (middle school). There is a minimum of 5 weeks of full-time teaching (e.g., teaching all of their cooperating teacher's classes) continuous student teaching experience required within that fifteen weeks. Student teachers become familiar with the total school program and participate in selected school and community activities.

Seminar

The MSL Senior Student Teaching Seminar is intended to support students during their internship experience and provide opportunities for them to share, reflect, and process that experience as well. The main objective and learning outcome is for them to attend and participate in a professional cohort of beginning teachers and colleagues, and support one another's growth, progress, and professional development in completing the internship experience and all program requirements.

1. Identify problems and issues related to middle grades ELA and SS education.
(LEADSERVE 1, 2, 4, 8, 9) (INTASC 4, 6, 10) (NCDPI-C 2, 3, 6) (NCDPI-D 1, 2, 3, 4,)
2. Build a base of knowledge from the literature, experts in the field, and/or through informed field experiences from which to address the problems or issues.
(LEADSERVE 3, 5, 6, 7) (NCDPI-C 4) (NCDPI-T 4, 5, 6)
3. Determine and assess appropriate alternative solutions to problems and adaptations for students.
(LEADSERVE 7) (INTASC 9) (NCDPI-C 5) (NCDPI-T 4, 6) (NCDPI-D 6)
4. Evaluate processes used in arriving at and assessing alternative solutions.
(LEADSERVE 1, 2, 3, 5, 6, 7) (INTASC 9) (NCDPI-D 5, 6) (NCDPI-C 5) (NCDPI-T 4, 6)

COURSE MATERIALS

Required Textbooks, Resources, and/or Software

- [*Stamped: Racism, Antiracism, and You → A Remix*](#) by Jason Reynolds & Ibram X. Kendi
 - Approximate Cost New: \$19 (used copies can probably be purchased cheaper and have been requested of the NC State bookstore)
 - We will read and discuss this book as a resource for us as middle grades teachers of history and English language arts and as a means to integrate culturally responsive teaching and learning into classroom practice.
- [MSL Student Teaching Internship Guidelines](#) (featuring the Four Phases of Student Teaching)
- CED Professional Handbook: <https://ced.ncsu.edu/academics/professional-education/>
- edTPA Materials and Resources ([NC State edTPA Google Site](#))
- Spring Internship Field Log / Journal (format to be negotiated with your University Supervisor)

Optional / Recommended Materials (Not Required)

- Wong, H. K., & Wong, R. T. (2018). [*The First Days of School: How to Be An Effective Teacher: 5th Edition*](#). Harry K. Wong Publications, Inc. [approximately \$28 new; used copies available / requested from NC State bookstore]
- Marzano, R. J., Norford, J. N., & Ruyle, M. (2018). [*The New Art and Science of Classroom Assessment*](#). Bloomington, IN: Solution Tree and ASCD. [see link for price from publisher; used copies available online]
- Marzano, R. J. (2017). [*The New Art and Science of Teaching*](#). Bloomington, IN: Solution Tree and ASCD. [see link for price from publisher; used copies available online]
- Marzano, R. J. with J. S. Marzano, & D. Pickering. (2003). [*Classroom Management that Works: Research-Based Strategies for Every Teacher*](#). Alexandria, VA: Association for Supervision and Curriculum Development. [see link for price from publisher; used copies available online]

Also recommended: Student memberships in the following professional organizations:

- National Council of Teachers of English (NCTE): see <http://www.ncte.org/join/student>
- National Council of Social Studies: see <http://www.socialstudies.org/membership/individual>

TECHNOLOGY REQUIREMENTS

Hardware

A viable laptop that allows you to participate in seminar meetings and complete seminar requirements efficiently and effectively. NC State's Online and Distance Education provides [technology requirements and recommendations](#) for computer hardware.

Software

- [Moodle and Wolfware](#)
 - [Moodle Accessibility Statement](#)
 - [Moodle Privacy Policy](#)
 - [NCSU Privacy Policy](#)
- [Adobe Reader](#) (for reading PDF files)
 - [Accessibility Statement](#)
 - [Adobe Privacy Policy](#)
- [Zoom](#):
 - [Zoom Accessibility Statement](#)
 - [Zoom Privacy Policy](#)
- [G Suite](#)
 - [Accessibility Statement](#)
 - [Privacy Policy](#)
- [Office 365](#)
 - [Accessibility Statement](#)
 - [Privacy Policy](#)
- Possible mobile applications
- Headsets with microphone (optional for synchronous events)

Minimum Computer and Digital Literacy Skills

- Obtain regular access to a reliable internet connection
- Proficient typing and word processing skills (Google Docs, text editors, MS Word)
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.
- Download and upload attachments
- Knowledge of copy/paste and use of spell check
- Use computer networks to locate and store files or data
- Internet skills and ability to perform online research using various search engines and library databases. Visit [Distance Learning Services](#) at NC State Libraries for more information.
- Properly cite information sources where applicable using APA format

NETIQUETTE

Netiquette is the term used to describe the special set of rules for online communication.

Students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember when taking an online course and engaging with others.

Tips for Success:

- **Do:** Follow the same standards of behavior that you subscribe to offline. Keep in mind that all online communication is documented and therefore permanent.
- **Don't:** Flame others in discussion forums. Flaming is the act of responding in a highly critical, sarcastic, or ridiculing manner – especially if done on a personal level. Remember that these discussions are meant for constructive exchanges and learning!
- **Do:** Ensure you are responding to forums by the due date, in order to leave time for peers to comment on your response.
- **Don't:** Go for long periods of time without communicating to your instructors or classmates. It is important to stay a part of the online community!
- **Do:** Remember to read over your posts before selecting "Submit."
- **Don't:** Use slang, poor grammar, and other informal language in discussion forums or email messages to instructors or classmates.

Additional resources

- > [DELTA's Netiquette or Best Practices for Teaching Online](#)
- > [Netiquette – Ethics in Computing](#)

GRADING / EVALUATION

Grading Policy for Internship Experience and Related Seminar

- The MSL Student Teaching Internship experience will be graded based on the requirements described in the syllabus, as well as the successful completion of the field component, including meeting the MSL Student Teaching Internship Guidelines and earning favorable observations of your instruction and your professional dispositions.
- In addition to meeting all of the requirements described herein in a quality manner, student teachers are required to participate in a mid-term evaluation conference and a final evaluation conference with their CT and US. As part of these evaluation conferences, the ST will complete the Certification of Teaching Capacity (CoTC) rubric as a self-assessment of his or her progress. The US will use both the ST's and CT's completed rubrics along with his or her own rubric and insights to make the final assessment of the ST's CoTC and final grade. All standards must be met. ST's are encouraged to have an administrator come observe their teaching at some point during the semester.
- The final grade for the internship experience will also be informed by the successful completion of the edTPA requirement. Remember that licensure in NC is now also dependent on your having passed both the middle grades ELA and SS Praxis II tests, as well as receiving a passing score on the edTPA. Remember too, regardless of hours or weeks, the spring internship experience will at least run through the last week in April unless weather-related incidents or competency-based issues dictate otherwise.
- The MSL Senior Seminar experiences will be graded (S/U) based on the requirements and assignments described herein, including the ST's required attendance and participation in all of the senior seminars, completion of any in-class and out-of-class assignments, as well as the

required level of professional dispositions they exhibit. Again, all field and seminar requirements must be completed fully and in a quality manner to earn a passing grade for these experiences and for the seminar itself. Not doing so will result in an unsatisfactory grade for the internship and the seminar, thus resulting in failure to complete the program and earn licensure.

Grading Scale

This course uses this grading scale:

S	U
Satisfactory completion of all internship and seminar requirements as described above. <i>Pass</i>	Unsatisfactory completion or failure to complete all internship and seminar requirements as described above. <i>Fail</i>

COURSE SCHEDULE

Note: Focus topics are decided upon by polling students at the end of the fall semester in their ECI 445 seminar and then choosing the ones with the most votes and validity for inclusion in the spring seminar. These may vary depending on student interest and need. Guest speakers (e.g., middle grades special education teachers, ELL teachers, administrators, etc.) with expertise are invited to address focus topics and resources are provided related to the topics as well.

Seminar	Date	Focus Topics	Readings	Selected Activities / Assignments	Due Date
Seminar 1	<i>Thurs., Jan. 14</i>	<ul style="list-style-type: none"> - Course Intro - Focus Topic 1: Professionalism Continued - Orientation to <i>Stamped</i> by Jason Reynolds & Ibram X. Kendi - T&L with CRP and an approach to teaching challenging content material 	<i>Stamped</i> : The Introduction (pp. IX-XVI)	<ul style="list-style-type: none"> - Generate 3-5 takeaways from the <i>Stamped</i> reading to discuss in seminar. Post these as part of your field journal. In January, complete and submit the online Application for Degree through MyPack as described in the pre-seminar email. 	<i>By class on Jan. 14</i>
Seminar 2	<i>Thurs., Jan. 28</i>	Focus Topic 2:	Section 1 of <i>Stamped</i> (pp. 1-29)	- Generate 3-5 takeaways from the <i>Stamped</i> reading	<i>By class on Jan. 28</i>

		Classroom Management - <i>Stamped</i>	Mursion prep and Classroom Management resources review	to discuss in seminar. Post these as part of your field journal. - Classroom Management reflection	
Seminar 3	<i>Thurs., Feb. 18</i>	Focus Topic 3: edTPA Review + Job Prep - <i>Stamped</i>	Sections 2 & 3 <i>Stamped (pp. 41-107)</i>	Generate 3-5 takeaways from the <i>Stamped</i> reading to discuss in seminar. Post these as part of your field journal. - edTPA General Plans to Share - Bring draft of resume	<i>By class on Feb. 18</i>
Seminar 4	<i>Thurs., March 18</i>	Focus Topic 4: Meeting the Needs of MG ELLs ~ Guest Speaker - <i>Stamped</i>	Section 4 <i>Stamped (pp. 117-155)</i>	Generate 3-5 takeaways from the <i>Stamped</i> reading to discuss in seminar. Post these as part of your field journal. - ELLs Resources Review	<i>By class on March 18</i>
Seminar 5	<i>Thurs., April 29</i>	Focus Topic 5: Meeting the Needs of MG Special Ed and AIG Students ~ Guest Speaker - <i>Stamped</i>	Section 5 and the Afterward <i>Stamped (pp. 169-250)</i>	Generate 3-5 takeaways from the <i>Stamped</i> reading to discuss in seminar. Post these as part of your field journal. - TBA	<i>By class on April 29</i>
Seminar 6	<i>Thurs., May 6</i>	- Licensure - ST Reflection - MSL Celebration & Recruitment Event			<i>By class on May 6</i>
MSL Arnold/Dalton Graduation	Date TBA	Prep your valedictory speech for graduation.			

Please note: Course schedule and related readings and assignments are subject to change.

Important: Know that you are expected to exhibit professional behavior in the field at all times and in all facets of your internship experience—including personal and professional dispositions, and competency in attendance, planning, preparation, and implementation of instructional plans, your edTPA Learning Segment, and all related requirements. Failure to do so will jeopardize your grade, your placement status, and your standing in the program, and it could also justify immediate removal from your placement and, if necessary, the program.

MSL edTPA Due Dates (option to be negotiated with your US):

- **Option 1: Thursday, March 11** – completed edTPA and completed edTPA rubric due to your University Supervisor (US)
 - Thursday, March 25 – approved edTPA submitted / uploaded to SAGE and to Pearson (2 different procedures)*
- **Option 2: Thursday, March 25** – completed edTPA and completed edTPA rubric due to your University Supervisor (US)
 - Thursday, April 8 – approved edTPA submitted / uploaded to SAGE and to Pearson (2 different procedures)*

*See the CED edTPA Google Site for submission directions:

<https://sites.google.com/ncsu.edu/edtpa/submitting-your-edtpa?authuser=1>

Important Addition: [Help With edTPA -- Spring 2021 Resources](#)

SEMINAR REQUIREMENTS AND POLICIES

Attendance, Preparation, and Participation: Attendance is required, and the seminar should be thought of as an extension of your internship—a supplemental professional experience. Not attending seminars will affect your student teaching internship grade, as well as your grade for seminar, and require make-up work. You are expected to act as professionals, exhibit professional dispositions, and to prepare for, attend, and participate in all sessions and related activities accordingly, including the reading for **Stamped** and any additional readings provided. If you do need to miss a seminar, be proactive about notifying the instructor and your university supervisor in advance, and also be proactive about completing make-up work.

Internship, MSL Program, CED, & DPI Requirements: As discussed previously, the seminar is an extension of your internship experience, and as such, all internship requirements and program requirements must be completed in conjunction with attendance, preparation, and participation in the seminar. This includes requests to apply for graduation, diploma card, licensure, edTPA, etc, and completing all necessary as required. **Respond to all requests from the program, department, and CED faculty, supervisors, and staff promptly!**

Field Log / Reflection Journal: You will be required to reflect weekly on your internship experience. The form that this takes will need to be decided upon by you and your university supervisor. Considerations might include a marble composition book, an extended Google Doc that you maintain and make accessible only to your US, or some other digital format. However, the contents should not be made public and should only be shared between you and your US or other program faculty or students. As we

have discussed previously, take care to protect the identities of the students, faculty, and staff at your school. This is a required professional responsibility and disposition.

Internship Lesson Plans: Your lesson plans should be created and approved by your US and CT well in advance of your teaching them, and the process and product (i.e., MSL LP format) must be decided upon and vetted / approved by your CT and US prior to implementation. Your plans must reflect competency in terms of effective planning practices on a consistent basis. Once your US and CT have determined that you have demonstrated competency with your planning abilities, they may choose to alter/adjust this requirement.

edTPA Learning Segment & All Related Requirements: The edTPA must be completed in a quality manner as discussed in the fall MSL Student Teaching Orientation and as indicated in all of the edTPA materials, documents, and resources. You must complete and submit the assignment and your completed rubrics and video to your US along with uploading it to both SAGE and Pearson (once your US has given you the green light) following the schedule indicated on the [MSL ST Chart](#) and negotiated with your US.

Effective and Responsible Communication / Positive and Professional Dispositions: You are required to demonstrate effective and responsible communication and positive and professional dispositions with all parties involved in your senior student teaching internship experience—students, their parents, CTs, USs, MSL Program Coordinator, MSL faculty and instructors, CED staff, and all personnel at your placement school. Timely responses to your US, the MSL Program Coordinator, MSL faculty, and all CED staff are required and extremely important. Be proactive in communicating any issues and use the proper “chain of command” when reporting and dealing with any issues that may come up during the internship (e.g., CT and US initially, followed by Dr. Young if necessary).

Late Assignments

All assignments for the seminar course are due on the date indicated above. All assignments and any applicable make-up work must be completed in order to earn a grade for the course.

Incomplete Grades

All assignments and any applicable make-up work must be completed in order to earn a grade for the course. The course grade option is S/U as explained above. Incomplete grades will result in a U for the course and internship experience, and you will not be able to apply for licensure.

Attendance and Participation

As described above, attendance, preparation, and participation are required for all of the seminar sessions. If you do miss a seminar session, make-up work will be assigned. Again, if you do need to miss a seminar, be proactive about notifying the instructor and your university supervisor in advance, and also be proactive about completing make-up work.

For more information see the following:

- NC State's Attendance Policy: <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/> - NC State's Withdrawl Process: <https://studentservices.ncsu.edu/your-classes/withdrawal/process/>

UNIVERSITY POLICIES

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the [Academic Integrity](#) web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

*One of the following statements is **REQUIRED**:*

For use in courses with online exchanges among students and the instructor, but NOT persons outside the course:

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course. You should also be careful to protect the identities of your own students, colleagues, and personnel at your placement schools.

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- > [Equal Opportunity and Non-Discrimination Policy Statement](#) and [additional references](#)
- > [Code of Student Conduct](#)
- > [Grades and Grade Point Average](#)
- > [Credit-Only Courses](#)
- > [Audits](#)

Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the [Disability Resource Office](#) at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653 . For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

Trans-Inclusive Statement

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Basic Needs Security

Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can contact the Division of Academic and Student Affairs to learn more about the Pack Essentials program <https://dasa.ncsu.edu/pack-essentials/>

COURSE EVALUATIONS

The University ClassEval does not apply to the internship and seminar experiences as per the Department and College.

However, you will be expected to complete a Course / Self Evaluation for the seminar, and you will have the opportunity to evaluate your Cooperating Teacher and University Supervisor confidentially.

These end-of-semester evaluations provide an important tool for both improving the seminar as well as the pool of cooperating teachers and university supervisors we use in the program.

SYLLABUS MODIFICATION STATEMENT

Our syllabus represents a flexible schedule. It outlines dates, times, and some of the topics we will cover, but some of the elements of the seminar will continue to evolve as we progress through the winter break and during the semester. Thus, minor changes in the syllabus may occur as needed.

NC STATE UNIVERSITY

317 Poe Hall
Box 7801
Raleigh, NC 27695-7801

CURRICULUM ACTION MEMORANDUM

919.513-4631
919.513-0919 (fax)

Date: January 12, 2021

To: University Courses and Curricula Committee (UCCC)

Cc: Dr. Jessica DeCuir-Gunby, Professor & Department Head, TELS

From: Dr. James Minogue, TELS Director of Undergraduate Programs

Re: Revision of Middle Grades Education (BS): Language Arts and Social Studies (13MIDEDBS-13MIDEDLAS) 8-semester display

The proposed changes to our current 8-semester display outlined here seek to:

(a) create of a Senior Seminar course (ECI 449) for 2 credits

(b) decrease in required hours of ECI 454 and 464, each to 5 credits. This change is necessary to bring the 8-semester into alignment with the curriculum that students follow. The proposed changes do not impact the total number of credit hours required nor do the proposed changes impact any other programs. Changes are highlighted in the current and revised 8-semester displays that follow.

Indicate display status: Current: x Proposed: Proposed Effective Semester: Spring 2021

Degree/Plan Title: Middle Grades Education (BS): Language Arts and Social Studies Concentration/Subplan Title:

Plan SIS Code:

Subplan SIS Code:

New Degree Audit required? (Y or N)

Current 8-semester Display **Middle Grades Education (BS): Language Arts and Social Studies (13MIDEDBS-13MIDEDLAS)**

Freshman Year

Fall Semester	Credit	Spring Semester	Credit
ED 100 Introduction to Education ⁵	2	COM 112 Interpersonal Communication ^{D,2,3,5}	3
ENG 101 Academic Writing and Research ^H	4	EC 201 Princ. of Econ. or	3
HI 205 or HI 233 ^{C,3,5}	3	ARE 201 Intro. to Ag & Res. Econ. ^{D,3,5}	3
MA 103 Topics in Contemporary Mathematics ^{A,1}	3	GEP Natural Sciences Reqt. ⁸	1
GEP Natural Sciences Reqt. ^B	3	GEP Mathematics Course ^{A,1}	3
HES_*** Health & Exercise Studies Course ^E	1	ENG 265 or ENG 266 ^{C,2,5}	3
		HES_*** Health & Exercise Studies Course ^E	1
	16		17

Sophomore Year

Fall Semester	Credit	Spring Semester	Credit
ENG 262 English Literature II ^{2,5}	3	GEP Interdisc. Persp. Course ^G	3
GEP Interdisc. Persp. Course ^G	2-3	ECI 309 Teaching in Middle Grades ⁵	3
HI Elective ^{3,7,5}	3	ENG Elective ^{2,7,5}	3
ECI 204 Intro to Teaching ⁵	2	PS 231, PS 236 or PS 241 ^{I,3,5}	3
ED 204 Intro to 21 st Century Teaching ^{4,5}	2	HI 372, 373, 455 ^{I,3,5}	3
ENG Elective ^{2,7,5}	3	GEP Addtl. Breadth Course ^F	3
	16-17		18

Junior Year

Fall Semester	Credit	Spring Semester	Credit
ECI 305 Prin. Teach Diverse Pop. ⁵	3	ECI 306 Middle Grades Reading ⁵	3
ELP 344 School and Society ⁵	3	ECI 307 Writing Across Curriculum ⁵	3
EDP 304 Educational Psychology ⁵	3	ENG Elective ^{2,7,5}	3
PEH 280 or 285 Emer. Med Care or Personal Health	2	ECI 416 Teach Exceptional Child ⁵	3
ED 311 Classroom Assessment ⁵	2	HI 364 North Carolina History ^{3,5}	3
ED 312 Classroom Assessment Lab ⁵	1		
ANT Elective ^{D,3,6,5}	3		
	17		15

Senior Year

Fall Semester	Credit	Spring Semester	Credit
ECI(ENG) 405 Literature for Adolescents ^{2,4,5}	3	ECI 454 Student Teach in Language Arts ^{4,5}	6
ECI 430 Meth. & Materials in Mid. Gr. LA ^{4,5}	4	ECI 464 Student Teach Soc. Stud. ^{4,5}	6
ECI 435 Meth. & Materials in Mid. Gr. SS ^{4,5}	4		
ENG 328 Language and Writing or ENG 422 Writ. Theory & Writ. Process ^{2,5}	3		
ECI 445 New Literacies & Portfolio ⁵	2		
	16		12

Major/Program requirements and footnotes

- 1 May select another course from GEP Mathematical Sciences area
- 2 Courses that count as English/Language Arts content toward 24 hour requirement for North Carolina Teaching licensure
- 3 Courses that count as Social Studies content toward 24 hour requirement for North Carolina Teaching licensure
- 4 Course that includes a field placement or experiences in middle schools
- 5 C Wall (2.0) course (C or better, not C-)
6. Choose any ANT course from the GEP Social Sciences course list.
7. See advisor for list of courses that satisfy this elective

*** General Education Program (GEP) requirements and GEP Footnotes**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <https://oucc.dasa.ncsu.edu/general-education-program/>.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: MA 103

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab) *Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement:*

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: HI 205 or HI 233; ENG 265 or ENG 266

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes) *Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: The following courses are recommended COM 112; EC 201 or ARE 201, ANT requirement course*

E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth – (3 credit hours to be selected from the following checked University approved GEP course lists)

X Mathematical Sciences/Natural Sciences/Engineering

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from University approved GEP Interdisciplinary Perspectives course list .

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements

I. U.S. Diversity

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co- requisite. The following course(s) if completed as part of the Major requirements may fulfill this requirement: HI 372, 373, 455

J. Global Knowledge

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co- requisite. The following course(s) if completed as part of the Major requirements may fulfill this requirement: PS 231, PS 236 or PS 241 or HI 233

K. Foreign Language proficiency – Proficiency at the FL_102 level is required for graduation.

Indicate display status: Current: Proposed: X Proposed Effective Semester: Spring 2021

Degree/Plan Title: Middle Grades Education (BS): Language Arts and Social Studies Concentration/Subplan Title:

Plan SIS Code:

Subplan SIS Code:

New Degree Audit required? (Y or N)

Revised 8-semester Display Middle Grades Education (BS): Language Arts and Social Studies (13MIDEDBS-13MIDEDLAS)

Freshman Year

Fall Semester	Credit	Spring Semester	Credit
ED 100 Introduction to Education ⁵	2	COM 112 Interpersonal Communication ^{D,2,3,5}	3
ENG 101 Academic Writing and Research ^H	4	EC 201 Princ. of Econ. or	3
HI 205 or HI 233 ^{C,3,5}	3	ARE 201 Intro. to Ag & Res. Econ. ^{D,3,5}	3
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ENG Elective ^{2,7,5}	3	GEP Addtl. Breadth Course ^F	3
	16-17		18

Junior Year

Fall Semester	Credit	Spring Semester	Credit
ECI 305 Prin. Teach Diverse Pop. ⁵	3	ECI 306 Middle Grades Reading ⁵	3
ELP 344 School and Society ⁵	3	ECI 307 Writing Across Curriculum ⁵	3
EDP 304 Educational Psychology ⁵	3	ENG Elective ^{2,7,5}	3
PEH 280 or 285 Emer. Med Care or Personal Health	2	ECI 416 Teach Exceptional Child ⁵	3
ED 311 Classroom Assessment ⁵	2	HI 364 North Carolina History ^{3,5}	3
ED 312 Classroom Assessment Lab ⁵	1		
ANT Elective ^{D,3,6,5}	3		
	17		15

Senior Year

Fall Semester	Credit	Spring Semester	Credit
ECI(ENG) 405 Literature for Adolescents ^{2,4,5}	3	ECI 454 Student Teach in Language Arts ^{4,5}	5
ECI 430 Meth. & Materials in Mid. Gr. LA ^{4,5}	4	ECI 464 Student Teach Soc. Stud. ^{4,5}	5
ECI 435 Meth. & Materials in Mid. Gr. SS ^{4,5}	4	ECI 449 Student Teach Seminar	2
ENG 328 Language and Writing or ENG 422 Writ. Theory & Writ. Process ^{2,5}	3		
ECI 445 New Literacies & Portfolio ⁵	2		
	16		12

Major/Program requirements and footnotes

- 1** May select another course from GEP Mathematical Sciences area
- 2** Courses that count as English/Language Arts content toward 24 hour requirement for North Carolina Teaching licensure
- 3** Courses that count as Social Studies content toward 24 hour requirement for North Carolina Teaching licensure
- 4** Course that includes a field placement or experiences in middle schools
- 5** C Wall (2.0) course (C or better, not C-)
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Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: MA 103

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab) *Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement:*

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: HI 205 or HI 233; ENG 265 or ENG 266

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E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth – (3 credit hours to be selected from the following checked University approved GEP course lists)

X Mathematical Sciences/Natural Sciences/Engineering

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from University approved GEP Interdisciplinary Perspectives course list .

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements

I. U.S. Diversity

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co- requisite. The following course(s) if completed as part of the Major requirements may fulfill this requirement: HI 372, 373, 455

J. Global Knowledge

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co- requisite. The following course(s) if completed as part of the Major requirements may fulfill this requirement: PS 231, PS 236 or PS 241 or HI 233

K. Foreign Language proficiency – Proficiency at the FL_102 level is required for graduation.

**Application for Exception for an Undergraduate
Degree Exceeding 120 Credit Hours**

Degree Title and Type (BS/BA) Middle Grades Education (13MIDEDBS)

Subplan title (if appropriate) Language Arts and Social Studies Concentration

Number of credit hours over 120 6 hours

Please describe why this program cannot require 120 credit hours, including specific reference to licensure or accreditation requirements either through links or as attachments to this form.

The Middle Grades Education Language Arts and Social Studies (MSL) degree program is a professional teacher education program that leads to dual licensure in middle grades English language arts and social studies. The program is currently 126 hours.

<https://ced.ncsu.edu/programs/middle-grades-language-arts-social-studies-education-msl-bachelor/>

The MSL program consists of courses in three areas.

1. NC State General Education Program (GEP) requirements - 39 semester hours
2. Education Courses, including required education core courses, major area courses, and required field placements - 39 semester hours
3. Required Teaching Content course - 48 semester hours

Total - 126 semester hours

We are requesting this exception for the MSL program to remain at 126 hours given teacher education licensure requirements and requirements for undergraduate programs at NC State. In each of these three areas listed above, we have no flexibility to reduce the required number of hours.

We understand that dropping GEP courses (39 semester hours) is not permitted as a path to reach 120 hours. The required Education Courses (39 semester hours) represent the minimum number of courses that program faculty in the College of Education have deemed necessary for the preparation of teachers. Included among these 39 hours are 18 hours of core education courses required of all education majors in the College of Education. Another three courses (11 hours) are focused on teaching methods. The remaining 10 hours are part of a required one semester full- time internship.

With regard to the third area, Required Teaching Content courses (48 semester hours), the North Carolina Department of Public Instruction sets the rules for teacher licensure and has stipulated that all licensed teachers must have minimum content preparation in each field they are initially licensed to teach. That minimum is equivalent to a bachelor's degree or minimum 24 semester hours in the content field. In order to meet this requirement, the MSL program includes 24 semester hours in English language arts content and 24 additional semester hours in social studies content (i.e. history, political science, geography, economics, behavioral sciences) for a total of 48 hours in this area.

North Carolina State University

This application has been reviewed and approved by the appropriate campus committees and authorities.

Endorsed By:

John K. Lee

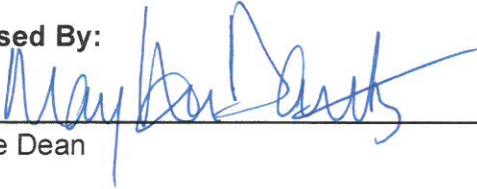


06/29/2018

Head, Department/Program

Date

Endorsed By:



29 June 2018

College Dean

Date

Approved By:

Vice Chancellor and Dean - DASA

Date

Approved By:

Executive Vice Chancellor and Provost

Date

Approved By:

Board of Trustees

Date

SIGNATURE PAGE

COURSE ACTION FOR 13MIDEDBS-13MIDEDLAS

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

Feb. 5, 2021

DATE


ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

02/08/2021

DATE



COLLEGE DEAN

02/08/21

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

ENG 361 Syllabus—Fall 2019
Studies in British Poetry
Romantic Poetry in 1819

The cultivation of poetry is never more to be desired than at periods when, from an excess of the selfish and calculating principle, the accumulation of the materials of external life exceed the quantity of the power of assimilating them to the internal laws of human nature. P.B. Shelley

Professor: Sharon Setzer
Office: Tompkins 233
Email: ssetzer@ncsu.edu
Office Hours: M and W, 11:30-12:00
 T, 10:00-11:00
 and by appointment

Catalog Description

Topics in eighteenth- and nineteenth-century British poetry. Focus on a particular theme, issue, poetic genre, or group of poets. Authors studied may include Alexander Pope, Anna Laetitia Barbauld, Charlotte Smith, Olaudah Equiano, William Blake, Dorothy Wordsworth, William Wordsworth, George Gordon, Lord Byron, Mary Shelley, Percy B. Shelley, John Keats, Felicia Hemans, Alfred Lord Tennyson, Matthew Arnold, Elizabeth B. Browning, Robert Browning, Christina Rossetti, Dante G. Rossetti, Oscar Wilde, and Gerard Manley Hopkins.

Course Description

Marking the two hundredth anniversary of poetry composed and/or published in the momentous year of 1819, this course will focus on P. B. Shelley's critiques of political and domestic tyranny, Keats's great odes and narrative poems of 1819, and the first two cantos of Byron's transgressive epic, *Don Juan*. In addition to exploring the biographical, political, and cultural contexts in which poems were composed and published, we will also examine their reception history from 1819 to the present.

Credit Hours: 3

Course Pre-Requisites: None

Course Co-Requisites, and Enrollment Restrictions: _Sophomore standing.

General Education Program (GEP) Requirements

This course fulfills the GEP requirements for **Humanities**.

Students who elect to take the class for credit only will not receive GEP credit for the course.

Humanities Category Objectives:

- Engage the human experience through the interpretation of human culture
 - **Outcome:** Interpret 18th and/or 19th century British poetry within its various historical and cultural contexts.
- Become aware of the act of interpretation itself as a critical form of knowing in the humanities
 - **Outcome:** Synthesize different critical interpretations and demonstrate interpretive skills in a research paper on a poem or selection of poems.
- Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.
 - **Outcome:** Make academic arguments about the human experience represented in 18th and/or 19th century British poetry.

Course Outcomes

At the end of this course, students should be able to:

- define significant literary figures, terms, and concepts associated with British poetry of the 18th and/or 19th century;
- interpret works of 18th and/or 19th century British poetry within their historical and cultural contexts;
- analyze works of 18th and/or 19th century British poetry with respect to formal properties of genre, diction, tone, rhyme, etc.;
- produce thoughtful and well-constructed arguments about works of 18th and/or 19th century British poetry;
- Demonstrate the ability to write clear and effective prose, free of serious grammatical and mechanical errors;
- demonstrate research skills and an ability to synthesize secondary sources.

Required Text

The Course Pack is available through the bookstore. The top of the cover will bear the title The Broadview Anthology of British Literature. At the center bottom, you will see my name, the course number (ENG 361), and the ISBN number: 978-1-55459-302-6. Students are required to have a hard copy. The price is \$38.20.

(Page numbers on your syllabus refer to numbers at the bottom of pages in your course pack rather than to numbers at the top.)

Course Requirements

Essay #1 (2-3 pages) 10%

(Synthesis of contemporary reviews of *Don Juan*)

Essay #2 (2-3 pages) 10%

(Response to a question on Shelley)

Group Presentation 10%

(On one of Keats's odes)

Final paper (7-8 pages) 20%

(On one of Keats's odes)

Test #1 10%

(short answers, analysis of specific passages, etc.)

Test #2 10%

(short answers, analysis of specific passages, etc.)

Quizzes, in-class writing, homework 15%

Class Participation 5%

Final Exam (take-home essay) 10%

Extra Credit Opportunity

Recitation of a passage of 14-30 lines before the class. You may earn up to four points added to your final grade, depending upon the length of the passage and the strength of your delivery.

Letter Grades

All work under each grade component will be averaged on a 100-point scale, and then the component averages will be combined in the ratios above to yield your final numerical score out of 100. The course letter grade will be determined according to standard NCSU letter grading. Standard rounding practices apply.

$97 \leq A+ \leq 100$

$93 \leq A < 97$

$90 \leq A- < 93$

$87 \leq B+ < 90$

$83 \leq B < 87$

$80 \leq B- < 83$

$77 \leq C+ < 80$

$73 \leq C < 77$

$70 \leq C- < 73$

$67 \leq D+ < 70$

$63 \leq D < 67$

$60 \leq D- < 63$

$0 \leq F < 60$

My Expectations

Throughout the semester, I expect you to:

- complete reading/viewing assignments *before* class.
- bring your course pack to class.
- come to class with questions and insights about the assigned reading.
- remain in class for the full hour and 15 minutes (barring emergencies).
- refrain from using electronic devices for activities not related to class.
- engage in respectful discussion with your classmates.
- contact classmates for updates if you need to miss class.
- send me an email if you would like to make an appointment to discuss the course material, an assignment, your performance in the class, etc.
- maintain the highest standards of academic integrity.

Tentative Schedule

W Aug 21—Course Introduction—Discussion of Shelley's "England in 1819"

Virtual Tour of Newstead Abbey: <https://www.youtube.com/watch?v=6Xs19FZYe2Q>

M Aug 26—Byron, Introduction, pp. 1-3, *Don Juan*, pp. 1-14

Read "An Introduction to *Don Juan*":

<https://www.bl.uk/romantics-and-victorians/articles/an-introduction-to-don-juan>

Optional: Audio of *Don Juan*, Canto I: https://www.youtube.com/watch?v=tgSSNe9C_Co

W Aug 28—*Don Juan*, pp. 24-35

M Sept 2--Holiday

W Sept 4—*Don Juan*, pp. 35-48

M Sept 9—*Don Juan*, pp. 48-60

In class: Introduction to newspaper database. Please bring your laptops or tablets.

W Sept 11—*Don Juan*, pp. 60-65

In class: Please bring your laptops or tablets.

M Sept 16—Short Essay #1 Due

In Class: Introductory video on Shelley: <https://www.youtube.com/watch?v=PeadtFfUO3c>

Read and discuss Shelley's "Ode to the West Wind," pp. 78-79

W Sept 18—Shelley, Introduction, pp. 76-77; "Julian and Maddalo," pp. 97-106

M Sept 23—Shelley, *The Cenci*, Acts I and II, pp. 126-140

W Sept 25—Shelley, *The Cenci*, Acts III and IV, pp. 140-156

M Sept 30—Shelley, *The Cenci*, Act V, pp. 156-168
Intro to *Prometheus Unbound*, pp. 80-83

W Oct 2— Shelley, "Song to the Men of England" and "The Mask of Anarchy," pp. 107-116

Watch short video on Peterloo Massacre: https://www.youtube.com/watch?v=eh_pikNIEp4

Read "An Introduction to 'The Masque of Anarchy'":
<https://www.bl.uk/romantics-and-victorians/articles/an-introduction-to-the-masque-of-anarchy>

M Oct. 7— Synthesis/Review—Sign up for group presentations

W Oct 9—Test #1

M Oct 14--Shelley, "A Defence of Poetry," pp. 117-125

Take a Virtual Tour of Keats-Shelley House in Rome:

<http://www.keats-shelley-house.org/en/video>

W Oct 16—Short essay #2 Due

In class film: "The Strangely Encouraging Life of John Keats"
<https://www.youtube.com/watch?v=Mxc63WPaksY>

Friday, Oct 18--Drop/Revision Deadline

M Oct 21—Keats, “The Eve of St. Agnes” and “Bright Star,” pp. 172-78
Letter to Fanny Brawne, pp. 207-208

Optional: Audio of “The Eve of St. Agnes”:
<https://www.youtube.com/watch?v=A39r1jmh0mw&t=362s>

W Oct. 23—Keats, “La Belle Dame sans Merci” (both versions) and “Incipit altera Sonnetta,”
pp. 178—180

M Oct. 28—Keats, “Lamia,” pp. 186-195

Optional: Audio of “Lamia”:
<https://www.youtube.com/watch?v=5c22z4mCWJE>

W Oct 30—Group meetings to prepare for presentations

M Nov. 4—Keats, “Ode to Psyche,” pp. 180-181

In class: Group 1 presentation

W Nov 6—Keats, “Ode to a Nightingale,” pp. 181-182

Listen to audio of “To a Nightingale” by Benedict Cumberbatch
<https://www.youtube.com/watch?v=rHIUo00VihM>

Read ‘An Introduction to ‘Ode on a Nightingale’’:
<https://www.bl.uk/romantics-and-victorians/articles/an-introduction-to-ode-on-a-nightingale>

In class: Group 2 presentation

M Nov 11—Keats, “Ode on a Grecian Urn,” p. 183

Read “An Introduction to ‘Ode on a Grecian Urn’”:
<https://www.bl.uk/romantics-and-victorians/articles/an-introduction-to-ode-on-a-grecian-urn-time-mortality-and-beauty>

In class: Group 3 presentation

W Nov 13—Keats, “Ode on Melancholy,” p. 184

Read “An Introduction to ‘Ode on Melancholy’”:
<https://www.bl.uk/romantics-and-victorians/articles/an-introduction-to-ode-on-melancholy>

In class: Group 4 presentation

M Nov 18—Keats, “Ode on Indolence,” pp. 184-185
Letter to George and Georgiana Keats, pp. 204-207

In class: Group 5 presentation

W Nov 20—Keats, “To Autumn,” p. 185

In class: Group 6 presentation

M Nov 25—**Test #2**

W Nov 27-- Thanksgiving Holiday

M Dec 2—Keats, “The Fall of Hyperion” and “This Living Hand,” pp. 196-203

W Dec 4—Final paper Due, Class Evaluations

Final Exam, Monday, December 16—Essays will be due before 10:00 a.m.

Course Policies

Academic Integrity: It is my understanding that your typed or signed name on any assignment indicates your adherence to the University Honor Pledge:

"I have neither given nor received unauthorized aid on this test or assignment." Please see the University policy on academic integrity at <http://policies.ncsu.edu/policy/pol-11-35-01>

Violations of academic integrity will be handled in accordance with the Student Discipline Procedures (NCSU REG 11.35.02). **Please be aware that electronic sources must be cited as well as print sources. You must always acknowledge your use of another person's ideas and/or language.**

Office Hours: I encourage all of you to make use of my office hours. Please feel free to drop by unannounced during the listed hours or to request an appointment at another time. I would much rather talk with you in person rather than on the phone or via email

Attendance: All students are expected to attend class regularly and to come to class prepared to participate in class discussion and other activities (including quizzes and in-class writing assignments). I will take roll at the beginning of each class period. If you are more than five minutes late, you will be marked as “late.” (Three “lates” will equal one absence.)

Please consult the following URL for definitions of excused and unexcused absences:

<http://policies.ncsu.edu/regulation/reg-02-20-03>

Please let me know beforehand if you anticipate an absence for any University event, religious observance, etc. **It is my policy to assign an “F” to any student who misses more than nine classes, even if the absences fall under the definitions of “excused.” If you believe your particular circumstances warrant an exception to this policy, please make an appointment to see me.**

Class Participation: All members of the class are expected to participate actively and collaboratively in class discussion. In order to do so, it is absolutely essential that you study course materials before class and that you bring your texts to class with you. Although there will undoubtedly be differences of opinion, please be respectful of others and remember that the class is supposed to be “a safe space.” **Nothing that is said or written by a student in the class should be copied, recorded, or reported to audiences outside of the class without the student’s permission. Please refrain from using cell phones, laptops, tablets, and other similar electronic devices except for prescribed class activities.**

Criteria for evaluating the participation portion of the course grade:

A--Student is consistently well prepared and volunteers often with pertinent questions and insightful observations.

B--Student is usually well prepared and regularly makes valuable contributions to class discussion.

C--Student is generally attentive and occasionally makes substantial contributions to class discussion, but it not always fully engaged with class discussion or activities.

D--Student is frequently unprepared or inattentive.

F—Student is rarely prepared or attentive.

Please bear in mind that the following types of behavior will negatively affect your class participation grade: lack of courtesy to classmates, excessive (more than two) absences, arriving late, departing early, failing to bring your text to class, using cell phones and other electronic devices.

Late Work and Make-up Work: If you do not have a documented excused absence or have not gotten approval from me for an extension beforehand, your grade for a paper or homework assignment will be lowered by one third for each calendar day that it is late. Exams must be taken as scheduled unless you have proper documentation for an excused absence. **There will be no make-up opportunities for students who miss quizzes and in-class writing assignments, but I will drop your three lowest grades.**

Incomplete Grades: Incomplete grades will be given at the instructor’s discretion and only in the event that a student who has finished most of the course work cannot complete the course due to unforeseeable circumstances beyond his/her control. If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not

enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <https://policies.ncsu.edu/regulation/reg-02-20-15>

Students who elect to take the class for credit only will not receive GEP credit for the course.

Requirements for Auditors: Students interested in auditing the course should consult with the instructor. Information about requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-50-03>

Accommodation for Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-discrimination Policy: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05>

Preferred Name and/or Pronouns: I encourage students to contact me if they wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Electronically-hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via digital tools, such as email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are

expected to respect the privacy of each other by not sharing or using such information outside the course.

Additional NC State Rules and Regulations

Students are responsible for reviewing the NC State University PRR's which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>
- Incompletes <http://policies.ncsu.edu/regulation/reg-02-20-01>

English Department Scholarships: Applications for the internship scholarship, the Guy Owen, the Eugene Harrison, and the A.M. Fountain scholarships will open in early **December, 2019**. Please encourage your strongest students to apply [via Pack Assist](#). Information about eligibility requirements is available here:

<http://english.chass.ncsu.edu/undergraduate/scholarships/>

Message from the Career Center: Explore career options related to your major, make decisions about your major or minor, build resumes and cover letters, prepare for interviews, develop internship/ job search strategies, maximize career fairs, and more. Use ePACK to make an appointment with your career counselor through ePACK. Career Development Center, 2100 Pullen Hall. careers.ncsu.edu

ENG 362: Studies in the British Novel



The Nineteenth-Century British Novel

(Spring 2020, 3 credits)

Dr. Leila S. May

T/TH 11:45-1:00, Tompkins G113 * * * Office: T 235 * * * Office Hrs: T/TH 10-11, 2-3; and by appointment

Office Tel: 513-1886 * * * E-mail: leila@ncsu.edu

Teachers open the doors. You walk in.

REQUIRED TEXTS:

- Jane Austen, *Pride and Prejudice* (Penguin Classics, 2002): 9780141439518 \$8.00
- Mary Elizabeth Braddon, *Lady Audley's Secret* (Oxford, 1998): 9780199577033 \$11.95
- Charlotte Bronte, *Jane Eyre* (Bedford/St. Martin, 1996): 9781457619335, \$15.00
- Charles Dickens, *Great Expectations* (St. Martin's, 1996): 0-312-08082-4, \$14.95
- Mary Shelley, *Frankenstein* (Signet, 1965): 0-451-527714, \$4.95
- Bram Stoker, *Dracula* (Norton, 1997): 0393970124, \$10.51

All books are available in the NCSU bookstores. Please do your best to purchase the editions listed above.

I have also included a list of suggested readings (with call numbers), all of which can be found in the library. These will be useful to you as you research your reports, your projects, and write your papers.

Course Prerequisites

None.

Course Co-Requisites, and Enrollment Restrictions

Sophomore standing.



[WEB RESOURCES](#)

(lots of great stuff here, so be sure to check it out!)

Catalog Description

Topics in 18th and 19th century British fiction. Focus on a particular theme, issue, fictional genre, or group of fiction writers. Authors studied may include Daniel Defoe, Eliza Haywood, Henry Fielding, Samuel Richardson, Charlotte Smith, Mary Wollstonecraft, Mary Shelley, Jane Austen, the Brontes, Charles Dickens, George Eliot, Bram Stoker, Thomas Hardy, and Oscar Wilde.

Course Description

In this course we will explore the nineteenth-century British novel from a variety of interrelated vantage points. We will examine the conditions of production--the historical and cultural contexts--which generate these works and which they in turn participate in generating. Of particular concern will be the ways in which representations of gender, sexuality, work, class relations, and the family function in these texts, as well as the effect of narrative form and technique on these representations. The literary genres on which we will most closely focus this semester will include

gothic, sensation, and fin-de-siecle ("end of the century") fiction. Novelists will include Mary Shelley, Jane Austen, Charlotte Bronte, Charles Dickens, M. E. Braddon, and Bram Stoker. Grades will be based on informal writings, two papers (or a paper and a project), a group presentation, weekly contributions to an online discussion forum, quizzes, a midterm and a final exam.

GENERAL EDUCATION PROGRAM (GEP Requirements):

This course fulfills the GEP requirements for Humanities

GEP HUMANITIES OBJECTIVES:

1. Engage the human experience through the interpretation of culture.
 - a. Interpret how literary works being studied expose the values, problems, anxieties and pleasures of the historical period that generated those works.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
 - a. Analyze literary works by utilizing techniques of close reading and critical interpretation in light of historical knowledge gained from class discussion and secondary readings.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.
 - a. Write an argument about literature using reason and evidence that are appropriate to the field of study.

COURSE OBJECTIVES:

In this course students will explore the British novel from a variety of interrelated vantage points. Over the course of the semester, they will:

- describe how the novels studied relate to their historical contexts;
- analyze how contemporary anxieties about the changes in gender, sexuality, race, work, class relations, and the family were inscribed in the novels of the period;
- explain how different genres play a role in these works;
- critically evaluate and interpret literary texts and secondary sources.

We will work together toward achieving these goals, objectives, and outcomes through the reading of literary, critical, and historical texts, class discussion, group work, creative projects, team journals, exams, peer editing, and writing papers.



January	
Week 1	T 7 Introductory class
	TH 9 MARY SHELLEY, Frankenstein (1818; 1832) (chaps. 1-10)
Week 2	T 14 Frankenstein (chaps 11-10)
	TH 16 Frankenstein (chaps. 21-end)
Week 3	T 21 Frankenstein groups
	TH 23 JANE AUSTEN, Pride and Prejudice (1813) (chaps. 1-19)
Week 4	T 28 Pride and Prejudice (chaps. 20-36) *report on Ideologies of Nineteenth-Century Womanhood: Angels and Queens: Eric L., Laya, Lindsay, Torie
	TH 30 Pride and Prejudice (chaps. 37-50)
February	
Week 5	T 4 Pride and Prejudice (chaps. 50-end); suggested reading: John Kessel's "Pride and Prometheus"
	TH 6 CHARLOTTE BRONTE, Jane Eyre (1847) (chaps. 1-10)
Week 6	T 11 Jane Eyre (chaps. 11-19)
	TH 13 Jane Eyre (chaps. 20-28); short paper due
Week 7	T 18 Jane Eyre (chaps. 29-end) *report on the Victorian Governess: Alli, Betsy, Cohen, Jadah
	TH 20 finish discussing Jane Eyre
Week 8	T 25 midterm
	TH 27 CHARLES DICKENS, Great Expectations (1860); (chaps. 1-10)
March	

Week 9	T 3 Great Expectations (chaps. 11-30) * report on the Nineteenth-Century Family: Eric W., Luke S., Sydney, Tucker
	TH 5 Great Expectations (chaps 31-44)
Week 10	SPRING BREAK: HAVE FUN! (get underway on Lady Audley's Secret)
Week 11	T 17 Great Expectations (45-end) *report on the Victorian Working Classes: Connor, Eric, Julia, Quentin
	TH 19 Peer editing session; TWO COPIES of polished paper drafts due; MARY ELIZABETH BRADDON, Lady Audley's Secret (1862); (chaps. 1-15)
Week 12	T 24 Revised papers due ((bring all drafts and peer editors' comments, clipped together!); Lady Audley (chaps. 16-25)
	TH 27 Lady Audley (chaps. 26-end)
Week 13	T 31 Project proposals due (send electronically); Finish discussion of Lady Audley*report on Women and Madness: Imogen, Joselyn, Kayla, Margaret,
	Th 2 BRAM STOKER, Dracula (1897); (chaps. 1-10)
April	
Week 14	T 7 Dracula (chaps. 11-20) *report on Sex, Science, and Victorian Womanhood: Amber, Faith, Jai, Rachel, Tyler
	TH 9 Dracula (chaps. 13-21)
Week 15	Week 15: T 14 Dracula (chaps. 22-end); Polished Drafts due (bring two copies to class) *report on Fin-de-siecle Alternatives: Luke B., Nicole, Serena

	TH 16 finish discussion of Dracula; return papers to authors
Week 16	T 21 Project presentations; Papers Due (bring all drafts and peer editors' comments, clipped together)
	TH 23 Project presentations; Class Party!
Final Exam	TH 30 Final Exam (9-11 am)

COURSE GUIDELINES AND REQUIREMENTS

ATTENDANCE AND CLASS PARTICIPATION:

As this course focuses primarily on discussion, your punctual attendance and contribution to class discussions are essential and will be counted as 10% of your final grade.

Tardiness will be counted as half an absence unless you see me after class and can provide a reasonable excuse. Each unexcused absence beyond the third will lower your participation grade by 10%. Students who miss more than five classes will have difficulty passing the course.

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (e.g., student illness, injury or death of immediate family member, can be documented here, <https://dasa.ncsu.edu/students/absence-verification-process/>, and must be completed within one week of returning to class. Late work will be accepted only in situations where absences were excused. Please consult the following website for further information on University attendance regulations: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

Participation assessments will be based on the following:

- A - Contributions in class are frequent and reflect exceptional preparation. Consistently volunteers answers and asks questions that assist the learning of the class as a whole. Class activities are enthusiastic and reflect diligence.
- B - Contributions in class are frequent and reflect thorough preparation. Often volunteers answers to questions. Frequently asks questions that assist the learning of the class as a whole. Class activities are approached with seriousness and diligence.
- C - Contributions in class are infrequent but reflect adequate preparation. Rarely volunteers answers to questions. Infrequently asks questions, but they are appropriate and helpful to class. Class activities are approached with diligence.

- D - Participates little or not at all in class.
- F - Contributions in class may be frequent but reflect a lack of preparation or are disruptive of the academic environment. Class activities are approached without seriousness and a way that is disruptive to others in class. If this person were not a member of the class, valuable class time would be saved and the quality of the course improved.

READING:

You will be expected to have completed the reading assignments for each day BEFORE the class meets, and will be required to hand in periodic homework or in-class assignments based on that day's reading.

TEAM JOURNALS:

You will each be assigned to a "team" by the end of the first week of classes, and every week thenceforth you will write one entry that consists of two parts: 1) ruminations on that week's reading, class discussion, or a response to a specific question which I have raised for you to investigate; 2) a response to at least one other student's entry. Ideally, the journals should give you the opportunity to explore more fully and informally your ideas about the reading (or class discussions) that you find particularly interesting or puzzling, and to engage in a sustained dialogue with other members of the class. The journals will be on a shelf outside of my office and should not be taken off campus.

ESSAYS:

Your two papers (a minimum of 1500 words, each worth 20% of your grade) will go through a thorough revision after having had the benefit of two peer editors' remarks. Revisions must be substantive, not merely cosmetic, and should reflect serious consideration of your peers' comments. It is important both for your own benefit and that of your classmates that you attend this workshop. Please make use of the numerous resources available to help you write your papers (under "Web Resources" above).

Essays should be typewritten, double-spaced, and must have ample margins on both sides of the page to allow room for comments. Be certain to number your pages and put your name at the top of each page. You will be responsible for retaining one copy for yourself (either photocopied or on disk).

LATE PAPERS:

Papers are due at the beginning of the class hour on the announced day of peer editing. I will accept late papers only if you clear them with me in advance, and then only up to a week late or as allowed by university policy pertaining to excused absences; see the Attendance Regulations (REG02.20.03) <https://policies.ncsu.edu/regulation/reg-02-20-03> Papers submitted late, but within a week of the due date will receive a grade reduced by 5% points. A split grade, will inform you of what your paper would have received had it been turned in on time. If your paper has not been turned in within a week of the designated date, and you do not have a legitimate excuse, the paper will count as an F and will not be read at all. The moral of the

story: get your papers in on time!

PROJECTS:

In order to accommodate a wide range of learning styles and strengths, I encourage you each to produce a final creative project and presentation in lieu of the last paper assignment. The project you select to work on must include at least one text from the second half of the semester. Projects may be in different media and may involve a performance or presentation to your peers. You are free to work individually or in groups on this project. The key to these projects is creativity: be as creative as you dare. Some sample projects might include:

- Write an imaginary dialogue or one-act play involving authors or literary characters that you have encountered (and produce a video of your revision?).
- Rewrite a portion of a pre-twentieth-century work from a twenty-first-century perspective (and produce a video of your revision?).
- Create a website based on some aspect of what we have covered this semester. (A word of caution if you select this option: be certain that you aren't simply cutting and pasting from extant websites but that you are making an original and illuminating contribution to the issues at hand.)
- Produce a multimedia project that helps to illuminate some features of this semester's literary figures and their works and cultural milieu.

Whether you work individually or as a group, each student must turn in his or her own two-page assessment of the project, including what you learned and what challenges and rewards you encountered in creating the project and presentation, and how your project illuminates some aspect of the texts in question. Whatever project you elect to work on, it should in some way shed additional light on the work(s) under consideration. The written assessment should explicitly address this feature of the project as well. Proposals for final projects should be submitted to me no later than the beginning of week 12 of the semester (the earlier the better).

ORAL PRESENTATIONS:

Each student will be required to prepare an oral presentation on a set of secondary readings providing sociohistorical background to the works we will be discussing (5% of final grade). These will be group efforts (about 3-4 people for each report), and will involve summarizing the key issues of the subject in question. Reports must be accompanied by a brief handout, and should take approximately fifteen-twenty minutes total. I will provide suggested bibliographies for each subject. Readings for reports can be found on (but are not limited to) the library reading list.

EXAMS:

One midterm (15%) and a final exam (20%).

SUMMARY OF GRADING:

Papers (40%), Exams (35%), Participation (20%, includes team journals), Reports (5%).

GRADING SCALE: (Standard rounding practices followed.)

A+	97-100	C	73-76
A	93-96	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	59 or below
C+	77-79		

Special Notes Regarding Grading Scale:

*Plus/minus grades will be given in this course.

*If you are taking this course to meet a GEP requirement do not take it as Credit Only (S/U). To receive an S, a student must earn at least a C– in the course.

LAPTOP COMPUTERS AND CELL PHONES:

Please do not use laptops or any other electronics during class time unless there are extenuating circumstances that require them (e.g., a documented writing disability). If you use a computer in class without first consulting with me, I will count you as absent that day. And it should go without saying that cell phones must be turned off during class time.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY:

It is understood that your typed or signed name on any assignment indicates your adherence to the University Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment." I expect all students to be acquainted with the University policy on academic integrity (please read the university's Code of Conduct (<http://policies.ncsu.edu/policy/pol-11-35-01>), sections 7 through 13. Plagiarism entails using another person's ideas without providing the proper documentation for them. It is essential that you give credit for ideas that are not your own. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures (NCSU REG 11.35.02). If you have any questions at all about the appropriate citation form, please do not hesitate to ask me. A final word of caution: I am very good at spotting plagiarism, so do not even think about it!

ANTI-DISCRIMINATION POLICY:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work

environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <https://policies.ncsu.edu/policy/pol-04-25-05> or <https://oied.ncsu.edu/equity/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

ACCOMMODATIONS FOR DISABILITIES

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

POLICY ON RECORDING IN CLASS:

Students may not use recording devices in the classroom without explicit prior permission of the instructor. If permission is granted, there must also be no member of the class who objects. Instructor and class permission is not required when an accommodation notification from Disability Services has been received by the instructor, which identifies a student that requires the use of a recording device. However, the instructor may prohibit the use of any recording device when it would inhibit free discussion and free exchange of ideas in the classroom. <http://policies.ncsu.edu/regulation/reg-02-20-11>

ELECTRONICALLY-HOSTED COURSE COMPONENTS

Students may be required to disclose personally identifiable information to other students in the course, via digital tools, such as email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

ADDITIONAL NC STATE RULES AND REGULATIONS

Students are responsible for reviewing the NC State University (PRRs) which pertains to their course rights and responsibilities, including those referenced both below and above in this syllabus:

Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/> <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average),

<https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and
<https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

ONLINE COURSE EVALUATIONS:

Will be available for students to complete during the last 2 weeks of the (Fall or Spring) semester then become unavailable at 8 am on the first day of finals.

Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://go.ncsu.edu/cesurvey> or

<https://oirp.ncsu.edu/surveys/classeval/for-students> Student help desk: classeval@ncsu.edu

More information about ClassEval: <https://oirp.ncsu.edu/surveys/classeval>

Memorandum

To: University Courses and Curriculum Committee
From: Dr. Jason Swarts, Director of Undergraduate Programs in English
Re: Revision of the Technical and Scientific Communication minor (16TSM)
Date: February 17, 2021

Overview

The English Department proposes to revise the Minor in Technical and Scientific Communication to broaden the scope and to parallel recent changes to the English major concentration in Rhetoric and Professional Writing. Proposed effective date is May 2021.

Justification

The English Department's Minor in Technical and Scientific Communication has had difficulty attracting students. Data since 2017 show that an average of only 4 students are enrolled in the minor at any given time. Compare this average enrollment to some of the other English minors: Linguistics (14), Film (21), Creative Writing (23), English (52), and Journalism (69).

Among students who have considered adding the Technical and Scientific Communication minor, some have noted that their interests are not so specialized in technical or scientific communication. More problematically, some students have noted that enrollment competition for the minor's core and elective courses can make the minor difficult to complete on time. These findings suggest that the program requirements for the Technical and Scientific Communication minor need to be revised to make it easier for students to make course selections that match their interests in professional writing and to enroll in courses that are offered frequently enough to fit on most plans of work.

In addition, a review of comments from alumni show that a portion of students who choose the Journalism minor do so out of an interest in "improving [their] writing" instead of out of an interest in journalism specifically. Given that the current level of enrollment in the journalism minor is putting stress on core classes for both the Journalism minor, the Technical and Scientific Communication minor, the Rhetoric and Professional Writing concentration of the English major, and the Public Relations concentration of the Communication major, this revision to the Technical and Scientific Communication minor may make it a more viable option for minors who are interested in professional writing but not journalism specifically.

The revised minor, outlined below, is intended to parallel the recently-revised Rhetoric and Professional Writing concentration of the English major. Group 1 maps to the "Core Concepts" requirement, and Group 2 maps to the "Methods, Strategies, and Contexts" requirement of the Rhetoric and Professional Writing concentration. The lists are not identical, however. Because Linguistics and Journalism both operate as independent minors, we do not propose to add any journalism or linguistics courses to the proposed Rhetoric, Writing, and Professional Communication minor.

Summary of Proposed Changes

Below is the official OUCC description of the Minor in Technical and Scientific Communication. Deletions are indicated with ~~red strikethrough~~. Additions are indicated with **blue text**.

~~Technical and Scientific Communication~~ **Rhetoric, Writing, and Professional Communication (16TSM)**

Description

A minor in ~~Technical and Scientific Communication~~ **Rhetoric, Writing, and Professional Communication** is available from the English Department for N.C. State students, except **English majors in the Rhetoric and Professional Writing concentration** ~~English majors (16ENGLBA-16ENGLWR), who are interested in supplementing their studies in technical, scientific, or other academic fields with strong writing and communication skills.~~ The minor is suitable for students wishing to build strong writing and communication skills for the workplace. Students minoring in **Rhetoric, Writing, and Professional Communication** will be introduced to numerous genres, including internal and external documents such as proposals, reports, science writing, users guides, reference manuals, and online documentation. ~~Critical perspectives towards the role of communication in the creation of scientific and technical knowledge will be examined. The minor may lead to career opportunities in technical and scientific writing and communication.~~ Except for ENG 350, no courses for the minor may be taken for S/U credit.

Requirements

- A total of 15 hours of course work is required for the minor.
- Students may transfer no more than 6 hours of courses toward the minor.
- Must have an overall 2.0 GPA in the minor and may count no course grade lower than a 'C-'.
- ~~Nine (9) hours are required, while six (6) are elective within two (2) specific course listings.~~
- **Six (6) hours from Group 1, six (6) hours from Group 2, and three (3) additional hours from Electives are required**
- A maximum of two (2) courses may be used (double-counted) towards both departmental major requirements and minor requirements.

~~Required Courses (9 credit hours)~~

Group 1 (6 credit hours)

- ENG 214 Introduction to Editing (3cr)
- ENG 314 Technical Document Design and Editing (3cr)
- **ENG 317 Designing Networked Communication (3cr)**
- **ENG 321 Survey of Rhetorical Theory (3cr)**
- **ENG 323 Writing in the Rhetorical Tradition (3cr)**
- **ENG 425 Analysis of Scientific and Technical Writing (3cr)**
- ~~ENG 421 Computer Documentation Design (3cr)~~

Group 2 (6 credit hours)

- **ENG 281 Introduction to Creative Nonfiction (3cr)**
- **ENG 350 Professional Internship (3cr)**
- **ENG 381 Creative Nonfiction Workshop (3cr)**
- **ENG 395 Studies in Rhetoric and Digital Media (3cr)**
- **ENG 411 Rhetorical Criticism (3cr)**
- **ENG 421 Computer Documentation Design (3cr)**
- **ENG 422 Writing Theory and the Writing Process (3cr)**

- ENG 426 Analyzing Style (3cr)
- ENG 455 Literacy in the U.S. (3cr)

Elective Courses (6 credit hours)

Electives (3 credit hours)

Students must choose one of the following options:

- Option 1: one additional course from Group 1 or Group 2
- Option 2: one of the following courses:
 - ENG 331 Communication for Engineering and Technology (3cr)
 - ENG 332 Communication for Business and Management (3cr)
 - ENG 333 Communication for Science and Research (3cr)

~~**Elective I—Students must choose one course from the following:**~~

- ~~• ENG 331 Communication for Engineering and Technology (3cr)~~
- ~~• ENG 332 Communication for Business and Management (3cr)~~
- ~~• ENG 333 Communication for Science and Research (3cr)~~

~~**Elective II—Students must choose one course from the following:**~~

- ~~• ENG 350 Internship in Writing and Editing (3cr)~~
- ~~• ENG 425 Analysis of Scientific and Technical Writing (3cr)~~

Admission and Certification

Students interested in declaring a minor in ~~Technical and Scientific Communication~~ Rhetoric, Writing, and Professional Communication should contact the minor coordinator listed below. The minor must be completed no later than the semester in which the student expects to graduate from his or her degree program.

Application for admission to any University minor program is now available via MyPack Portal. Admission will be based upon the student's academic record, and in most cases no longer requires departmental review. To apply to Add a Minor, go to: https://go.ncsu.edu/minor_coda.

Contact Person

Huiling Ding
131-C Tompkins
919-515-4120
hding@ncsu.edu

SIS Code: 16TSM

Rhetoric, Writing, and Professional Communication (16TSM)

Description

A minor in Rhetoric, Writing, and Professional Communication is available from the English Department for N.C. State students, except English majors in the Rhetoric and Professional Writing concentration (16ENGLWR). The minor is suitable for students wishing to build strong writing and communication skills for the workplace. Students minoring in Rhetoric, Writing, and Professional Communication will be introduced to numerous genres, including internal and external documents such as proposals, reports, science writing, users guides, reference manuals, and online documentation. Except for ENG 350, no courses for the minor may be taken for S/U credit.

Requirements

- A total of 15 hours of course work is required for the minor.
- Students may transfer no more than 6 hours of courses toward the minor.
- Must have an overall 2.0 GPA in the minor and may count no course grade lower than a 'C-'.
- Six (6) hours from Group 1, six (6) hours from Group 2, and three (3) additional hours from Electives are required
- A maximum of two (2) courses may be used (double-counted) towards both departmental major requirements and minor requirements.

Group 1 (6 credit hours)

- ENG 214 Introduction to Editing (3cr)
- ENG 314 Technical Document Design and Editing (3cr)
- ENG 317 Designing Networked Communication (3cr)
- ENG 321 Survey of Rhetorical Theory (3cr)
- ENG 323 Writing in the Rhetorical Tradition (3cr)
- ENG 425 Analysis of Scientific and Technical Writing (3cr)

Group 2 (6 credit hours)

- ENG 281 Introduction to Creative Nonfiction (3cr)
- ENG 350 Professional Internship (3cr)
- ENG 381 Creative Nonfiction Workshop (3cr)
- ENG 395 Studies in Rhetoric and Digital Media (3cr)
- ENG 411 Rhetorical Criticism (3cr)
- ENG 421 Computer Documentation Design (3cr)
- ENG 422 Writing Theory and the Writing Process (3cr)
- ENG 426 Analyzing Style (3cr)
- ENG 455 Literacy in the U.S. (3cr)

Electives (3 credit hours)

Students must choose one of the following options:

- Option 1: one additional course from Group 1 or Group 2
- Option 2: one of the following courses:
 - ENG 331 Communication for Engineering and Technology (3cr)
 - ENG 332 Communication for Business and Management (3cr)
 - ENG 333 Communication for Science and Research (3cr)

Admission and Certification

Students interested in declaring a minor in Rhetoric, Writing, and Professional Communication should contact the minor coordinator listed below. The minor must be completed no later than the semester in which the student expects to graduate from his or her degree program.

Application for admission to any University minor program is now available via MyPack Portal. Admission will be based upon the student's academic record, and in most cases no longer requires departmental review. To apply to Add a Minor, go to: https://go.ncsu.edu/minor_coda.

Contact Person

Huiling Ding
131-C Tompkins
919-515-4120
hding@ncsu.edu

SIS Code: 16TSM

CURRICULUM REQUIREMENTS

Format B Minor Adapted

Minor Plan Title: Technical and Scientific Communication Rhetoric, Writing and Professional Communication Plan SIS Code: 16TSM
Concentration/Subplan Title: n/a Subplan SIS Code: n/a
Indicate requirements status: Current: Proposed: X Proposed Effective Semester: 2217
New Minor Audit required? (Y or N) Y
Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses that represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

MINOR FIELD OF STUDY REQUIREMENTS:		
Required Courses/Groups/ Electives:	Credit Hours	Notes
Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. course.		
C- or better required		
Required Courses		
ENG 214	3	
ENG 314	3	
ENG 421	3	
Elective Courses	3	
Elective I (Requirement: 000031849)		
ENG 331, 332, 333		
Elective II (Requirement: 000031852)	3	
ENG 350, 425		
 Group 1 (Requirement: tbd)	 6	
ENG 214, 314, 317, 321, 323, 425		
 Group 2 (Requirement: tbd)	 6	
ENG 281, 350, 381, 395, 411, 421, 422, 426, 455		
 Elective (Requirement: tbd)	 3	
<i>Choose one of the following options:</i>		
Option 1:		
<i>Select one additional course from either Group 1 or Group 2</i>		
Group 1 - ENG 214, 314, 317, 321, 323, 425		
Group 2 - ENG 281, 350, 381, 395, 411, 421, 422, 426, 455		
 <i>or</i>		
Option 2:		
ENG 331, 332, 333		
 Total credit hours required to complete minor	 15	
<i>Minimum 15 hours required</i>		

**NORTH CAROLINA STATE UNIVERSITY
UNDERGRADUATE CURRICULUM ACTION FORM
Academic Minor**

DEPARTMENT(S):

___English___

TYPE OF PROPOSAL:

New Minor: _____

TITLE OF THE MINOR:

Revision to Minor: X

___Rhetoric and Professional Writing__ (16TSM)_____

Discontinuation: _____

PROPOSED EFFECTIVE DATE: 5/2021 APPROVED EFFECTIVE DATE: _____

ATTACHMENTS INCLUDED:

1. Statement of Justification - x
2. Statement of Academic Minor Program Objectives
3. List of Courses constituting the Proposed Minor - x
4. Catalog Description of Proposed Minor - x
5. Administration of the Minor (Contact information for Administrator of the Minor) - x
6. Requirements for Admission and Completion of the Minor
7. Statement on Other Departments Likely to be Affected and Summary of Consultations with those Departments
8. Optional: Projected Resources and Enrollment

REQUIRED SIGNATURES:

OTHER REQUIRED SIGNATURES AS NEEDED:

Laura Sessia 3/12/2021
Head, Department/Program Date

David R. A. 3/22/2021
Chair, College Curriculum Committee Date

College Dean Date

Chair, University Courses & Curricula Committee Date

Dean, Division of Academic and Student Affairs (DASA) Date

NC STATE

Hope Ziglar <hziglar@ncsu.edu>

Re: Two minor curriculum revisions

1 message

Deanna Dannels <dpdannel@ncsu.edu>
To: Hope Ziglar <hziglar@ncsu.edu>

Tue, Mar 23, 2021 at 9:57 AM

Confirmed!

On Tue, Mar 23, 2021 at 9:50 AM Hope Ziglar <hziglar@ncsu.edu> wrote:

Hello Deanna,

Would you please confirm your approval of curriculum revisions to **16TSM**, approved March 22, 2021 by the HSS Undergraduate Committee?

----- Forwarded message -----

From: **David Austin** <david_austin@ncsu.edu>
Date: Mon, Mar 22, 2021 at 6:33 PM
Subject: Re: Two minor curriculum revisions
To: Hope Ziglar <hziglar@ncsu.edu>

The signed form is attached.

David.

On Mon, Mar 22, 2021 at 5:01 PM Hope Ziglar <hziglar@ncsu.edu> wrote:

Hello,

Please sign the attached.

----- Forwarded message -----

From: **Jason Swarts** <jswarts@ncsu.edu>
Date: Mon, Mar 15, 2021 at 6:22 PM
Subject: Two minor curriculum revisions
To: Daniel Gruehn <dgruehn@ncsu.edu>
Cc: Hope Ziglar <hziglar@ncsu.edu>

Daniel and Hope,

Attached are two curriculum revision proposals, one for the Technical and Scientific Communication minor (16TSM) and one for the English minor (16ENGLM). The proposed revision of 16TSM is pretty substantial. The proposed revision to 16ENGLM is just to clean up what looks like a mistake in how courses were added to the different requirement lists.

Hopefully this is soon enough to get onto the next HSS UC meeting agenda, but I am also okay with waiting.

Jason

<!--

Jason Swarts

Professor

Associate Head

Director of Undergraduate Programs

SMT 207 Course Syllabus

SMT 207 – Principles of Sustainable Industrial & Product Design Lecture

Fall 2021

2 Credit Hours

Course Description

This course is a Human-Centered Design (HCD) approach that involves the interdisciplinary integration of user, ergonomics, and aesthetic needs with technological and production methods to create manufacturable products. Industrial & Product Design Principles cover user/object interaction, product form, innovation, redesign, and sustainable design. Students will conduct a research product analysis and translate preexisting designs and analyze creative development methods. Minimal ideation to emphasize the development of design comprehension.

Learning Outcomes

Upon the successful completion of this class, students will be able to,

- **Industrial & Product Design Background:** Describes a concise history of industrial and product design.
- **Design Process:** Apply the principles of design to systematically solve issues in areas of products, instruments, and systems with a human-centered approach.
- **Sustainable Design Principles:** Identify the appropriate use of materials, processes, product longevity, and life-cycle in sustainable design.
- **Visual Communication:** Translate communicative thoughts and ideas (minimal visual ideation).

Course Structure

This course consists of lecture sessions. The lectures will center on design history, design process, and visual communication, focusing on sustainability. Information will be disseminated through lectures, demonstrations, readings, and various homework assignments. Student expectation is to read and produce essays, journals, and projects. This course's final culmination is to incorporate a design project and a written report. Students are encouraged to take SMT 217 studio. In SMT 217, studio sessions will incorporate practical applications of sustainable design and design processes to create viable solutions to assigned issues with a transparent communication form.

Instructors

Rico Ruffino - *Instructor*

Email: rbruffin@ncsu.edu

Phone: 919-515-8657

Office Location: 1022H Biltmore Hall

Office Hours: By appointment

Course Meetings

Lecture

Dates & Times: - 50 minutes each class session

Days: MW

Time: 10:40am - 11:30pm

Campus: Main

Location: 105 Hodges Wood Products Laboratory

This meeting is required.

Course Materials

None

Textbooks

None

Expenses

Costs are connected to course materials, textbooks, and material for projects.

Materials

Readings posted on Moodle -

This material is required.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

SMT 217 for 15SMTBS students.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

The department will provide transportation for field trips. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class. These trips may include but are not limited to corporation design headquarters, manufacturing facilities, storage facilities, or point of purchase facilities.

Safety & Risk Assumptions

Laboratory safety practices and procedures inside of Hodges Wood Products Laboratory will be discussed the first day of class.

Additional safety training as required for use of specific equipment will be reiterated for the actual laboratory exercises

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please do not attend any hybrid or F2F classes and work with your instructor on any adjustments necessary; also follow other university guidelines, including self-reporting ([Coronavirus Self Reporting](#)): Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to a F2F class or activity.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to make alternative plans, as necessary.

- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your instructor for the appropriate process to make a COVID-19 request (a university-level form can be found [here](#)).

Health and Well-Being Resources

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the [community standards](#) (which have been updated for 2021) and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](#)

Course Expectations Related to COVID-19:

- **Face Coverings:** All members of the NC State academic community are required to follow all [university guidelines](#) and [community standards](#) for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in class and in all NC State buildings and outdoors, with very few exceptions. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. In addition, students are responsible for keeping their course/work area clean. Please follow the cleaning guidelines described by the university.
- **Course Attendance:** NC State attendance policies can be found at: [REG 02.20.03 – Attendance Regulations – Policies, Regulations & Rules](#). Please refer to the course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the health and participation section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- **Course Meeting Schedule:** Your course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with the instructor.
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- **Enhanced S/U Grading Option:** [Enhanced Satisfactory/ Unsatisfactory Grading Option](#)
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Grading

Grade Components

Component	Weight	Details
Projects	40%	200 points - 2 projects of 100 points each.
Homework	40%	200 points - 5 Homework Assignments of 40 points each.
Final Exam	20%	100 points

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This Course uses Standard NCSU Letter Grading:

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83 ≤ B < 87

80 ≤	B-	< 83
77 ≤	C+	< 80
73 ≤	C	< 77
70 ≤	C-	< 73
67 ≤	D+	< 70
63 ≤	D	< 67
60 ≤	D-	< 63
0 ≤	F	< 60

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In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

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Course Schedule

NOTE: The course schedule is subject to change.

Lecture — Week 1 — MW

Design Thinking Process - Understand and apply design principles to systematically solve issues in areas of products, instruments, and systems with a human-centered approach. Website: d.school - <https://dschool.stanford.edu/>

➤ Each Class is 50 minute in length -

Empathize, Define, and Ideate - What is it, and how is it applied? -

- Empathize:
 - Conduct Interviews -
 - Uncover Emotions -
 - Seek Stories -
- Define:
 - Reframe and Create Human-Centered Problem Statement(s) -
 - Identify Meaningful Surprises and Tensions -
 - Infer Insights -

- Ideate:
 - Brainstorm Radical Ideas -
 - Build on Other Ideas -
 - Suspend Judgment -

Lecture — Week 2 — MW

Prototype, Test, Assess - What is it, and how is it applied? -

- Each Class is 50 minute in length -
- Prototype:
 - Create Low-resolution Objects and or Experiences -
 - Role Play to Understand Context and Key Feature(s) -
 - Quickly Build to Think & Learn -
- Test:
 - Test with Customers to Refine Solution and Gather Data -
 - Gain Deeper Empathy -
 - Embrace Failure -
- Assess:
 - Guidelines For Evaluating Project Work Critically -
 - Openly Giving & Receiving Feedback -
 - Integrating Feedback -

Lecture — Week 3 — MW

Brief History Part I

- Each Class is 50 minute in length -

Industrial & Product Design Background - A comprehension of a concise industrial and product design history.

1750 to 1945:

- The Industrial Revolution (1750- 1850)
- The Great Reform Movements (1850–1914)
- Art Nouveau (1880–1910)
- Modernism to Pre-war luxury and power (1900–1945)
- Bauhaus Movement (1919–1933)
- Modernism (1914–1939)
- Art Deco (1920–1939)

Homework (1) - 40 Points

Students will complete a 250 word double spaced essay on “What was the most influential development in this era, and how does it inspire you?”

Assignment

Due following Monday in class.

Lecture — Week 4 — MW

Design Thinking Process (Additional Thought) - An introduction to additive concentrated thought in the areas of ethical and organizational positions.

- Each Class is 50 minute in length -

Ethics and Organization - What is it, and how does it play a role in the process? -

- **Ethical Design:**
 - Is the ethical consideration and application used in designing for a global entity?
 - What are the long-term and short-term issues with industry involving design?
 - How does design problems relate to or intersect with or contribute to them?
 - What is the environmental, cultural, and social cost of design solutions?
 - Whom is design solutions serving, and who is it not serving? What is the population impact?
 - How does the solution play into the users’ values, preferences, and behaviors?

Lecture — Week 5 — MW

Design Thinking Process Additional Thought - Continued

- Each Class is 50 minute in length -

Organization:

Is the application of an organization's mindset to design that would inherently lead to a corporate / consumer resolution?

Organizational Design:

Marketing: How is or will your design be branded and introduced to the targeted market? What are the marketing goals and how does it apply to the design?

Finance: What is the budget for the design? Meaning, cost of the design and development process to the first product. Cost of development of design of future products after the first.

Manufacturing: What are the manufacturing needs to develop your design and how does that impact the client, people, and environment? Look for a minimal carbon footprint.

Lecture — Week 6 — MW

Brief History Part II

- Each Class is 50 minute in length -

1945 through Present:

4 hours -

- The Postwar period (1945–1970)
- Experimentation and Anti Design (1965–1976)
- High Tech Miniaturization (1972–1985)
- Postmodernism (1970–2000)
- Memphis (1976–1988)
- Neo Modernist Design (1990 -present)

Homework (2) - 40 Points

Students will complete a 250 word double spaced essay on “How has Industrial Design Changed over the years, and where is it going?” or “In your opinion, what designer is the most thought-provoking, and does his views hold-true today?”

Assignment

Due following Monday in class.

Lecture — Week 7 — MW

Visual Communication - To communicate thoughts and ideas visually using clear and detailed methods.

Text: Drawing for Product Designers, by Kevin Henry - Website:

http://dl.booktolearn.com/ebooks2/engineering/industrialdesign/9781856697439_Drawing_for_Product_Designers_b34a.pdf

- Each Class is 50 minute in length -

- Understanding Sketching: understand the key factors of why sketching essential and the evolution of sketching.
- Defining Sketching: what is sketching and how it is a form of visual thinking.
- Orientation: understanding orientation, direction, and point of view of objects.

Homework (3) - 40 Points

Students to read and Journaling

Students are to write and turn in a brief journal of thoughts, questions and observations about the readings.

Assignment Due following Monday in class.

Lecture — Week 8 — MW

Visual Communication - Continued

- Each Class is 50 minute in length -
- Registration: understanding the glass box metaphor, scaffolding metaphor, and conceptual pivot point for building form.
- Form: Learning shape morphologies on subtractive, additive, and composite form can be developed
- Line: creating and developing of lines to tell the story of your designs

Homework (4) - 40 Points

Students to read and Journaling

Students are to write and turn in a brief journal of thoughts, questions and observations about the readings.

Assignment Due following Monday in class.

Lecture — Week 9 — MW

Visual Communication - Continued

- Each Class is 50 minute in length -
- Exploring Forms in Space: Geometry creation developing forms from analog to digital.
- Explaining Forms in Space: Telling the story of your designs utilizing color, lighting, and environment.
- Exploring Forms in Time: Exploring forms that morph and change over time, use, processing, and environment.

Homework (5) - 40 Points

Students to read and Journaling

Students are to write and turn in a brief journal of thoughts, questions and observations about the readings.

Assignment Due following Monday in class.

Lecture — Week 10 — MW

Visual Communication - Continued

How and why to create visually appealing presentations that communicate one's ideas with clarity.

- Each Class is 50 minute in length -

Lecture — Week 11 — MW

Working Ideation Digital Concept Develop - Housewares - Find an issue, solve a problem.

Open discussion on possible problems or issues with houseware.

- Each Class is 50 minute in length -

Project (1) - 100 points

Students research issues in the area of housewares then work through design thinking and the design process. Students will display their information in written or PowerPoint format or equivalent.

Assignment due following Wednesday in class of week 12.

Lecture — Week 12 — MW

Sustainable Design Principles - Understanding and applying the appropriate use of materials, processes, product longevity, and life-cycle.

From Illinois Library: URL: <https://guides.library.illinois.edu/sustainable-product-design>

- Each Class is 50 minute in length -

- Watch: TED Talk - William McDonough on Cradle to Cradle Design
- Use non-toxic, sustainably produced, or recycled materials that have a lower environmental impact than traditional materials.
- Use manufacturing processes, equipment, and produce products that are more energy-efficient than traditional processes and end products.
- Transportation and Logistics options to reduce the global carbon footprint.
- Energy choices that affect the environment.

Project (1) - (Continued)

Students research issues in the area of housewares then work through design thinking and the design process. Students will display their information in written or PowerPoint format or equivalent.

Assignment due following Wednesday in class of week 12.

Start Wednesday of Week 12

Project (2) - (100 points)

Using Design Thinking students are to research a product. Design and develop a redesign of this product and develop methods of sustainability for their product. Students will display their information in written or PowerPoint format or equivalent.

Assignment

Due following Monday in class of week 14.

Lecture — Week 13 — MW

Research and Report - Pick a product that has been around for a long time. Research the evolution of that product and contrast what its longevity is. Determine your reporting format.

➤ Each Class is 50 minute in length -

- Build longer-lasting and better-functioning products, which will have to be replaced less frequently, which reduces the impact of producing replacements.
- Design products for reuse and recycling. Make them easy to disassemble so that the parts can be reused to make new products.

Project (2) - (Continued)

Using Design Thinking students are to research a product. Design and develop a redesign of this product and develop methods of sustainability for their product. Students will display their information in written or PowerPoint format or equivalent.

Assignment Due following Monday in class of week 14.

Lecture — Week 14 — MW

Introduction to Life Cycle Analysis (LCA) on a products and production -

➤ Each Class is 50 minute in length -

- Consult sustainable design standards and guides, (e.g. [Design for the Environment](#)),
- Consider the product life cycle. Use life cycle analysis tools to help you design more sustainable products.

Adding Sustainability - How can we take this principle into account of the design process, and what would it look like? Determine your reporting format.

- Shift the consumption mode from personal ownership of products to the provision of services that provide similar functions. Some examples of companies that have made this shift are Interface Carpets (carpet tiles), Xerox (copier leasing rather than purchase), and Zipcar (car sharing).
- Materials should come from nearby, sustainably managed renewable sources that can be composted when their usefulness is exhausted.

Lecture — Week 15 — MW

Final Review -

Open forum discussion on the final exam.

- Each Class is 50 minute in length -

Lecture — Week 16

Final Exam - 100 points

SMT 217 Course Syllabus

SMT 217 – Principles of Sustainable Industrial & Product Design Studio

Fall 2021

1 Credit Hour

Course Description

This studio course is a Human-Centered Design (HCD) approach that involves the interdisciplinary integration of user, ergonomics, and aesthetic needs with technological and production methods to create manufacturable products. Industrial & Product Design Principles cover user/object interaction, product form, innovation, redesign, and sustainable design. Students will justify research from SMT 207 with product analysis and ideation with reflective recordings—sketching and hands-on projects that emphasize design development.

Learning Outcomes

Upon the successful completion of this class, students will be able to,

- **Industrial & Product Design Background:** Interprets the history of industrial and product design.
- **Design Process:** Apply the design principles to systematically solve issues in areas of products, instruments, and systems with a human-centered approach.
- **Sustainable Design Principles:** Illustrate the appropriate use of materials, processes, product longevity, and life-cycle in sustainable design.
- **Visual Communication:** Create communicative thoughts and ideas visually using clear and detailed methods.

Course Structure

This course consists of studio sessions. The studio is intended to be taken with SMT-207. SMT-207 lectures centered on design history, design process, and visual communication focusing on sustainability. Studio sessions will incorporate practical applications of sustainable design and design processes to create viable solutions to assigned issues with a transparent communication form. Student expectation is to produce visual rendering, preliminary models, and presentations. This course's final culmination is to incorporate a design project and a written report with a presentation.

Instructors

Rico Ruffino - Instructor

Email: rbruffin@ncsu.edu

Phone: 919-515-8657

Office Location: 1022H Biltmore Hall

Office Hours: By appointment

Course Meetings

Studio

Dates & Times: - 75 minutes each class session

Days: F

Time: 10:15pm - 11:30pm

Campus: Main

Location: 105 Hodges Wood Products Laboratory

This meeting is required.

Course Materials

- Sketch Pad

- Marker Paper
- Drawing Pencil Set
- Drawing Pen Felt
- Marker Set Cool Grey

Textbooks

None

Expenses

Costs are connected to course materials, textbooks, and material for projects.

Materials

Readings posted on Moodle -

This material is required.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

SMT 207

Restrictions

None.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

The department will provide transportation for field trips. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class. These trips may include but are not limited to corporation design headquarters, manufacturing facilities, storage facilities, or point of purchase facilities.

Safety & Risk Assumptions

Laboratory safety practices and procedures inside of Hodges Wood Products Laboratory will be discussed the first day of class.

Additional safety training as required for use of specific equipment will be reiterated for the actual laboratory exercises

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please do not attend any hybrid or F2F classes and work with your instructor on any adjustments necessary; also follow other university guidelines, including self-reporting ([Coronavirus Self Reporting](#)): Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.

- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to a F2F class or activity.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your instructor for the appropriate process to make a COVID-19 request (a university-level form can be found [here](#)).

Health and Well-Being Resources

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the [community standards](#) (which have been updated for 2021) and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](#)

Course Expectations Related to COVID-19:

- **Face Coverings:** All members of the NC State academic community are required to follow all [university guidelines](#) and [community standards](#) for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in class and in all NC State buildings and outdoors, with very few exceptions. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. In addition, students are responsible for keeping their course/work area clean. Please follow the cleaning guidelines described by the university.
- **Course Attendance:** NC State attendance policies can be found at: [REG 02.20.03 – Attendance Regulations – Policies, Regulations & Rules](#). Please refer to the course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the health and participation section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
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NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Studio — Week 1 — F

Design Thinking Process - Understand and apply design principles to systematically solve issues in areas of products, instruments, and systems with a human-centered approach. Website: d.school - <https://dschool.stanford.edu/>

- Class is 75 minute in length -

Homework (1) - 20 points**Team Study of the application of Empathize, Define, and Ideate.**

Students will complete working examples.

In and out of Class Activity - Assignment Due following Monday in class.

Studio — Week 2 — F**Design Thinking Process - (Continued)**

- Class is 75 minute in length -

Homework (1) - Continued**Team Study of the application of Empathize, Define, and Ideate.**

Students will complete working examples.

In and out of Class Activity - Assignment Due following Monday in class.

Studio — Week 3 — F**Design Thinking Process - (Continued)**

- Class is 75 minute in length -

Homework (1) - Continued**Team Study of the application of Empathize, Define, and Ideate.**

Students will complete working examples.

In and out of Class Activity - Assignment Due following Monday in class.

Studio — Week 4 — F**Design Thinking Process - (Continued)**

- Class is 75 minute in length -

Homework (2) - 20 Points**Team Study of the application of Prototype, Test, and Assess.**

Students will complete working examples.

In and out of Class Activity - Assignment Due following Monday in class.

Studio — Week 5 — F**Design Thinking Process - (Continued)**

- Class is 75 minute in length -

Homework (2) - Continued**Team Study of the application of Prototype, Test, and Assess.**

Students will complete working examples.

In and out of Class Activity - Assignment Due following Monday in class.

Studio — Week 6 — F**Design Thinking Process - (Continued)**

- Class is 75 minute in length -

Homework (2) - Continued**Team Study of the application of Prototype, Test, and Assess.**

Students will complete working examples.

In and out of Class Activity - Assignment Due following Monday in class.

Studio — Week 7 — F

Visual Communication - To communicate thoughts and ideas visually using clear and detailed methods.

Text: Drawing for Product Designers, by Kevin Henry - Website:

http://dl.booktolearn.com/ebooks2/engineering/industrialdesign/9781856697439_Drawing_for_Product_Designers_b34a.pdf

- Class is 75 minute in length -

Homework (3) - 20 Points

Students to Complete Studio Sketches

Assignment Due following Monday in class.

Studio — Week 8 — F

Visual Communication - (Continued)

- Class is 75 minute in length -

Homework (4) - 20 Points

Students to Complete Studio Sketches

Assignment Due following Monday in class.

Studio — Week 9 — F

Visual Communication - (Continued)

- Class is 75 minute in length -

Homework (5) - 20 Points

Students to Complete Studio Sketches

Assignment Due following Monday in class.

Studio — Week 10 — F

Visual Communication - (Continued)

- Class is 75 minute in length -

Presentations - 100 points

Students to create a presentation: being able to visually communicate your concepts understandably.

Assignment Due following Monday in class.

Studio — Week 11 — F

Working Ideation Digital Concept Develop - Housewares - Find an issue, solve a problem.

- Class is 75 minute in length -

Project (1) - 100 points

From student's research in SMT-207, issues in the area of housewares then work through design thinking and the design process. Students will develop and display their information with illustrations in a creative way up to students.

Assignment due following Wednesday in class of week 12

Studio — Week 12 — F

Working Ideation Digital Concept Develop - Housewares - Find an issue, solve a problem.

- Class is 75 minute in length -

Project (1) - (Continued)

From student's research in SMT-207, issues in the area of housewares then work through design thinking and the design process. Students will develop and display their information with illustrations in a creative way up to students.

Assignment due following Wednesday in class of week 12

Start Wednesday of Week 12

Project (2) - (100 points)

From student's research in SMT-207, using Design Thinking students are to research a product. Design and develop a redesign of this product and develop methods of sustainability for their product. Students will develop and display their information with illustrations and or PowerPoint format.

Assignment

Due following Monday in class of week 14.

Studio — Week 13 — F

Sustainable Design Principles - Understanding and applying the appropriate use of materials, processes, product longevity, and life-cycle.

Research and Report - Pick a product that has been around for a long time. Research the evolution of that product and contrast what its longevity is. Determine your reporting format.

- Class is 75 minute in length -

Project (2) - (Continued)

From student's research in SMT-207, using Design Thinking students are to research a product. Design and develop a redesign of this product and develop methods of sustainability for their product. Students will develop and display their information with illustrations, design flow, and in a PowerPoint format or equivalent.

Assignment Due following Monday in class of week 14.

Studio — Week 14 — F

Final Project - (TBA)

Open class to complete the final project.

- Class is 75 minute in length -

Final Project (1) - 100 points

Studio — Week 15 — F

Final Project - (Continued)

Open class to complete the final project.

- Class is 75 minute in length -

Final Project (1) - Continued

- 15 Week - Final Project Open Class; Due at the end of this week. - TBA

Studio — Week 16 - F

SMT 307 Course Syllabus

SMT 307 – Visual Design Application

Spring 2022

3 Credit Hours

Course Description

This course covers the visual representation of objects intended for product development using 3D CAD design software. Parametric solid modeling of parts and assemblies and creating orthographic views drawings using Solidworks and Rhinoceros software. This course is intended to visually enhance design ideation. We will also study other forms of technology for ideation, for example, but not limited to 3D printing, 3D scanning, Laser Cutter/Engraver, and CNC machines. In this course, students will conduct research and produce designs focusing on sustainability with 2D and 3D visual communication development.

Learning Outcomes

Upon the successful completion of this class, students will be able to,

1. **Solidworks** - Demonstrate solid modeling utilizing parametric features. Students will be able to create part files, drawing files, and assemble files in a systematic manner regarding design.
2. **Rhinoceros** - Assemble curves, surfaces, meshes, dimensions; Analyze, and render ideas. Rhinoceros is primarily a free form surface modeler that utilizes NURBS. .
3. **Ideation Machine Technology** - Manipulate and construct current and new technology that aids us in ideation, prototyping, and potential manufacturing. These technologies are not limited to 3D printing (FRM, SLS, and SLA), 3D scanner, CAD Table, CNC, and 3D Paper Printer.

Course Structure

This course consists of lectures and studio sessions. The lectures will center on how and why to utilize 3D modeling software and prototyping methods. Studio sessions will be a project-based application of the lecture demonstrations. Students will create assignments that focus on the appropriate use of technology on a sustainability basis. The dissemination of information is through lectures, demonstrations, projects, and various homework assignments. Students will produce digital models, 3D rapid prototyping, and presentations. The final examination of this course will be a design project and a written report with a presentation.

Instructors

Rico Ruffino - *Instructor*

Email: rbruffin@ncsu.edu

Phone: 919-515-8657

Office Location: 1022H Biltmore Hall

Office Hours: By appointment

Course Meetings

Lecture

Dates & Times: - 50 minutes each class session

Days: M

Time: 1:55am - 2:45pm

Campus: Main

Location: 105 Hodges Wood Products Laboratory

This meeting is required.

Studio

Dates & Times: - 75 minutes each class session

Days: WF

Time: 1:30pm - 2:45pm

Campus: Main

Location: 105 Hodges Wood Products Laboratory

This meeting is required.

Course Materials

- USB Drive
- Sketch Book
- Drawing Tools (Pens, Pencils, Market, etc.)

Textbook

None

Expenses

Costs are connected to course materials, textbooks, and material for projects.

Materials

Readings posted on Moodle -

This material is required.

Requisites and Restrictions

Prerequisites

SMT 207 and SMT 217

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

Transportation will be provided by: The department will provide transportation for field trips. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class. These trips may include but are not limited to corporation design headquarters, manufacturing facilities, storage facilities, or point of purchase facilities.

Safety & Risk Assumptions

Laboratory safety practices and procedures inside of Hodges Wood Products Laboratory will be discussed the first day of class.

Additional safety training as required for use of specific equipment will be reiterated for the actual laboratory exercises

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please do not attend any hybrid or F2F classes and work with your instructor on any adjustments necessary; also follow other university guidelines, including self-reporting ([Coronavirus Self Reporting](#)): Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to a F2F class or activity.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your instructor for the appropriate process to make a COVID-19 request (a university-level form can be found [here](#)).

Health and Well-Being Resources

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the [community standards](#) (which have been updated for 2021) and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](#)

Course Expectations Related to COVID-19:

- **Face Coverings:** All members of the NC State academic community are required to follow all [university guidelines](#) and [community standards](#) for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in class and in all NC State buildings and outdoors, with very few exceptions. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. In addition, students are responsible for keeping their course/work area clean. Please follow the cleaning guidelines described by the university.
- **Course Attendance:** NC State attendance policies can be found at: [REG 02.20.03 – Attendance Regulations – Policies, Regulations & Rules](#). Please refer to the course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the health and participation section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- **Course Meeting Schedule:** Your course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the

information in this syllabus may have changed. Please discuss any questions you have with the instructor.

- **Classroom Seating:** To support efficient, effective contact tracing, please sit in the same seat when possible and take note of who is sitting around you; instructors may also assign seats for this purpose.
- **Technology Requirements:** This course may require particular technologies to complete coursework. Be sure to review the syllabus for these expectations, and see the [syllabus technical requirements](#) for your course. If you need access to additional technological support, please contact the Libraries' Technology Lending Service: ([Technology Lending](#)).

Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly, including from in-person to remote. Regardless of the delivery method, we will strive to provide a high-quality learning experience.

Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

- **Enhanced S/U Grading Option:** [Enhanced Satisfactory/ Unsatisfactory Grading Option](#)
- **Late Drop:** [Enhanced Late Drop Option](#)

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

Need Help?

If you find yourself in a place where you need help, academically or otherwise, please review this [Step-by-Step Help Topics](#). The College of Natural Resources also offers free academic tutoring for undergraduate courses. For more information, please visit: <https://cnr.ncsu.edu/academics/student-resources/>

Other Important Resources

- **Keep Learning:** [Keep Learning](#)
- **Protect the Pack FAQs:** [Frequently Asked Questions | Protect the Pack](#)
- **NC State Protect the Pack Resources for Students:** [Resources for Students | Protect the Pack](#)
- **NC State Keep Learning, tips for students opting to take courses remotely:** [Keep Learning Tips for Remote Learning](#)
- **Introduction to Zoom for students:** <https://youtu.be/5LbPzzPbYEw>
- **Learning with Moodle, a student's guide to using Moodle:** <https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226>
- **NC State Libraries** [Technology Lending Program](#)

Grading

Grade Components

Component	Weight	Details
Projects	40%	200 points - 2 projects of 100 points each.

Homework	20%	100 points - 10 Homework Assignments of 10 points each.
Presentation	20%	100 points - 1 presentation.
Final Project	20%	100 points - Topic TBA.

Letter Grades

This Course uses Standard NCSU Letter Grading:

97 ≤	A+	≤ 100
93 ≤	A	< 97
90 ≤	A-	< 93
87 ≤	B+	< 90
83 ≤	B	< 87
80 ≤	B-	< 83
77 ≤	C+	< 80
73 ≤	C	< 77
70 ≤	C-	< 73
67 ≤	D+	< 70
63 ≤	D	< 67
60 ≤	D-	< 63
0 ≤	F	< 60

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Late assignments will not be accepted except for an excused absence, or under extenuating circumstances and with imposition of penalties commensurate with tardiness

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Attendance Policy

Attendance will be taken in class. Students are expected to attend the class as the critical material will be disseminated through the class lectures. Lectures notes will be posted on Moodle.

Absences Policy

None.

Makeup Work Policy

Assignments not turned in on a designated deadline because of an excused absence must be submitted within 48 hours of the deadline, unless other arrangements have been made with the instructor due to extenuating circumstances.

Additional Excuses Policy

None.

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Electronically-hosted Components: The course material will be posted on Moodle

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

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Course Schedule

NOTE: The course schedule is subject to change.

Lecture — Week 1 — M

- Each Class is 50 minute in length -

1. **Solidworks:** Solid modeling utilizing a parametric feature. Students will be able to create part files, drawing files, and assemble files in a systematic manner regarding design.
 - a. 1 Week - **Part files**
 - i. Lecture and demonstration on utilizing a parametric feature, parent-child relationship, design interface, feature tools, and sketching tools.

Studio — Week 1 — WF

- Class is 75 minute in length -

Homework (1) - 10 Points

Demonstrates skills through mini-assignments.

Assignment Due following Monday in class.

Lecture — Week 2 — M

- Each Class is 50 minute in length -

- b. 2 Week - **Assembly Files**
 - i. Lecture and demonstration on building intricate designs using a multitude of components of part files or other subassemblies.
 - ii. Understanding importing components and manipulating in a 3-dimensional space utilizing standard mates, advanced mates, and mechanical mating.

Studio — Week 2 — WF

- Class is 75 minute in length -

Homework (2) - 10 Points

Demonstrates skills through mini-assignments.

Assignment Due following Monday in class.

Lecture — Week 3 — M

- Each Class is 50 minute in length -

- c. 3 Week - **Drawing Files**
 - i. Lecture and demonstration on creating detailed 2D drawing use dimensions, notes, datums, tolerance, and annotations to designs.

Studio — Week 3 — WF

- Class is 75 minute in length -

Homework (3) - 10 Points

Demonstrates skills through mini-assignments.

Assignment Due following Monday in class.

Lecture — Week 4 — M

- Each Class is 50 minute in length -

- d. 4 Week - **Simulation, Motion Studies, and Sustainability**
 - i. Lectures and demonstrations on simulation solutions for linear and nonlinear static, frequency, buckling, thermal, fatigue, pressure vessel, drop test, linear and nonlinear dynamic, and optimization analyses.
 - ii. Completing a motion study that graphical simulations the action of designs to gain a better understanding before prototyping.

- iii. Learning sustainability will see the environmental impact reports and life cycle assessment (LCA) information connected with your design.

Studio — Week 4 — WF

- Class is 75 minute in length -

Homework (4) - 10 Points

Demonstrates skills through mini-assignments.
Assignment Due following Monday in class.

Lecture — Week 5 — M

- Each Class is 50 minute in length -

- e. Lecture and demonstration on utilizing and constructing with the program in a problem solving scenario.
 - i. Design Application lesson and examples.

Studio — Week 5 — WF

- Class is 75 minute in length -

Project (1) - 100 Points

Demonstrates skills through mini-assignments.
5 Week - Design Application Project - TBA
Assignment Due following Monday in class.

Lecture — Week 6 — M

- Each Class is 50 minute in length -

- 2. **Rhinoceros:** Rhinoceros is primarily a free form surface modeler that utilizes the NURBS. Students will create curves, surfaces, meshes, dimensions, analyze, and render ideas.
 - a. 6 Week - **Introduction, Rhino Objects, and Selecting Objects**
 - i. Lectures and demonstrations on various Rhino tools and processes -

Studio — Week 6 — WF

- Class is 75 minute in length -

Homework (5) - 10 Points

Demonstrates skills through mini-assignments.
Assignment Due following Monday in class.

Lecture — Week 7 — M

- Each Class is 50 minute in length -

- b. 7 Week - **Navigating Viewports, Accurate Modeling, and Create Surfaces from Curves**
 - i. Lectures and demonstrations on various Rhino tools and processes.

Studio — Week 7 — WF

- Class is 75 minute in length -

Homework (6) - 10 Points

Demonstrates skills through mini-assignments.
Assignment Due following Monday in class.

Lecture — Week 8 — M

- Each Class is 50 minute in length -

- c. 8 Week - **Edit Curves and Surfaces, Transforms - Move, Copy, Rotate, and Scale, and Organization - Layers, Groups, and Blocks**
 - i. Lectures and demonstrations on various Rhino tools and processes.

Studio — Week 8 — WF

- Class is 75 minute in length -

Homework (7) - 10 Points

Demonstrates skills through mini-assignments.
Assignment Due following Monday in class.

Lecture — Week 9 — M

- Each Class is 50 minute in length -

- d. 9 Week - **Annotation - Dimensions and Text, Curve and Surface Analysis, and Render**
 - i. Lectures and demonstrations on various Rhino tools and processes.

Studio — Week 9 — WF

- Class is 75 minute in length -

Homework (8) - 10 Points

Demonstrates skills through mini-assignments.
Assignment Due following Monday in class.

Lecture — Week 10 — M

- Each Class is 50 minute in length -

- e. 10 Week - Lecture and demonstration on utilizing and constructing with the program in a problem solving scenario.
 - i. Design Application lesson and examples.

Studio — Week 10 — WF

- Class is 75 minute in length -

Project (2) - 100 Points

Demonstrates skills through mini-assignments.
5 Week - Design Application Project - TBA
Assignment Due following Monday in class.

Lecture — Week 11 — M

- Each Class is 50 minute in length -

- 3. **Ideation Machine Technology** - Understand current and new technology that aids us in ideation, prototyping, and potential manufacturing. These technologies are but are not limited to 3D printing (FRM, SLS, and SLA), 3D scanner, CAD Table, CNC, and 3D Paper Printer, VR Sketching.

Readings: "TANGIBLE SKETCHING WITH 3D PRINTING", Alex Lobos, IDSA, Rochester Institute of Technology - Open discussion

- a. 11 Week - **Additive Manufacturing** -
 - i. What is additive manufacturing, and how it applies to sustainable design?

- ii. Lecture on additive manufacturing and its current and future role.
- iii. Lecture on FRM, SLS, and SLA printing.
- iv. Lecture on the available filament material and how they differ in the printing process and what new potential materials are on the horizon.
- v. Open discussion on how this manufacturing process can assist in sustainable design.

Studio — Week 11 — WF

- Class is 75 minute in length -

Homework (9) - 10 Points

Demonstrates skills through mini-assignments.
Assignment Due following Monday in class.

Lecture — Week 12 — M

- Each Class is 50 minute in length -

- a. 12 Week - **Subtractive Manufacturing**
 - i. What is subtractive manufacturing, and how does it apply to sustainable design?
 - ii. Lecture on subtractive manufacturing and its current and future role.
 - iii. Lecture on CNC machining (turning, drilling, boring, milling, reaming), Electrical discharge machining (EDM), and Water jet cutting.

Studio — Week 12 — WF

- Class is 75 minute in length -

Homework (10) - 10 Points

Demonstrates skills through mini-assignments.
Assignment Due following Monday in class.

Lecture — Week 13 — M

- Each Class is 50 minute in length -

- b. 13 Week - **CAD Table and 3D Paper Printer**
 - i. Types - What are the different types of systems today, and where is the technology heading?
 - ii. Techniques - What are the current and future methods of use?
 - iii. Benefits - What are the advantages and disadvantages of each machine?

Studio — Week 13 — WF

- Class is 75 minute in length -

Presentation (1) -

Students prepare for the following week's presentation.

Lecture — Week 14 — M

- Each Class is 50 minute in length -

- c. 14 Week - **3D Scanning and VR Sketching**
 - i. Types - What are the different types of systems today, and where is the technology heading?
 - ii. Techniques - What are the current and future methods of use?
 - iii. Benefits - What are the advantages and disadvantages of each machine?

Studio — Week 14 — WF

- Class is 75 minute in length -

Presentation (1) - 100 Points

Students display comprehension of knowledge by illustrating the current and future benefits of prototyping technologies.

Assignment Due in class week 14.

Lecture — Week 15 — M

- Each Class is 50 minute in length -

d. 15 Week - Final Design Challenge

- Design and Develop a solution to better, environmentally friendly, and humane mousetrap.
- Apply the Design Process and Sustainability Principles to solve this dilemma.

Studio — Week 15 — WF

- Class is 75 minute in length -

Final Project (1) - 100 points

- 15 Week - Final Exam/Project Due end of class on Friday of week 15

Lecture — Week 16 —



BIO 270 Introduction to Evolution (3 cr)

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INSTRUCTOR INFORMATION

Name	Office Phone	Email	Office Location
Dr. Adam Hartstone-Rose <i>he/him/his</i>	919.515.1761	AdamHRose@ncsu.edu	3546 Thomas Hall
Dr. Dahlia Nielsen <i>she/her/hers</i>	919-515-2586	dahlia@statgen.ncsu.edu	358 Ricks Hall
Dr. Brian Langerhans <i>he/him/his</i>	919-515-3514	langerhans@ncsu.edu	246 David Clark Labs
Dr. Elena Schroeter <i>she/her/hers</i>	919-515-7838	easchroe@ncsu.edu	1712 Varsity Research Building

COURSE INFORMATION

Course Website: wolftware.ncsu.edu

Course Credit Hours: 3

MWF 9:35-10:25

Course Description

"Evolution is the fundamental idea in all of life science - in all of biology."

-Bill Nye the Science Guy, 2012

"Nothing in biology makes sense except in the light of evolution."

-Theodosius Dobzhansky, 1973

"Plus ça change, plus c'est la même chose"

-Jean-Baptiste Alphonse Karr, 1848

Evolution is the "grand unifying theory" that underlies all of modern biology. In this team-taught, lecture and discussion-based introductory course, students will learn about: the history of the concept of evolution and how it is discussed in modern society; sources of variation and forces of evolution; microevolution, speciation, and the nature of species; common descent, phylogeny, and the tree (and web) of life; macroevolution and modeling evolutionary trends; the role of the fossil record, including that of our own lineage, in understanding evolution in deep time. Students will learn core foundational knowledge and how to discuss and contextualize evolutionary concepts.

Prerequisites/Corequisites

BIO 181 or BIO 105/106 or equivalent

COURSE DELIVERY AND STRUCTURE

This course is primarily lecture and reading based, supplemented with discussions, written reflections and in-class activities. Grades (see below) are based on 4 non-cumulative exams (equally weighted) and responses to discussion prompts.

COMMUNICATION

Communication with students will be via email and Moodle.

In an effort to affirm and respect the identities of all members of the classroom and beyond, please contact course facilitators (wolfpack-solutions@ncsu.edu) if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory. You can update your personal information in MyPack Portal -- for instructions on how to do so, please visit: <https://studentservices.ncsu.edu/your-resources/privacy/pronouns-and-gender-identity/> and <https://studentservices.ncsu.edu/your-resources/privacy/preferred-name/>

Announcements

Announcements will be posted on Moodle.

Office Hours

Please email the instructors to set up individual appointments, or speak to them in class.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. *Define evolution as change in allele frequency in a biological population over time and explain each of the concepts included in that definition*
2. *Discuss and compare the historical and modern context for evolutionary theory and provide examples of how it is an active field of research*
3. *Provide examples of how evolution forms the unifying and overarching framework of all biology*
4. *Describe the mechanisms (both selective and random) by which evolution occurs*
5. *Articulate how genetic information transfers across generations and provides the basis for micro- and macroevolutionary change*
6. *Describe tools of evolutionary analysis used to model evolutionary trends*
7. *Describe different evolutionary subdisciplines and provide examples of interactions among them.*

Commented [AHR1]: Should we add an outcome related to critical thinking/synthesis (given that "evolution" is a concept that spans/connects all biology subdisciplines/written reflection?

COURSE SCHEDULE

Wk	Date	Instructor	Topics, Readings, Assignments
1	Monday (1/18)		no class meeting -- MLK Day
	Wednesday (1/20)	AHR	Introduction to course: A Case for Evolutionary Thinking Readings: Origin, Graphic Adaptation
	Friday (1/22)	AHR	Darwin and his Theory and the Pattern Evolution Readings: Origin, Graphic Adaptation
2	Monday (1/25)	AHR	Discuss Evolution by Natural Selection Readings: Origin, Graphic Adaptation NOTE: Before each "Discuss/Explore" class (typically on Fridays), you will be given a discussion prompt and may be asked to submit a question or written thought via Moodle that can be used in class to guide the discussion. These assignments are designed to help prepare you to make the most of the Discuss/Explore class session.
	Wednesday (1/27)	Dickinson/ AHR	Estimating Evolutionary Trees Reflection Due
	Friday (1/29)	Dickinson/ AHR	Discuss/Explore Phylogeny
3	Monday (2/1)	AHR	EXAM 1
	Wednesday (2/3)	Nielsen	Variation Among Individuals
	Friday (2/5)	Nielsen	Discuss/Explore Variation
4	Monday (2/8)	Nielsen	Mendelian Genetics: Random Mating, Hardy-Weinberg Reflection Due
	Wednesday (2/10)	Nielsen	Mendelian Genetics 1: Drift
	Friday (2/12)	Nielsen	Discuss/Explore Random Mating, Hardy-Weinberg, Drift
5	Monday (2/15)	Nielsen	Mendelian Genetics 2: Mutation and Selection Reflection Due
	Wednesday (2/17)	Nielsen	Mendelian Genetics 3: Selection
	Friday (2/19)	Nielsen	Discuss/Explore Genetic Drift, Mutation, Selection
6	Monday (2/22)	Nielsen	Evolution at Multiple Loci: Linkage and Sex Reflection Due
	Wednesday (2/24)	Nielsen	Evolution at Multiple Loci: Quantitative Genetics

7	Friday (2/26)	Nielsen	Discuss/Explore Linkage and Sex and Quantitative Genetics
	Monday (3/1)	Nielsen	EXAM 2
	Wednesday (3/3)	AHR & Langerhans	Studying Adaptation: Evolutionary Analysis of Form and Function
	Friday (3/5)		Wellness Day (No Class)
8	Monday (3/8)	Langerhans	Sexual Selection
	Wednesday (3/10)	Langerhans	Aging and Other Life History Characters
	Friday (3/12)	Langerhans	Discuss/Explore Evolution of Life Histories
9	Monday (3/15)	Langerhans	Genomes and the Molecular Basis of Adaptation Reflection Due
	Wednesday (3/17)	Paciulli?	The Evolution of Social Behavior
	Friday (3/19)	Paciulli?	Discuss/Explore Social Behavior
10	Monday (3/22)	Thorne?	Human Evolution Reflection Due
	Wednesday (3/24)		Wellness Day (No Class)
	Friday (3/26)	Thorne?	Discuss/Explore Evolution and Human Health
11	Monday (3/29)	Langerhans	Mechanisms of Speciation Reflection Due
	Wednesday (3/31)	Langerhans	Discuss/Explore Speciation
	Friday (4/2)	Langerhans	EXAM 3
12	Monday (4/5)	Schroeter	The Origins of Life and Precambrian Evolution Reflection Due
	Wednesday (4/7)	Schroeter	Evolution and the Fossil Record
	Friday (4/9)	Schroeter	Discuss/Explore the Fossil Record
13	Monday (4/12)	Schroeter	Evolutionary Transitions - a broad history of life over time Reflection Due
	Wednesday (4/14)	Schweitzer	Development and Evolution
	Friday (4/16)	Schweitzer	Discuss/Explore Skeletal Development
14	Monday (4/19)	Walker	Human Evolution – fossil record Reflection Due

15	Wednesday (4/21)	Walker	Human Evolution – fossil record
	Friday (4/23)	Walker	Discuss/Explore the Human Fossil Record
	Monday (4/26)	AHR & Langerhans	Evolutionary Discourse in Society Reflection Due
	Wednesday (4/28)	AHR & Langerhans	Discuss/Explore Evolutionary Discourse in Society
	Friday (4/30)	All profs	What does this all mean?
F		Schroeter	Exam 4 Overarching Summary Reflection (worth 25 points) Due by end of Exam Week

Please note: course schedule is subject to change.

COURSE MATERIALS

Required Book

Charles Darwin's On the Origin of Species – a Graphic Adaptation (Keller) – Currently (Jan, 2021) available New for \$15.99 through Amazon w/ even cheaper used options.

Required Readings

Additional reading assignments will be provided via Moodle (and announced via Moodle or in class before required for use)

Required Software

Any software that can be used to type reflections that can be opened in MS Word

Optional Materials

Textbook: Evolutionary Analysis (Herron & Freeman)

Other readings posted in Moodle as the crop up in media or related to discussion.

TECHNOLOGY REQUIREMENTS

Hardware

NC State's Online and Distance Education provides [technology requirements and recommendations](#) for computer hardware.

Software

Any software that can be used to type reflections that can be opened in MS Word

Minimum Technology Skills

- > Obtain regular access to a reliable internet connection
- > Proficient typing and word processing skills
- > Ability to use online communication tools, especially email.
- > Download attachments
- > Knowledge of copy/paste and use of spell check
- > Internet skills and ability to perform online research using various search engines and library databases. Visit [Distance Learning Services](#) at NCSU Libraries for more information.

Commented [2]: Can you be more specific here?
Anything you know that does not work?

Commented [AHR3R2]: I honestly don't know all of the ways that students are writing! They are much more aware than I am. Many of my students have taken to using google versions of software, all of which seem to be compatible with MS Word, other than for tracked changes and reference management – neither of which are an issue for this class.

How would YOU like this worded?



COURSE POLICIES

Grading Policy

Exams that are missed for an approved reason can be made up in a reasonable amount of time by scheduling with the lead instructor for that section. Missed reflections/writing assignments can be made up at the discretion of, and in a manner determined by, the leader of the section of the course during which the assignment was due (e.g., Langerhans for block 3, Schroeter for block 4)

Assignment	Points (Total: 500points)
Exam 1	75
Exam 2	75
Exam 3	75
Exam 4 ^a	75
Discussion preparation questions, reflections, and other short writing assignments ^b	200

^aAlthough Exam 4 takes place during the final examination period, it is not cumulative (none of the exams are cumulative) .

^bSee the generic reflection assignment/rubric to be discussed in the first week for an explanation of this repeated assignment.

Commented [AHR5R4]: They are getting their grades on every reflection (thus far within 7-10 days of their post) and I give written feedback for anyone that needed to improve in addition to a general conversation to the class about the assignment when it was clear that ~1/2 didn't really grasp how to ace that assignment. Even so, the WORST scores on the first reflection we 11/15, and have gone up from there.

So, yes, I gave written feedback on the reflection (and ever written piece from the first exam as well, btw) that could have been improved. I am not 100% sure that the other instructors are following suit, but I believe they are!

Obviously it was particularly important on the first ones, and we accomplished that carefully.

Commented [4]: will feedback be provided at different points during the semester so students are clear on how they are doing or how they can improve?
Discussion grading can be very unclear to students



Grading Scale

This course uses this grading scale:

Low	Letter	High
97 ≤	A+	≤ 100 <u>%</u>
93 ≤	A	< 97
90 ≤	A-	< 93
87 ≤	B+	< 90
83 ≤	B	< 87
80 ≤	B-	< 83
77 ≤	C+	< 80
73 ≤	C	< 77
70 ≤	C-	< 73
67 ≤	D+	< 70
63 ≤	D	< 67
60 ≤	D-	< 63
0 ≤	F	< 60

Late Assignments

- *Up to 10% of the assignment's value will be deducted for each day that assignment is late.*



- *Students may only make up missed exams for reasons accepted under University policy.*

Incomplete Grades

A grade of Incomplete (IN) may be assigned at the discretion of the instructor. This will be considered only under exceptional circumstances that seriously interrupt your work and that are not caused by negligence. An IN grade is appropriate only if your record in this course is such that the successful completion of missed assignments would enable you to pass the course. If an IN is granted, it is the student's responsibility to understand and comply with the terms under which the instructor will change the grade upon completion of required work.

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. Please review the university policy on incomplete grades.

Attendance and Participation

Attendance and participation are required in this course because they are an important part of learning for both you and your classmates. Students are expected to actively participate in lectures – ask questions! – and especially in Discuss/Explore sessions. Students who repeatedly have issues with attendance/participation/tardiness might lose points from the “Discussion reflections and short writing assignments” portion of the grade since the reflection assignment explicitly asks you to write about what was discussed in class; it is not possible to fully reflect on discussions if you are not present and contributing to them. If you have, or develop, a strong disaffinity for public speaking or exams (e.g., issues with anxiety), please discuss this with one of the instructors (if you are comfortable doing so) and we will come up with alternative approaches for these components of the course. The University also offers counseling resources (see below) that can help manage these issues and interface with your instructors to develop a plan entirely focused on your success.

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the [Academic Integrity](#) web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

Inclusion

It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Educational and employment decisions should be



based on factors that are germane to academic abilities or job performance. North Carolina State University ("NC State") strives to build and maintain an environment that supports and rewards individuals on the basis of relevant factors such as ability, merit and performance. Accordingly, NC State engages in equal opportunity and affirmative action efforts, and prohibits discrimination, harassment, and retaliation, as defined by this policy.

This classroom is an inclusive space. Students and instructors in this course will treat one another with respect regardless of race, ethnicity, national origin, religion, ability, age, sexual orientation, sex, gender identity, or veteran status. Diversity of perspective and scientific thought is a priority of this course.

Supporting Fellow Students in Distress

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. Should you feel concerned about the safety or wellbeing of **any** member of the Wolfpack community, consider registering this concern with NC State CARES.

STUDENT SERVICES

- > [Academic Advising](#)
- > [Registering for Classes](#)
- > [Financial Aid](#)
- > [Accessibility Support](#)
- > [Online and Distance Education website](#)
- > [Student Ombuds Services](#)
- > [Student Behavioral Case Management at NC State \(NC State CARES\). Submit a referral about concerning behavior here.](#)
- > [Pack Essentials](#): food pantry, emergency financial assistance, housing resources.
- > [Supplemental Nutrition Assistance Program \(SNAP\)](#): college students **can** qualify for assistance with food expenses through SNAP. No social security number is required.
- > [More in My Basket](#): NC State office that assists with completing SNAP applications.
- > [Wolfpack Styled Professional Clothing Closet](#)



TECHNICAL SUPPORT

NC State University HELP Desk:

- > Website: <https://help.oit.ncsu.edu/>
- > Email: help@ncsu.edu
- > Phone: 919.515.HELP
- > Walk-in Support
- > Office location: West Dunn Building, Room 101

Hours:

Semester	Monday-Friday	Saturday
Fall and Spring	8 a.m. to 7 p.m. After 5 p.m., please ring doorbell.	Noon to 5 p.m. Please ring doorbell.
Summer	8 a.m. to 5 p.m.	Noon to 5 p.m. Please ring doorbell.

Students can receive computer support in these areas:

- > **Operating system**
Including virus and spyware removal
- > **Software**
Most software packages are easy to install, but if you encounter difficulty, Walk-in Center staff are happy to help.
- > **Network connectivity**
ResNet and the campus wireless network
- > **Warranty and hardware repair**
For computers and warranties purchased through the NC State Bookstore
- > **Unity account**
Including password resets, disabled accounts
- > **2SV support**
Duo and Google two-step verification support

ELECTRONIC COURSE COMPONENTS

This course may involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. Students will be asked to sign a consent form allowing disclosure of their personally identifiable work. No student is required to sign the consent form as a condition of taking the course. If a student does not want



to sign the consent form, he or she has the right to ask the instructor for an alternative, private means of completing the coursework.

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- > [Equal Opportunity and Non-Discrimination Policy Statement](#) and [additional references](#)
- > [Code of Student Conduct](#)
- > [Grades and Grade Point Average](#)
- > [Credit-Only Courses](#)
- > [Audits](#)

STUDENTS WITH DISABILITIES

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the [Disability Resource Office](#) at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

NC STATE UNIVERSITY

TO: Office of the Dean for Academic and Student Affairs
FROM: Lisa Parks, Director of Undergraduate Programs, BS in Biological Sciences
RE: Updates to 17BIOSCHB (Human Biology)
DATE: 12 March 2021

Proposed effective date: when approved

Proposed changes and justification

This memo proposes the following changes to the 17BIOSCHB curriculum.

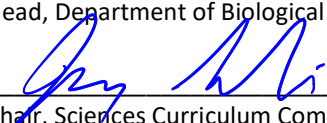
Section	Changes	Justification
Biological Sciences	Decrease "Biochemistry" requirement from 4 to 3 cr (-1)	Necessary to accommodate the change in BCH 351 (from 4 to 3 cr); students can still take either BCH 351 or 451 to meet this requirement
Free Electives	Increase Free Electives from 9 to 10 cr (+1 cr)	Necessary to keep total credit hours at 120

SIGNATURES:



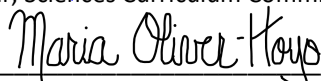
3/15/2021

Head, Department of Biological Sciences Date



3/23/21

Chair, Sciences Curriculum Committee Date



03/23/2021

Assoc. Dean of Academic Affairs, COS Date

Chair, University Courses & Curricula Committee Date

Dean, Academic and Student Affairs Date

PROPOSED EFFECTIVE DATE: when approved

APPROVED EFFECTIVE DATE: _____

NC STATE UNIVERSITY

TO: Office of the Dean for Academic and Student Affairs
FROM: Lisa Parks, Director of Undergraduate Programs, BS in Biological Sciences
RE: Updates to 17BIOSCIPN
DATE: 12 March 2021

Proposed effective date: when approved

Proposed changes and justification

This memo proposes the following changes to the 17BIOSCIPN curriculum.

Section	Change	Justification
Biological Sciences	Decrease "Biochemistry" requirement from 4 to 3 cr (-1)	Necessary to accommodate the change in BCH 351 (from 4 to 3 cr); students can still take either BCH 351 or 451 to meet this requirement
Major Electives	Add to the "Supraorganismal" list of course options: BIO 270 Introduction to Evolution (3 cr)	New course
Major Electives	Add to the "Additional Science & Math" list: BIO 270	New course
Free Electives	Increase Free Electives from 9 to 10 cr (+1)	Necessary to keep the total credit hours at 120

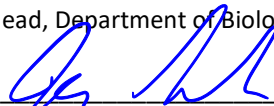
SIGNATURES:



3/12/2021

Head, Department of Biological Sciences

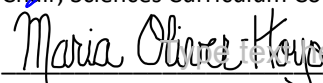
Date



3/23/21

Chair, Sciences Curriculum Committee

Date



03/23/2021

Assoc. Dean of Academic Affairs, COS

Date

PROPOSED EFFECTIVE DATE: when approved

Chair, University Courses & Curricula Committee Date

Dean, Academic and Student Affairs

Date

APPROVED EFFECTIVE DATE: _____

**College of Sciences**

Department of Marine, Earth,
and Atmospheric Sciences

Campus Box 8208 / 1125 Jordan Hall
Raleigh, NC 27695-8208

919.515.3711

www.meas.ncsu.edu

Memorandum

Date: March 9, 2021
To: UCCC
From: Carrie Thomas, Director of Undergraduate Programs,
Marine, Earth & Atmospheric Sciences
Re: Revision of Curriculum

Proposed effective date: August 2021

Plan affected: 17GEOLBS

Impact on current students: No impact is expected on current students as a new requirement term and audit will be created for new, incoming students. Current students will remain on the current audit.

List of revisions with reasons:

- 1) Update/repair the course list for the Math/Science Option in the degree audit to match the option. The option as approved in 2012 includes BIO 181, 183; CH 220, 221, 222; MA 242; MAE 301; or any 300-level or higher course in BIO, CH, MA, PY, or ST. However, the degree audit lists many other courses. We are not sure how the courses have populated the list (some are artifacts of old cross listings), but we request that the list be repaired. In addition, MAE 301 is no longer listed in the catalog, so it should be removed.
- 2) Add MEA 300 Environmental Geology to the Applied Earth Science Elective list. Adding this course to the list is in the spirit of the requirement and expands student options.
- 3) Add MEA 369 Life on Earth: Principles of Paleontology and MEA 415 Climate Dynamics to the Restricted Earth Science Elective list. These are new courses added to the catalog since the elective list was created. They expand the options for students.
- 4) Require MEA 466 Preparatory Course for Field Camp (1 credit hour) in the spring of the junior year. This course has been taught for several years as a free elective. The geology faculty have found that students who complete the course before attending field camp are more successful, so the course will now be required for all majors. One credit hour of free electives will be removed and a GEP Social Science Requirement will be shifted to fall semester junior year to balance the addition.
- 5) Add a footnote to the second PE GEP requirement that recommends HESO 253 Orienteering. Orienteering helps develop our student's ability to read maps and use a compass which aligns with at least one of our program outcomes. Adding a footnote will help alert students to this option during advising.
- 6) Update footnotes to reflect the above changes to the curriculum.

Attachments:

Signature page

Current Semester-by-Semester Plan with Mark-ups

Proposed Format A

Proposed Format B

Signature Page

Endorsed By:

Lewis A Owen

3/16/2021

Head, Department/Program

Date

Recommended By:

[Signature]

3/23/21

Chair, College Curriculum Committee

Date

Endorsed By:

Maria Oliver-Hoy

03/23/2021

Assoc. Dean of Academic Affairs, COS

Date

Recommended By:

Chair, University Courses & Curricula Committee

Date

Approved By:

Dean, DASA

CURRENT SEMESTER-BY-SEMESTER DISPLAY WITH MARK-UPS

Degree/Plan Title: BS in Geology

Concentration/Subplan Title: 17GEOLBS

Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MA 141 (or MA 131) Calculus I ^{1, A}	3-4 CP	CH 101 Chemistry Molecular Science ^{1, B}	3 CP
MEA 100 Earth Systems Science ^{2, G, J}	4	CH 102 General Chemistry Lab ^{3, B}	1
MEA 101 Geology I: Physical ^{2, 5}	3 CP	ENG 101 Acad. Writing and Research ^{1, H}	4
MEA 110 Geology I Lab ²	1 CP	MA 241 (or MA 231) Calculus II ^{1, A}	3-4
HESF 1** Health & Exercise Studies ^E	1	MEA 202 Geology II: Historical ²	3
COS 100 Science of Change ^{4, G}	2	MEA 211 Geology II Lab ²	1
	Total: 14-15		Total: 15-16
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
CH 201 Chemistry Quant. Science ^{3, B}	3	Computer Science Option ⁷	3
CH 202 General Quant. Lab ³	1	MEA 450 Sed. Petrol. & Strat. ²	4
Math/Science Option ^{3, 6}	3	Physics II (PY 208/209 or PY 212) ³	4
MEA 410 Intro. to Mineral. & Petrology ²	4 CP	GEP Social Sciences Requirement ^D	3
Physics I (PY 205/206 or PY 211) ¹	4		
	Total: 15		Total: 14
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Math/Science Option ^{3, 6}	3	Advanced Writing Elective ⁹	3
MEA 451 Structural Geology ²	4	Advised Elective ^{2, 10}	3
Restricted Earth Science Elective ^{2, 8}	3	COM 110 Public Speaking	3
Free Elective ¹³	3	MEA 466 Field Camp Prep	1
GEP Social Sciences Requirement ^D	3	MEA 495 Junior Seminar in MEAS ²	1
		Surface Processes Elective ^{2, 11}	3
		GEP Social Sciences Requirement ^D	3
	Total: 135		Total: 164
SUMMER SESSION I			
MEA 465 Geologic Field Camp ² 4 credits			
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Applied Earth Science Elective ^{2, 12}	3	Advised Elective ^{2, 10}	3
Advised Elective ^{2, 10}	4	Advised Elective ^{2, 10}	3
GEP Humanities Requirement ^C	3	Restricted Earth Science Elective ^{2, 8}	3
GEP Additional Breadth Requirement ^F	3	GEP Humanities Requirement ^C	3
HES *** Health & Exercise Studies ^{E, 14}	1	Free Elective ¹³	3
	Total: 14		Total: 15
Minimum Credit Hours Required for Graduation*: 120 ^{I, K}			

Major/Program Footnotes:

1. A grade of a C- or higher is required in ENG 101; CH 101; MA 131, 141, 231, 241; PY 205, 211.
2. No more than one D will be allowed in MEA courses and Restricted and Advised Electives.
3. No more than one D will be allowed in other math and natural science courses.
4. COS 100 is for new freshmen only. Transfer students will need to select a course from the GEP Interdisciplinary Perspectives course list.
5. Transfer students who have completed MEA 120, MEA 140, MEA 150 or MEA 200 can use those credits in lieu of MEA 101. All students must complete MEA 110.
6. Math/Science Option to be selected from BIO 181, 183; CH 220, 221, 222; MA 242; ~~MAE 301~~; or any 300-level or higher course in BIO, CH, MA, PY, or ST.
7. One of the following GIS 280, MA 116, CSC 112, CSC 113, CSC 116, or CSC 200. GIS 280 or MA 116 is recommended for most students.
8. Restricted Earth Science Electives to be chosen from MEA 300, MEA 323, ~~MEA 369~~, MEA 411, ~~MEA 415~~, MEA 440, MEA 459, MEA 470, MEA 471, MEA 481, or MEA 485.
9. Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. The Advanced Writing Elective satisfies the Communication in the Major Co-Requisite.

10. Advised Electives are in the geosciences and related fields and are to be selected with the advice and consent of the advisor to meet the student's career objective.

11. Surface Processes Elective to be chosen from MEA 411, MEA 459, and MEA 481.

12. Applied Earth Science Elective to be chosen from **MEA 300**, MEA 323, MEA 485, or MEA 471.

13. Free electives may not be MA 100, MA 101, MA 103, MA 107, MA 108, or MA 111.

14. HESO 253 Orienteering is recommended.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied.

University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

- A. **Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)
Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **MA 131, MA 141, MA 231, or MA 241**
- B. **Natural Sciences** (7 credit hours – include one laboratory course or course with a lab)
Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **CH 101, CH 102, CH 210,**
- C. **Humanities** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**
- D. **Social Sciences** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**
- E. **Physical Education/Healthy Living** (2 credit hours – at least one 100-level Fitness and Wellness Course)
Choose from the University approved GEP Physical Education/Healthy Living course list.
- F. **Additional Breadth** - (3 credit hours to be selected from the following checked University approved GEP course lists)
X Humanities/Social Sciences/Visual and Performing Arts
- G. **Interdisciplinary Perspectives** (5-6 credit hours)
Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **COS 100, MEA 100**
- H. **Introduction to Writing** (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

- I. **U.S. Diversity (USD)**
Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**
- J. **Global Knowledge (GK)**
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**
- K. **Foreign Language proficiency** - Proficiency at the FL_102 level is required for graduation.

FORMAT A
(SEMESTER-BY-SEMESTER CURRICULUM DISPLAY)

Indicate display status: Current: Proposed: X Proposed Effective Semester: Fall 2021

Degree/Plan Title: BS in Geology Concentration/Subplan Title: 17GEOLBS

Plan SIS Code: n/a Subplan SIS Code: n/a

New Degree Audit required? (Y or N) Y

Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MA 141 (or MA 131) Calculus I ^{1, A}	3-4 CP	CH 101 Chemistry Molecular Science ^{1, B}	3 CP
MEA 100 Earth Systems Science ^{2, G, J}	4	CH 102 General Chemistry Lab ^{3, B}	1
MEA 101 Geology I: Physical ^{2, 5}	3 CP	ENG 101 Acad. Writing and Research ^{1, H}	4
MEA 110 Geology I Lab ²	1 CP	MA 241 (or MA 231) Calculus II ^{1, A}	3-4
HESF 1** Health & Exercise Studies ^E	1	MEA 202 Geology II: Historical ²	3
COS 100 Science of Change ^{4, G}	2	MEA 211 Geology II Lab ²	1
	Total: 14-15		Total: 15-16
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
CH 201 Chemistry Quant. Science ^{3, B}	3	Computer Science Option ⁷	3
CH 202 General Quant. Lab ³	1	MEA 450 Sed. Petrol. & Strat. ²	4
Math/Science Option ^{3, 6}	3	Physics II (PY 208/209 or PY 212) ³	4
MEA 410 Intro. to Mineral. & Petrology ²	4 CP	GEP Social Sciences Requirement ^D	3
Physics I (PY 205/206 or PY 211) ¹	4		
	Total: 15		Total: 14
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Math/Science Option ^{3, 6}	3	Advanced Writing Elective ⁹	3
MEA 451 Structural Geology ²	4	Advised Elective ^{2, 10}	3
Restricted Earth Science Elective ^{2, 8}	3	COM 110 Public Speaking	3
Free Elective ¹³	2	MEA 466 Field Camp Prep	1
GEP Social Sciences Requirement ^D	3	MEA 495 Junior Seminar in MEAS ²	1
		Surface Processes Elective ^{2, 11}	3
	Total: 15		Total: 14
SUMMER SESSION I			
MEA 465 Geologic Field Camp ² 4 credits			
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Applied Earth Science Elective ^{2, 12}	3	Advised Elective ^{2, 10}	3
Advised Elective ^{2, 10}	4	Advised Elective ^{2, 10}	3
GEP Humanities Requirement ^C	3	Restricted Earth Science Elective ^{2, 8}	3
GEP Additional Breadth Requirement ^F	3	GEP Humanities Requirement ^C	3
HES *** Health & Exercise Studies ^{E, 14}	1	Free Elective ¹³	3
	Total: 14		Total: 15
Minimum Credit Hours Required for Graduation*: 120 ^{1, K}			

Major/Program Footnotes:

1. A grade of a C- or higher is required in ENG 101; CH 101; MA 131, 141, 231, 241; PY 205, 211.
2. No more than one D will be allowed in MEA courses and Restricted and Advised Electives.
3. No more than one D will be allowed in other math and natural science courses.
4. COS 100 is for new freshmen only. Transfer students will need to select a course from the GEP Interdisciplinary Perspectives course list.
5. Transfer students who have completed MEA 120, MEA 140, MEA 150 or MEA 200 can use those credits in lieu of MEA 101. All students must complete MEA 110.

6. Math/Science Option to be selected from BIO 181, 183; CH 220, 221, 222; MA 242; or any 300-level or higher course in BIO, CH, MA, PY, or ST.
7. One of the following GIS 280, MA 116, CSC 112, CSC 113, CSC 116, or CSC 200. GIS 280 or MA 116 is recommended for most students.
8. Restricted Earth Science Electives to be chosen from MEA 300, MEA 323, MEA 369, MEA 411, MEA 415, MEA 440, MEA 459, MEA 470, MEA 471, MEA 481, or MEA 485.
9. Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. The Advanced Writing Elective satisfies the Communication in the Major Co-Requisite.
10. Advised Electives are in the geosciences and related fields and are to be selected with the advice and consent of the advisor to meet the student's career objective.
11. Surface Processes Elective to be chosen from MEA 411, MEA 459, and MEA 481.
12. Applied Earth Science Elective to be chosen from MEA 300, MEA 323, MEA 485, or MEA 471.
13. Free electives may not be MA 100, MA 101, MA 103, MA 107, MA 108, or MA 111.
14. HESO 253 Orienteering is recommended.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied.

University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

- A. **Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)
Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: MA 131, MA 141, MA 231, or MA 241
- B. **Natural Sciences** (7 credit hours – include one laboratory course or course with a lab)
Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: CH 101, CH 102, CH 210,
- C. **Humanities** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: none
- D. **Social Sciences** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: none
- E. **Physical Education/Healthy Living** (2 credit hours – at least one 100-level Fitness and Wellness Course)
Choose from the University approved GEP Physical Education/Healthy Living course list.
- F. **Additional Breadth** - (3 credit hours to be selected from the following checked University approved GEP course lists)
☒ Humanities/Social Sciences/Visual and Performing Arts
- G. **Interdisciplinary Perspectives** (5-6 credit hours)
Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: COS 100, MEA 100
- H. **Introduction to Writing** (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

- I. **U.S. Diversity** (USD)
Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: none
- J. **Global Knowledge** (GK)
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: none
- K. **Foreign Language proficiency** - Proficiency at the FL_102 level is required for graduation.

CURRICULUM REQUIREMENTS

Format B

<u>Degree/Plan Title:</u> BS in Geology	<u>Plan SIS Code:</u> 17GEOLBS
<u>Concentration/Subplan Title:</u> n/a	<u>Subplan SIS Code:</u> n/a
<u>Indicate requirements status:</u> Current: Proposed: X	<u>Proposed</u> Effective Semester: Fall 2021
<u>New Degree Audit required?</u> (Y or N) Y	
<u>Critical Path Courses</u> - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.	

MAJOR FIELD OF STUDY REQUIREMENTS:		
<i>Required Courses/Groups/ Electives:</i>	<i>Credit Hours</i>	<i>GEP category, if applicable</i>
<p>Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. course.</p> <p>Indicate if course or course groupings have a C-wall or MGPA requirement</p> <p><u>GEOLOGY CORE COURSES</u> INTRODUCTORY COURSE OPTION (MEA 101, MEA 150 or MEA 200) 3 CP MEA 100 EARTH SYSTEMS SCIENCE 4 MEA 110 GEOLOGY I LABORAT 1 CP MEA 202 GEOLOGY II HISTOR 3 MEA 211 GEOLOGY II LABORAT 1 MEA 410 INTRO MIN PET 4 CP MEA 450 INTR SED PET/STRAT 4 MEA 451 STRUCTURAL GEOLOGY 4 MEA 466 PREP COURSE FOR FIELD CAMP 1 MEA 465 GEOL FIELD CAMP 4 MEA 495 JUNIOR SEMINAR IN MEAS 1</p> <p><u>MATHEMATICAL SCIENCES</u> MATH OPTION I (MA 131 or MA 141) (C-wall) 3 CP MATH OPTION II (MA 231 or MA 241) (C-wall) 3</p> <p><u>NATURAL SCIENCES</u> CH 101 CHEM MOLECULAR SCI (C-wall) 3 CP CH 102 GEN CHEM LAB 1 CH 201 CHEM-A QUANTI SCI 3 CH 202 QUANT CHEM LAB 1 PHYSICS OPTION I (PY 205 and PY 206, or PY 211) (C-wall) 4 PHYSICS OPTION II (PY 208 and PY 209, or PY 212) 4</p> <p><u>RESTRICTED ELECTIVES</u> SURFACE PROCESSES ELECTIVE (MEA 411, MEA 459, or MEA 481) 3 RESTRICTED EARTH SCIENCE ELECTIVE (MEA 300, MEA 323, MEA 369, MEA 411, MEA 415, MEA 440, MEA 481, MEA 485, MEA 470, MEA 471, or MEA 459) 6 APPLIED EARTH SCIENCE ELECTIVE (MEA 300, MEA 323, MEA 485, or MEA 471) 3 MATH/NATURAL SCIENCE OPTION (BIO 181, BIO 183, CH 220, CH 221, CH 222, MA 242, or any course 300-level of higher in BIO, CH, MA, PY or ST) 6</p> <p><u>ADVISED ELECTIVES</u> ADVISED ELECTIVE (no course pattern) 13</p> <p><u>COMPUTER LITERACY</u> COMPUTER SCIENCE OPTION (GIS 280, MA 116, CSC 112, CSC 113, 3</p>		<p>List GEP category and hours satisfied by a Major requirement</p> <p>Interdisciplinary Perspectives 4 hours, Satisfies the Global Knowledge Co-Requisite</p> <p>Satisfies the Technology Fluency Co-Requisite</p> <p>Mathematics 3 hours Mathematics 3 hours</p> <p>Natural Science 3 hours Natural Science 1 hours Natural Science 3 hours</p>

CSC 116, or CSC 200) <u>WRITING & SPEAKING</u> COM 110 PUBLIC SPEAKING No more than one D will be accepted in MEA courses and Restricted and Advised Electives. No more than one D will be allowed in other Math and Natural Science Courses.	3	
<u>Concentration Courses/Groups/Electives:</u>		
<u>Free Electives:</u> EXC 995 (***) except MA 100, MA 101, MA 103, MA 107, MA 108, MA 111)	5	
<u>Total credit hours under Major Field of Study:</u> <i>Minimum 27 hours required in program area.</i>	94 hours	
COLLEGE REQUIREMENTS:		
<u>Orientation Course(s):</u> COS 100 SCIENCE OF CHANGE	2	Interdisciplinary Perspectives 2 hours
<u>Other:</u> ADVANCED WRITING: ENG 331, ENG 332, or ENG 333	3	Satisfies Communication in the Major GEP co-requisite
<u>Total credit hours under College Requirements:</u>	5 Hours	

<u>NCSU GENERAL EDUCATION PROGRAM REQUIREMENTS</u> <i>Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category <u>may not be subset</u> to require a specific course from the category list. Required courses must be listed in the Major/College requirements.</i> <i>Specific courses should not be listed in any of the fields below other than ENG 101.</i>		<u>At least one of the following must be listed:</u> 1 Choose course(s) from the University Approved GEP course list for this category. 2 Minimum requirements are satisfied by Major/College course requirements. 3 Major/College course requirement satisfies <u>X</u> credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category. 4 Co-requisite is satisfied by a Major/College course requirement. 5 Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts. 6 Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
General Education Program Requirements:	<i>Credit</i>	<i>How will the GEP requirement be met?</i>

<i>Minimum 39-40 hrs</i>	<i>hours</i>	(Choose applicable statement from 1-6 listed above)
Mathematical Sciences (6 credits) (At least 1 course with MA or ST prefix) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
Natural Sciences (7 credits) (At least 1 lab course or course with a lab) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
English 101 (C- or better required) (4 credits)	4	ENG 101
Humanities (6 credits) (Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	6	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.
Social Sciences (6 credits) (Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	6	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.
Additional Breadth (3 credits) (Choose approach that is different from the approach of the Major) Major/College requirements cannot satisfy this requirement and an AB course cannot be double-counted except in satisfying the Global Knowledge or U.S. Diversity co-requisites.	3	(Choose statement 5 or 6) Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts.
Interdisciplinary Perspectives (5 credits) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
Health and Exercise Studies (2 credits) (Including one Fitness and Wellness course)	2	Choose course(s) from the University Approved GEP course list for this category.
Total credit hours needed to complete GEP that are <u>not</u> satisfied as part of the Major/College requirements.	21 hours	
GEP Co-Requisites:		Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.
U.S. Diversity co-requisite (USD)	n/a	(Choose statement 1 or 4) Choose course(s) from the University Approved GEP course list for this category.
Global Knowledge co-requisite (GK)	n/a	(Choose statement 1 or 4) Co-requisite is satisfied by a Major/College course requirement.
Foreign Language Proficiency	n/a	Proficiency at the FL_102 level required.
The following requirements must be satisfied within the College/Program:		Place an X in the credit hour box to indicate below that the requirement is "Satisfied by College/Program Requirements"
Communication in the Major (Advanced Communication)	X	Satisfied by College/Program Requirements
Technology Fluency	X	Satisfied by College/Program Requirements
Total credit hours required to complete Degree: Total must be within 120-128 credit hours.	120 Total hours	As applicable, indicate here the overall GPA requirement for degree completion including course completion.

**College of Sciences**

Department of Marine, Earth,
and Atmospheric Sciences

Campus Box 8208 / 1125 Jordan Hall
Raleigh, NC 27695-8208

919.515.3711
www.meas.ncsu.edu

MEMORANDUM

Date: March 9, 2021

To: UCCC

From: Carrie Thomas, Director of Undergraduate Programs
Marine, Earth and Atmospheric Sciences

Re: Revision of the Geology Minor

Title and SIS code: Minor in Geology and 17GM

List of Revisions and Reasons: We are deleting MEA 120 from the list of gateway courses as we no longer teach this course and it has been removed from the catalog.

We are creating a list of elective courses to clarify choices for students. Currently elective courses are defined as at the 300-level or higher with approval of the minor coordinator. The audit automatically loads any MEA 3** and above course including those with topics in marine and atmospheric sciences. Students exploring the intended minor tool believe that they have earned the minor when they have not taken any advanced geology coursework. By providing an elective list, the audit can be programed to automatically count courses from the field of geology.

We have are also updating language to acknowledge the new CODA system and virtual environment.

Please see the minor information attached with revisions marked in red.

Impact of Revisions on Other Departments: None are expected.

Proposed Effective Date: May 2021

Geology (17GM)

Description

The Department of Marine, Earth and Atmospheric Sciences offers a minor in Geology to majors in any field except geology. This program provides a means of recognition for students in any field who have a curiosity about the materials, structures and processes of the solid earth.

Requirements

- At least 15 hours of geologic coursework which must include a gateway course (see list below), as well as MEA 110, MEA 202, ~~and MEA 211,~~ and 7 credit hours of electives (list below).
- A grade of 'C' or better in ~~at~~ all course work used toward minor.

Required Courses

- One gateway course: MEA 100, MEA 101, ~~MEA 120,~~ MEA 140, MEA 150 or MEA 200.
- MEA 110 Geology I Lab
- MEA 202 Geology II: Historical
- MEA 211 Geology II Lab

Elective Courses (7 credit hours)

- ~~• Elective courses must be at a 300-level or higher and must be approved by the minor coordinator.~~
- MEA 300 Environmental Geology (Prerequisite: MEA 101, MEA 140, MEA 150 or SSC 200)

- MEA 369 Life on Earth: Principles of Paleontology (Prerequisite: BIO 181 or MEA 202)
- MEA 409 Watershed Forensics (Prerequisite: GIS 280)
- MEA 410 Introduction to Mineralogy and Petrology (Prerequisite: [MEA 100, MEA 101, MEA 120, MEA 140 or MEA 200], and MEA 110 and CH 101/102)
- MEA 411 Marine Sediment Transport (Prerequisite: MEA 101 or MEA 200, MA 241, PY 201 or PY 205)
- MEA 440 Igneous and Metamorphic Petrology (Prerequisite: MEA 410)
- MEA 450 Introductory Sedimentology and Stratigraphy (Prerequisite: MEA 410)
- MEA 451 Structural Geology (Prerequisite: MEA 410)
- MEA 465 Geologic Field Camp (Prerequisite: MEA 450 and MEA 451)
- MEA 466 Preparatory Course for Field Camp
- MEA 470 Introduction to Geophysics (Prerequisite: PY 208 or 212)
- MEA 471 Exploration of Engineering Geophysics (Prerequisite: PY 208 or PY 211)
- MEA 481 Geomorphology: Earth's Dynamic Surface (Prerequisite: [MEA 100 or MEA 101 or MEA 200] and MEA 110)
- MEA 485 Introduction to Hydrogeology (Prerequisite: [MEA 101 or MEA 202], [MA 131 or MA 141], [CH 201 or CH 203], and [PY 201, PY 205, or PY 211])
- MEA 493 Special Topics in MEAS*

*Enrollment in special topics courses should be approved by the minor coordinator in advance to ensure they are appropriate and relevant to the minor.

Admissions

Admission into this minor program requires that the student be in good academic standing at the university. To officially enroll in the Minor program, students should ~~see~~ **contact** Dr. Karl Wegmann, 2123 Jordan Hall, 919.515.0380, kwwegman@ncsu.edu or **apply through** [CODA](#). Dr. Wegmann

will ~~provide the student with the name of a geology faculty member who will~~ act as the advisor for the student's minor program.

Certification

Students should ~~see contact~~ Dr. Wegmann for certification of the minor, ~~2123 Jordan Hall~~. The minor must be completed no later than the semester in which the student expects to graduate from his or her degree program.

Contact Person

Dr. Karl Wegmann

Department of Marine, Earth and Atmospheric Sciences

2123 Jordan Hall

919.515.0380

kwwegman@ncsu.edu

SIS Code: 17GM

REQUIRED SIGNATURES:

Lewis A Owen

3/16/2021

Head, Department/Program

Date

[Signature]

3/23/21

Chair, College Curriculum Committee

Date

Maria Oliver-Hoy

03/23/2021

Assoc. Dean of Academic Affairs, COS

Date

Chair, University Courses & Curricula Committee

Date

Dean, Division of Academic and Student Affairs

Date



College of Sciences

Department of Marine, Earth,
and Atmospheric Sciences

Campus Box 8208 / 1125 Jordan Hall
Raleigh, NC 27695-8208

919.515.3711

www.meas.ncsu.edu

Memorandum

Date: March 9, 2021
To: UCCC
From: Carrie Thomas, Director of Undergraduate Programs,
Marine, Earth & Atmospheric Sciences
Re: Revision of Curriculum

Proposed effective date: August 2021

Plans and subplan affected: 17METBS and 17METBS-METMAR

Impact on current students: No impact is expected on current students as a new requirement term and audit will be created for new, incoming students. Current students will remain on the current audit.

List of revisions with reasons:

- 1) No longer require PY 208 and 209. After review of the syllabi for the introductory physics sequence PY 205/206 and PY 208/209, the meteorology faculty realized all pre-requisite knowledge needed for advancement and success in the meteorology major is covered in PY 205 and its lab, PY 206. Therefore, we are no longer requiring PY 208 and PY 209. Four credit hours of approved electives are added to compensate for the removal of the second semester of physics. This will allow students an additional opportunity to explore or develop depth of study in a minor field of emphasis.
- 2) Modify C-wall course list. Our plan-specific grade requirements currently use a mix of C-wall restrictions and limits on the number of Ds allowed in categories of courses. D limits cannot be programed in the degree audit but C-walls can. This is a continual source of confusion. In order to clarify expectations for students and advisors, we are proposing to expand the number of courses with C-wall limits and eliminate the confusing D limits. MEA 217, 312, 315, 321 and 412 will be added to the list to bring it to: CH 101; ENG 101; MA 141, 241; MEA 217, 312, 315, 321, 412, 421, 422; and PY 205.
- 3) Create a chemistry option (CH 201/202, 220/222 or 221/222). Currently CH 201 and 202 are required for meteorology majors. Some students who pursue career paths related to atmospheric pollutants would be better served with an organic chemistry course. This change allows students to work with their academic advisors to choose the course best suited for their career goals.
- 4) Create a statistics option (ST 311, 370 or 371). Currently ST 370 is required for all meteorology majors. The course was developed for engineering students and adequately serves some of our students, but not all. After consultation with the statistics program, it

became clear that students interested in climate or advanced forecasting might be better served by ST 311 or ST 371. Providing an option will allow students to work with their academic advisors to choose the course best suited for their career goals.

5) Update footnotes to reflect the above changes to the curriculum.

Attachments:

Consultations

Signature page

Current Semester-by-Semester Plans with Mark-ups

Proposed Format A

Proposed Format B

Consultations

From: Spencer Muse <muse@ncsu.edu>
Date: Thu, Mar 4, 2021 at 1:47 PM
Subject: Re: MEA curricula discussions
To: Carrie Thomas <cjthomas@ncsu.edu>
Cc: Justin Post <jbpost2@ncsu.edu>

Hi Carrie. From the Statistics side we will be fine with your revised curriculum plans requiring a choice of ST 311, 370, or 371. There should be ample space for students to get seats in a timely manner. Given the heterogeneity of your student population I think your plan makes perfect sense (but I encourage you to share with your faculty/advisors our past correspondence where we discussed potential advantages and disadvantages for each course choice). I'd be glad to help you write a "Which ST class should I pick?" FAQ-type document to help your students and advisors if that would be useful. Please let me know if I can answer any new questions that arise.
Good luck! Spencer

On Mar 4, 2021, at 1:34 PM, Carrie Thomas <cjthomas@ncsu.edu> wrote:

Dear Spencer and Justin,
A little over a year ago you both helped our meteorology faculty understand the differences in course content between ST 370, 371 and 311. We have landed on creating an option for students to choose one of those three courses rather than sticking with our requirement of ST 370. Would you please provide a short consultation email stating that you are okay with that change?
Thanks, Carrie

From: Jeremiah Feducia <jfeduci@ncsu.edu>
Date: Mon, Mar 8, 2021 at 7:36 AM
Subject: Re: MEA curricula discussions
To: Carrie Thomas <cjthomas@ncsu.edu>

Carrie,
Chemistry is fine with the proposed curricular modifications.

On Thu, Mar 4, 2021 at 3:19 PM Carrie Thomas <cjthomas@ncsu.edu> wrote:
Dear Jeremy, A little over a year ago you our faculty understand the differences in course content between CH 101, 201, 220 and 221. After much discussion, the meteorologists would like to continue to require CH 101 and to create an option for the second semester of CH 201, CH 220 and CH 221 (currently CH 201 is required). This would allow students more interested in pollutants and air quality to opt for an organic course. Would you please provide a short consultation email stating that you are okay with that change?

Signature Page

Endorsed By:

Lewis A Owen

3/16/2021

Head, Department/Program

Date

Recommended By:

[Signature]

3/23/21

Chair, College Curriculum Committee

Date

Endorsed By:

Maria Oliver-Hoy

03/23/2021

Assoc. Dean of Academic Affairs, COS

Date

Recommended By:

Chair, University Courses & Curricula Committee

Date

Approved By:

Dean, DASA

CURRENT SEMESTER-BY-SEMESTER DISPLAY WITH MARK-UP

Degree/Plan Title: BS in Meteorology

Plan SIS Code: 17METBS

Requirement Term: Spring '19

Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
CH 101 Chemistry- A Molecular Science ^{1,B}	3 CP	CH 201 Chemistry - A Quant Sci^{3,6}	3
CH 102 General Chemistry Lab ³	1	CH 202 General Quant Lab^{3,6}	1
MA 141 Calculus I ^{1, A}	4 CP	Chemistry Option ³	4
MEA 100 Earth Systems Science ^{2,G, J}	4 CP	ENG 101 Academic Writing & Research ^{1, H}	4 CP
HESF 1** Health & Exercise Studies Course ^E	1	MA 241 Calculus II ^{1, A}	4 CP
COS 100 The Science of Change ^{5-2, G}	2	MEA 215 Introduction to Atmospheric Sciences ²	4 CP
	Total: 15		Total: 16
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MA 242 Calculus III ²	4	MA 341 Appl Differential Equations I ²	3
MEA 321 Fund. Of Air Quality & Climate Chg. ²⁻¹	3	MEA 312 Atmospheric Thermodynamics ²⁻¹	4
PY 205 Physics for Engineers & Scientists I ^{1, B}	3 CP	MEA 315 Mathematical Methods in Atmos.Sci. ²⁻¹	4
PY 206 Physics for Engineers & Scientists I Lab ^{3,B}	1	Approved Elective ⁵	4
Computing Option ^{3, 1, 4}	3	PY 208 Physics for Engineers & Scientists II^{3,8}	3
		PY 209 Physics for Engineers & Scientists Lab II³	1
	Total: 14		Total: 15
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Approved Elective ^{2,7 5}	3	Advanced Writing Elective ^{9 8}	3
MEA 421 Atmospheric Dynamics I ¹	3	Approved Elective ^{2,7 5}	3
Geophysical Science Elective ^{2,3,8 6}	3	MEA 412 Atmospheric Physics ²⁻¹	3
GEP Social Sciences Requirement ^D	3	MEA 422 Atmospheric Dynamics II ¹	3
Statistics Option ^{3,7}	3	MEA 495 Junior Seminar in MEAS	1
ST-370 Prob & Stat for Engineers³	3	GEP Additional Breadth Requirement ^F	3
	Total: 15		Total: 16
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Approved Elective ^{2,7 5}	3	Approved Elective ^{2,7 5}	3
Restricted Elective ²⁻¹¹	3	Restricted Elective ^{2,9}	3
GEP Humanities Requirement ^C	3	Restricted Elective ^{2,9}	3
HES_*** Health & Exercise Studies Course ^E	1	GEP Humanities Requirement ^C	3
MEA 443 Synoptic Weather Analysis & Forecast ²⁻¹	4	GEP Social Sciences Requirement ^D	3
	Total: 14		Total: 15
Minimum Credit Hours Required for Graduation*: 120			

Major/Program Footnotes:

1. Grade of C- or higher required in CH 101; ENG 101; MA 141, 241; MEA 217, 312, 315, 321, 412, 421, 422; and PY 205.
- ~~2. No more than one D will be accepted in MEA or Approved Elective courses.~~
2. COS 100 is for new freshmen only. Transfer students will need to select a course from the GEP Interdisciplinary Perspectives course list
- ~~3. No more than one additional D will be accepted in other math or science courses.~~
3. Chemistry Option: CH 201/202, CH 220/222 or CH 221/222.
4. Computing Option: MEA 217, MA 116, PY 251 or CSC 113.
- ~~5. COS 100 is for new freshmen only. Transfer students will need to select a course from the GEP Interdisciplinary Perspectives course list.~~
- ~~6. Advanced transfer students are permitted to substitute mathematics, science, or engineering credits for CH 201, 202.~~
- ~~7. Approved Electives should be selected in consultation with advisor~~
5. Approved Electives should be selected in consultation with advisor. In order to qualify for federal civil servant meteorologist positions (i.e. National Weather Service), you must satisfy the GS 1340 requirements. As a result the following courses are strongly recommended: PY208, MEA 443, MEA 444, and MEA 511.
6. Geophysical Science Elective is selected from among MEA 101, PY 123, PY 124, or SSC 200
- ~~8. Geophysical Science Elective is selected from among MEA 101, PY 123, PY 124, or SSC 200.~~
7. Statistics Option: ST 311, ST 370, or ST 371.
- ~~9. Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. The Advanced Writing Elective may not be used to satisfy the GEP Humanities requirement. It does satisfy the Communication in the Major Co-Requisite.~~
8. Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. The Advanced Writing Elective may not be used to satisfy the GEP Humanities requirement. It does satisfy the Communication in the Major Co-Requisite.
- ~~10. Any meteorology course at the 400 level or above. Course choice affects career options. See advisor for appropriate course selection.~~
9. Any meteorology course at the 400 level or above. Course choice affects career options. See advisor for appropriate course selection.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

- A. **Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)
Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: MA 141 & MA 241
- B. **Natural Sciences** (7 credit hours – include one laboratory course or course with a lab)
Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: PY 205, PY 206 & PY-208-CH 101
- C. **Humanities** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: None
- D. **Social Sciences** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: None
- E. **Physical Education/Healthy Living** (2 credit hours – at least one 100-level Fitness and Wellness Course)
Choose from the University approved GEP Physical Education/Healthy Living course list.
- F. **Additional Breadth** - (3 credit hours to be selected from the following checked University approved GEP course lists)
☒ Humanities/Social Sciences/Visual and Performing Arts
- G. **Interdisciplinary Perspectives** (5-6 credit hours)
Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: COS 100 & MEA 100
- H. **Introduction to Writing** (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

- I. **U.S. Diversity** (USD)
Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: None
- J. **Global Knowledge** (GK)
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: MEA 100

Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

CURRENT SEMESTER-BY-SEMESTER PLAN WITH MARK-UP

Degree/Plan Title: BS in Meteorology

Concentration/Subplan Title: Marine Sciences

Plan SIS Code: 17METBS

Subplan SIS Code: 17METMAR

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
CH 101 Chemistry- A Molecular Science ^{1, B}	3 CP	CH 201 Chemistry — A Quant Sci^{2,6}	3
CH 102 General Chemistry Lab ²	1	CH 202 General Quant Lab^{2,6}	1
MA 141 Calculus I ^{1, A}	4 CP	Chemistry Option ³	4
MEA 100 Earth Systems Science ^{2, G, J}	4 CP	ENG 101 Academic Writing & Research ^{1, H}	4 CP
HESF 1** Health & Exercise Studies Course ^E	1	MA 241 Calculus II ^{1, A}	4 CP
COS 100 The Science of Change ^{5,2, G}	2	MEA 215 Introduction to Atmospheric Sciences ²	4 CP
	Total: 15		Total: 16
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MA 242 Calculus III ²	4	MA 341 Appl Differential Equations I ²	3
MEA 321 Fund. Of Air Quality & Climate Chg. ^{2, 1}	3	MEA 312 Atmospheric Thermodynamics ²¹	4
PY 205 Physics for Engineers & Scientists I ^{1, B}	3 CP	MEA 315 Mathematical Methods in Atmos. Sci. ²¹	4
PY 206 Physics for Engineers & Scientists I Lab ^{2, B}	1	Approved Elective ⁵	3
Computing Option ^{21, 4}	3	PY 208 Physics for Engineers & Scientists II^{2, B}	3
		PY 209 Physics for Engineers & Scientists Lab II²	1
	Total: 14		Total: 15
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MEA 200 Intro. To Oceanography ²	3	Advanced Writing Elective ^{9, 8}	3
MEA 210 Oceanography Lab ²	1	Approved Elective ^{2, 7, 5}	2 3
MEA 421 Atmospheric Dynamics I ¹	3	MEA 412 Atmospheric Physics ²¹	3
Geophysical Science Elective ^{2, 2, 8, 6}	3	MEA 422 Atmospheric Dynamics II ¹	3
GEP Social Sciences Requirement ^D	3	MEA 495 Junior Seminar in MEAS	1
Statistics Option ⁷	3	GEP Additional Breadth Requirement ^F	3
ST 370 Prob & Stat for Engineers²	3		
	Total: 16		Total: 15
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MEA 460 Principles of Phys. Oce. ²	3	Approved Elective ^{2, 7, 5}	3
MEA 455 Micrometeorology ²	3	MEA 462 Obs. Methods in Marine Physics ²	3
GEP Humanities Requirement ^C	3	MEA 467 Marine Meteorology ²	3
HES_*** Health & Exercise Studies Course ^E	1	GEP Humanities Requirement ^C	3
MEA 443 Synoptic Weather Analysis & Forecast ^{2, 1}	4	GEP Social Sciences Requirement ^D	3
	Total: 14		Total: 15
Minimum Credit Hours Required for Graduation*: 120			

Major/Program Footnotes:

- Grade of C- or higher required in CH 101; ENG 101; MA 141, 241; MEA 217, 312, 315, 321, 412, 421, 422; and PY 205.
- ~~No more than one D will be accepted in MEA or Approved Elective courses.~~
- COS 100 is for new freshmen only. Transfer students will need to select a course from the GEP Interdisciplinary Perspectives course list
- ~~No more than one additional D will be accepted in other math or science courses.~~

3. Chemistry Option: CH 201/202, CH 220/222 or CH 221/222.
4. Computing Option: MEA 217, MA 116, PY 251 or CSC 113.
- ~~5. COS 100 is for new freshmen only. Transfer students will need to select a course from the GEP Interdisciplinary Perspectives course list.~~
- ~~6. Advanced transfer students are permitted to substitute mathematics, science, or engineering credits for CH 201, 202.~~
- ~~7. Approved Electives should be selected in consultation with advisor~~
5. Approved Electives should be selected in consultation with advisor. In order to qualify for federal civil servant meteorologist positions (i.e. National Weather Service), you must satisfy the GS 1340 requirements. As a result the following courses are strongly recommended: PY208, MEA 443, MEA 444, and MEA 511.
6. Geophysical Science Elective is selected from among MEA 101, PY 123, PY 124, or SSC 200
- ~~8. Geophysical Science Elective is selected from among MEA 101, PY 123, PY 124, or SSC 200.~~
7. Statistics Option: ST 311, ST 370, or ST 371.
- ~~9. Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. The Advanced Writing Elective may not be used to satisfy the GEP Humanities requirement. It does satisfy the Communication in the Major Co-Requisite.~~
8. Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. The Advanced Writing Elective may not be used to satisfy the GEP Humanities requirement. It does satisfy the Communication in the Major Co-Requisite.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

- K. **Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)
Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **MA 141 & MA 241**
- L. **Natural Sciences** (7 credit hours – include one laboratory course or course with a lab)
Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **PY 205, PY 206 & PY 208-CH 101**
- M. **Humanities** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **None**
- N. **Social Sciences** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **None**
- O. **Physical Education/Healthy Living** (2 credit hours – at least one 100-level Fitness and Wellness Course)
Choose from the University approved GEP Physical Education/Healthy Living course list.
- P. **Additional Breadth** - (3 credit hours to be selected from the following checked University approved GEP course lists)
☒ Humanities/Social Sciences/Visual and Performing Arts
- Q. **Interdisciplinary Perspectives** (5-6 credit hours)
Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **COS 100 & MEA 100**
- R. **Introduction to Writing** (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

- S. **U.S. Diversity** (USD)
Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **None**
- T. **Global Knowledge** (GK)
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **MEA 100**

Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

PROPOSED FORMAT A
(SEMESTER-BY-SEMESTER CURRICULUM DISPLAY)

Degree/Plan Title: BS in Meteorology

Concentration/Subplan Title:

Plan SIS Code: 17METBS

Subplan SIS Code:

Requirement Term: Fall 2021

Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
CH 101 Chemistry- A Molecular Science ^{1,B}	3 CP	Chemistry Option ³	4
CH 102 General Chemistry Lab	1	ENG 101 Academic Writing & Research ^{1,H}	4 CP
MA 141 Calculus I ^{1,A}	4 CP	MA 241 Calculus II ^{1,A}	4 CP
MEA 100 Earth Systems Science ^{G,J}	4 CP	MEA 215 Introduction to Atmospheric Sciences	4 CP
HESF 1** Health & Exercise Studies Course ^E	1		
COS 100 The Science of Change ^{2,G}	2		
	Total: 15		Total: 16
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MA 242 Calculus III	4	MA 341 Appl Differential Equations I	3
MEA 321 Fund. Of Air Quality & Climate Chg. ¹	3	MEA 312 Atmospheric Thermodynamics ¹	4
PY 205 Physics for Engineers & Scientists I ^{1,B}	3 CP	MEA 315 Mathematical Methods in Atmos. Sci. ¹	4
PY 206 Physics for Engineers & Scientists I Lab ^B	1	Approved Elective ⁵	4
Computing Option ^{1,4}	3		
	Total: 14		Total: 15
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Approved Elective ⁵	3	Advanced Writing Elective ⁸	3
MEA 421 Atmospheric Dynamics I ¹	3	Approved Elective ⁵	3
Geophysical Science Elective ⁶	3	MEA 412 Atmospheric Physics ¹	3
GEP Social Sciences Requirement ^D	3	MEA 422 Atmospheric Dynamics II ¹	3
Statistics Option ⁷	3	MEA 495 Junior Seminar in MEAS	1
		GEP Additional Breadth Requirement ^F	3
	Total: 15		Total: 16
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Approved Elective ⁵	3	Approved Elective ⁵	3
Restricted Elective ⁹	3	Restricted Elective ⁹	3
GEP Humanities Requirement ^C	3	Restricted Elective ⁹	3
HES_*** Health & Exercise Studies Course ^E	1	GEP Humanities Requirement ^C	3
MEA 443 Synoptic Weather Analysis & Forecast ¹	4	GEP Social Sciences Requirement ^D	3
	Total: 14		Total: 15
Minimum Credit Hours Required for Graduation*: 120			

Major/Program Footnotes:

- Grade of C- or higher required in CH 101; ENG 101; MA 141, 241; MEA 217, 312, 315, 321, 412, 421, 422; and PY 205.
- COS 100 is for new freshmen only. Transfer students will need to select a course from the GEP Interdisciplinary Perspectives course list
- Chemistry Option: CH 201/202, CH 220/222 or CH 221/222.
- Computing Option: MEA 217, MA 116, PY 251 or CSC 113.
- Approved Electives should be selected in consultation with advisor. In order to qualify for federal civil servant meteorologist positions (i.e. National Weather Service), you must satisfy the GS 1340 requirements. As a result the following courses are strongly recommended: PY208, MEA 443, MEA 444, and MEA 511.
- Geophysical Science Elective is selected from among MEA 101, PY 123, PY 124, or SSC 200
- Statistics Option: ST 311, ST 370, or ST 371.
- Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. The Advanced Writing Elective may not be used to satisfy the GEP Humanities requirement. It does satisfy the Communication in the Major Co-Requisite.
- Any meteorology course at the 400 level or above. Course choice affects career options. See advisor for appropriate course selection.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied.

University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

- A. **Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)
Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **MA 141 & MA 241**
- B. **Natural Sciences** (7 credit hours – include one laboratory course or course with a lab)
Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **PY 205, PY 206 & CH 101**
- C. **Humanities** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **None**
- D. **Social Sciences** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **None**
- E. **Physical Education/Healthy Living** (2 credit hours – at least one 100-level Fitness and Wellness Course)
Choose from the University approved GEP Physical Education/Healthy Living course list.
- F. **Additional Breadth** - (3 credit hours to be selected from the following checked University approved GEP course lists)
☒ Humanities/Social Sciences/Visual and Performing Arts
- G. **Interdisciplinary Perspectives** (5-6 credit hours)
Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **COS 100 & MEA 100**
- H. **Introduction to Writing** (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

- I. **U.S. Diversity** (USD)
Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **None**
- J. **Global Knowledge** (GK)
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **MEA 100**
- K. **Foreign Language proficiency** - Proficiency at the FL_102 level is required for graduation.

PROPOSED FORMAT A
(SEMESTER-BY-SEMESTER CURRICULUM DISPLAY)

Degree/Plan Title: BS in Meteorology

Concentration/Subplan Title: Marine Sciences

Plan SIS Code: 17METBS

Subplan SIS Code: 17METMAR

Requirement term: Fall 2021

Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
CH 101 Chemistry- A Molecular Science ^{1, B}	3 CP	Chemistry Option ³	4
CH 102 General Chemistry Lab	1	ENG 101 Academic Writing & Research ^{1, H}	4 CP
MA 141 Calculus I ^{1, A}	4 CP	MA 241 Calculus II ^{1, A}	4 CP
MEA 100 Earth Systems Science ^{G, J}	4 CP	MEA 215 Introduction to Atmospheric Sciences ²	4 CP
HESF 1** Health & Exercise Studies Course ^E	1		
COS 100 The Science of Change ^{2, G}	2		
	Total: 15		Total: 16
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MA 242 Calculus III	4	MA 341 Appl Differential Equations I	3
MEA 321 Fund. Of Air Quality & Climate Chg. ¹	3	MEA 312 Atmospheric Thermodynamics ¹	4
PY 205 Physics for Engineers & Scientists I ^{1, B}	3 CP	MEA 315 Mathematical Methods in Atmos. Sci. ¹	4
PY 206 Physics for Engineers & Scientists I Lab ^B	1	Approved Elective ⁵	3
Computing Option ^{1, 4}	3		
	Total: 14		Total: 14
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MEA 200 Intro. To Oceanography	3	Advanced Writing Elective ⁸	3
MEA 210 Oceanography Lab	1	Approved Elective ⁵	3
MEA 421 Atmospheric Dynamics I ¹	3	MEA 412 Atmospheric Physics ¹	3
Geophysical Science Elective ⁶	3	MEA 422 Atmospheric Dynamics II ¹	3
GEP Social Sciences Requirement ^D	3	MEA 495 Junior Seminar in MEAS	1
Statistics Option ⁷	3	GEP Additional Breadth Requirement ^F	3
	Total: 16		Total: 16
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
MEA 460 Principles of Phys. Oce.	3	Approved Elective ⁵	3
MEA 455 Micrometeorology	3	MEA 462 Obs. Methods in Marine Physics	3
GEP Humanities Requirement ^C	3	MEA 467 Marine Meteorology	3
HES_*** Health & Exercise Studies Course ^E	1	GEP Humanities Requirement ^C	3
MEA 443 Synoptic Weather Analysis & Forecast ¹	4	GEP Social Sciences Requirement ^D	3
	Total: 14		Total: 15
Minimum Credit Hours Required for Graduation*: 120			

Major/Program Footnotes:

- Grade of C- or higher required in CH 101; ENG 101; MA 141, 241; MEA 217, 312, 315, 321, 412, 421, 422; and PY 205.
- COS 100 is for new freshmen only. Transfer students will need to select a course from the GEP Interdisciplinary Perspectives course list
- Chemistry Option: CH 201/202, CH 220/222 or CH 221/222.
- Computing Option: MEA 217, MA 116, PY 251 or CSC 113.
- Approved Electives should be selected in consultation with advisor. In order to qualify for federal civil servant meteorologist positions (i.e. National Weather Service), you must satisfy the GS 1340 requirements. As a result the following courses are strongly recommended: PY208, MEA 443, MEA 444, and MEA 511.
- Geophysical Science Elective is selected from among MEA 101, PY 123, PY 124, or SSC 200
- Statistics Option: ST 311, ST 370, or ST 371.
- Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. The Advanced Writing Elective may not be used to satisfy the GEP Humanities requirement. It does satisfy the Communication in the Major Co-Requisite.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied.

University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

- A. **Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)
Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **MA 141 & MA 241**
- B. **Natural Sciences** (7 credit hours – include one laboratory course or course with a lab)
Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **PY 205, PY 206 & CH 101**
- C. **Humanities** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **None**
- D. **Social Sciences** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **None**
- E. **Physical Education/Healthy Living** (2 credit hours – at least one 100-level Fitness and Wellness Course)
Choose from the University approved GEP Physical Education/Healthy Living course list.
- F. **Additional Breadth** - (3 credit hours to be selected from the following checked University approved GEP course lists)
☒ Humanities/Social Sciences/Visual and Performing Arts
- G. **Interdisciplinary Perspectives** (5-6 credit hours)
Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **COS 100 & MEA 100**
- H. **Introduction to Writing** (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

- I. **U.S. Diversity** (USD)
Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **None**
- J. **Global Knowledge** (GK)
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **MEA 100**
- K. **Foreign Language proficiency** - Proficiency at the FL_102 level is required for graduation.

CURRICULUM REQUIREMENTS

Format B

<u>Degree/Plan Title:</u> BS in Meteorology	<u>Plan SIS Code:</u> 17METBS
<u>Concentration/Subplan Title:</u>	<u>Subplan SIS Code:</u>
<u>Indicate requirements status:</u> Current: Proposed: X	<u>Proposed</u> Effective Semester: Fall 2021
<u>New Degree Audit required?</u> (Y or N) Y	
<u>Critical Path Courses</u> - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.	

MAJOR FIELD OF STUDY REQUIREMENTS:		
<i>Required Courses/Groups/ Electives:</i>	<i>Credit Hours</i>	<i>GEP category, if applicable</i>
Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. course.		List GEP category and hours satisfied by a Major requirement
<u>METEOROLOGY CORE</u>		
MEA 100 EARTH SYSTEMS SCIENCE	4 CP	Interdisciplinary Perspectives 4 hours
MEA 215 INTRODUCTION TO ATMOSPHERIC SCIENCES	4 CP	
MEA 312 ATMOSPHERIC THERMODYNAMICS (C-wall)	4	Satisfies the Technology Fluency co-requisite
MEA 315 MATHEMATICAL METHODS IN ATMOS SCI (C-wall)	4	
MEA 321 FUNDAMENTALS OF AIR QUALITY & CLIMATE CHG (C-wall)	3	
MEA 421 ATMOSPHERIC DYNAMICS I (C-wall)	3	
MEA 412 ATMOSPHERIC PHYSICS (C-wall)	3	
MEA 422 ATMOSPHERIC DYNAMICS II (C-wall)	3	
MEA 443 SYNOPTIC WEATHER ANALY & FCST	4	
MEA 495 JUNIOR SEMINAR IN MEAS	1	
MEA RESTRICTED ELECTIVE (any MEA >399)	9	
<u>MATH/STATISTICS/COMPUTER SCIENCE</u>		
COMPUTING OPTION (MEA 217, MA 116, PY 251 or CSC 113; C-wall)	3	
MA 141 CALCULUS I (C-wall)	4 CP	Mathematics 4 hours
MA 241 CALCULUS II (C-wall)	4 CP	Mathematics 2 hours
MA 242 CALCULUS III	4	
MA 341 APPL DIFF EQ I	3	
STATISTICS OPTION (ST 311, ST 370 or ST 371)	3	
<u>CHEMISTRY/PHYSICS</u>		
CH 101 CHEM MOLECULAR SCI (C-wall)	3 CP	Natural Sciences 3 hours
CH 102 GEN CHEM LAB	1	
CHEMISTRY OPTION ({CH 201 and CH 202} or {CH 220 and CH 222} or {CH 221 and CH 222})	4	
PY 205 PHYSICS FOR ENGINEERS & SCI I (C-wall)	3 CP	Natural Sciences 3 hours
PY 206 PHYSICS FOR ENGINEERS & SCI I Lab	1	Natural Sciences 1 hour
<u>GEOPHYSICAL ELECTIVE</u>		
GEOPHYSICAL ELECTIVE (MEA 101, MEA 200, PY 123, PY 124, or SSC 200)	3	
<u>APPROVED ELECTIVES</u>		
CONSULT WITH ADVISER (no course pattern)	16	

Concentration Courses/Groups/Electives:		
Free Electives:		
Total credit hours under Major Field of Study: <i>Minimum 27 hours required in program area.</i>	94 hours	
COLLEGE REQUIREMENTS:		
Orientation Course(s): COS 100 SCIENCE OF CHANGE	2	Interdisciplinary Perspectives 2 hours
Other: ADVANCED WRITING (ENG 331, ENG 332, OR ENG 333)	3	Satisfies Communication in the Major GEP co-requisite. May NOT be used to satisfy the GEP Humanities requirement.
Total credit hours under College Requirements:	5 Hours	

<u>NCSU GENERAL EDUCATION PROGRAM REQUIREMENTS</u> <i>Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category may not be subset to require a specific course from the category list. Required courses must be listed in the Major/College requirements.</i> <i>Specific courses should not be listed in any of the fields below other than ENG 101.</i>		<u>At least one of the following must be listed:</u> 1 Choose course(s) from the University Approved GEP course list for this category. 2 Minimum requirements are satisfied by Major/College course requirements. 3 Major/College course requirement satisfies X credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category. 4 Co-requisite is satisfied by a Major/College course requirement. 5 Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts. 6 Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
General Education Program Requirements: <i>Minimum 39-40 hrs</i>	Credit hours	How will the GEP requirement be met? (Choose applicable statement from 1-6 listed above)
Mathematical Sciences (6 credits) (At least 1 course with MA or ST prefix) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
Natural Sciences (7 credits) (At least 1 lab course or course with a lab) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
English 101 (C- or better required) (4 credits)	4	ENG 101
Humanities (6 credits) (Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	6	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.
Social Sciences (6 credits) (Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	6	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.
Additional Breadth (3 credits) (Choose approach that is different from the approach of the Major) Major/College requirements cannot satisfy this requirement and an AB course cannot be double-counted except in satisfying the Global Knowledge or U.S. Diversity co-requisites.	3	(Choose statement 5 or 6) Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts.
Interdisciplinary Perspectives (5 credits) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
Health and Exercise Studies (2 credits) (Including one Fitness and Wellness course)	2	Choose course(s) from the University Approved GEP course list for this category.
Total credit hours needed to complete GEP that are <u>not</u> satisfied as part of the Major/College requirements.	21 hours	

GEP Co-Requisites:			<i>Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.</i>
U.S. Diversity co-requisite	(USD)	n/a	<i>(Choose statement 1 or 4)</i> Choose course(s) from the University Approved GEP course list for this category.
Global Knowledge co-requisite	(GK)	n/a	<i>(Choose statement 1 or 4)</i> Co-requisite is satisfied by a Major/College course requirement.
Foreign Language Proficiency		n/a	Proficiency at the FL_102 level required.
The following requirements must be satisfied within the College/Program:			Place an X in the credit hour box to indicate below that the requirement is "Satisfied by College/Program Requirements"
Communication in the Major (Advanced Communication)		X	Satisfied by College/Program Requirements
Technology Fluency		X	Satisfied by College/Program Requirements
Total credit hours required to complete Degree: Total must be within 120-128 credit hours.		120 Total hours	As applicable, indicate here the overall GPA requirement for degree completion including course completion.

MAJOR FIELD OF STUDY REQUIREMENTS:		
<i>Required Courses/Groups/ Electives:</i>	<i>Credit Hours</i>	<i>GEP category, if applicable</i>
Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. course.		List GEP category and hours satisfied by a Major requirement
<u>METEOROLOGY CORE</u>		
MEA 100 EARTH SYSTEMS SCIENCE	4 CP	Interdisciplinary Perspectives 4 hours
MEA 215 INTRODUCTION TO ATMOSPHERIC SCIENCES	4 CP	
MEA 312 ATMOS THERMODYN (C-wall)	4	
MEA 315 MATH METHODS IN ATMOS SCI (C-wall)	4	
MEA 321 FUND AIR QUALITY & CLIMATE CHG (C-wall)	3	
MEA 421 ATMOS DYNAMICS I (C-wall)	3	
MEA 412 ATMOSPHERIC PHYSICS (C-wall)	3	
MEA 422 ATMOS DYNAMICS II (C-wall)	3	
MEA 443 SYNOPTIC WEA ANALY & FCST	4	
MEA 495 JUNIOR SEMINAR IN MEAS	1	Satisfies the Technology Fluency co-requisite
<u>MATH/STATISTICS/COMPUTER SCIENCE</u>		
COMPUTING OPTION (MEA 217, MA 116, PY 251 or CSC 113; C-wall)	3	
MA 141 CALCULUS I (C-wall)	4 CP	Mathematics 4 hours
MA 241 CALCULUS II (C-wall)	4 CP	Mathematics 2 hours
MA 242 CALCULUS III	4	
MA 341 APPL DIFF EQ I	3	
STATISTICS OPTION (ST 311, ST 370, or ST 371)	3	
<u>CHEMISTRY/PHYSICS</u>		
CH 101 CHEM MOLECULAR SCI (C-wall)	3 CP	Natural Science 3 hours
CH 102 GEN CHEM LAB	1	
CHEMISTRY OPTION ({CH 201 and CH 202} or {CH 220 and CH 222} or {CH 221 and CH 222})	4	
PY 205 PHYSICS FOR ENGINEERS & SCI I (C-wall)	3 CP	Natural Science 3 hours
PY 206 PHYSICS FOR ENGINEERS & SCI I Lab	1	Natural Science 1 hour
<u>GEOPHYSICAL ELECTIVE</u>		
GEOPHYSICAL ELECTIVE (MEA 101, PY 123, PY 124, or SSC 200)	3	
<u>APPROVED ELECTIVES</u>		
CONSULT WITH ADVISER (no course pattern)	9	
<u>Concentration Courses/Groups/Electives:</u>		
MEA 200 INTRO OCEANOGRAPHY	3	
MEA 210 OCEANOGRAPHY LAB	1	
MEA 455 MICROMETEOROLOGY	3	

MEA 460 PRIN PHYS OCEANOGRAPHY MEA 462 METHODS MARINE PY MEA 467 MARINE METEOROLOGY	3 3 3	
Free Electives:		
Total credit hours under Major Field of Study: <i>Minimum 27 hours required in program area.</i>	94 hours	
COLLEGE REQUIREMENTS:		
Orientation Course(s): COS 100	2	Interdisciplinary Perspectives 2 hours
Other: ADVANCED WRITING: ENG 331, ENG 332, or ENG 333	3	Satisfies Communication in the Major GEP co-requisite. May NOT be used to satisfy the GEP Humanities requirement.
Total credit hours under College Requirements:	5 Hours	

<u>NCSU GENERAL EDUCATION PROGRAM REQUIREMENTS</u> <i>Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category <u>may not be subset</u> to require a specific course from the category list. Required courses must be listed in the Major/College requirements.</i> <i>Specific courses should not be listed in any of the fields below other than ENG 101.</i>		At least one of the following must be listed: 1 Choose course(s) from the University Approved GEP course list for this category. 2 Minimum requirements are satisfied by Major/College course requirements. 3 Major/College course requirement satisfies X credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category. 4 Co-requisite is satisfied by a Major/College course requirement. 5 Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts. 6 Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
General Education Program Requirements: <i>Minimum 39-40 hrs</i>	<i>Credit hours</i>	How will the GEP requirement be met? (Choose applicable statement from 1-6 listed above)
Mathematical Sciences (6 credits) (At least 1 course with MA or ST prefix) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
Natural Sciences (7 credits) (At least 1 lab course or course with a lab) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
English 101 (C- or better required) (4 credits)	4	ENG 101
Humanities (6 credits) (Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	6	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.
Social Sciences (6 credits) (Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	6	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.
Additional Breadth (3 credits) (Choose approach that is different from the approach of the Major) Major/College requirements cannot satisfy this requirement and an AB course cannot be double-counted except in satisfying the Global Knowledge or U.S. Diversity co-requisites.	3	(Choose statement 5 or 6) Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts.
Interdisciplinary Perspectives (5 credits) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
Health and Exercise Studies (2 credits) (Including one Fitness and Wellness course)	2	Choose course(s) from the University Approved GEP course list for this category.
Total credit hours needed to complete GEP that are <u>not</u> satisfied as part of the Major/College requirements.	21 hours	

GEP Co-Requisites:			<i>Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.</i>
U.S. Diversity co-requisite	(USD)	n/a	<i>(Choose statement 1 or 4)</i> Choose course(s) from the University Approved GEP course list for this category.
Global Knowledge co-requisite	(GK)	n/a	<i>(Choose statement 1 or 4)</i> Co-requisite is satisfied by a Major/College course requirement.
Foreign Language Proficiency		n/a	Proficiency at the FL_102 level required.
The following requirements must be satisfied within the College/Program:			Place an X in the credit hour box to indicate below that the requirement is "Satisfied by College/Program Requirements"
Communication in the Major (Advanced Communication)		X	Satisfied by College/Program Requirements
Technology Fluency		X	Satisfied by College/Program Requirements
Total credit hours required to complete Degree: Total must be within 120-128 credit hours.		120 Total hours	As applicable, indicate here the overall GPA requirement for degree completion including course completion.

SIP 114: Wicked Problems, Wolfpack Solutions (2 cr): Integrating Across Disciplines to Address Wicked Problems

Wicked Problems, Wolfpack Solutions 2020: The COVID-19 Pandemic

NOTE: Topic will change with subsequent offerings of the course. For example, 2021 will focus on global change and social inequities

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We acknowledge that while at NC State University, we are present on the traditional territory and homelands of the Catawba Nation.

COMMUNICATION

Communication about this course starts with this syllabus. Please take the time to look through all of it. The course website can be found here: <https://wolfware.ncsu.edu/courses/my-wolfware/>

Our goal is to create an inclusive space welcoming those of all races, ethnicities, national origins, religions, abilities, ages, sexual orientations, sexes, gender identities, and veteran statuses. We ask all participants to work with us to create welcoming intellectual, physical and virtual spaces by treating each other with respect -- by listening to understand, by not making assumptions, and by avoiding judgmental attitudes and comments.

In an effort to affirm and respect the identities of all members of the classroom and beyond, please contact course facilitators (wolfpack-solutions@ncsu.edu) if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory. You can update your personal information in MyPack Portal -- for instructions on how to do so, please visit: <https://studentservices.ncsu.edu/your-resources/privacy/pronouns-and-gender-identity/> and <https://studentservices.ncsu.edu/your-resources/privacy/preferred-name/>

Announcements

Communication we have about this class will be conducted by email announcement through the Moodle course website. It is your responsibility to regularly check and maintain the email account you have on record with NC State Registration and Records. ***You should check this email account (i.e., read the emails) at least once a day.*** Many instructors and advisors at NC State will communicate with you via email.

If you have course-specific questions or concerns, please refer to the Announcements forum on Moodle and the Wolfpack Solutions FAQ page. These resources will be updated frequently as needed.

If you have questions that are not addressed on the FAQ page, then you can email the course facilitators at wolfpack-solutions@ncsu.edu.



Response Time

We will try to respond within two (2) business days.

COURSE MATERIALS

All course materials will be provided on the course Moodle site (<https://wolfware.ncsu.edu/courses/my-wolfware/>).

ABOUT THIS COURSE

Wicked Problems, Wolfpack Solutions (SIP 114) is a shared academic experience designed for all students new to NC State. Each year, this course focuses on a current wicked problem, defined as a highly complex problem that can only be addressed through collaborative, multidisciplinary efforts. This course explores a wicked problem and possible solutions through the perspectives of NC State scholars representing many different areas of study and reflects NC State's commitment to inclusion of individuals and ideas from a broad diversity of backgrounds and experiences.

Students, we hope that by engaging fully in this course you will not only feel inspired and energized to explore the wide variety of areas of study available at NC State, but also begin to reflect on where and how you can connect with others to develop your own sense of belonging in the Wolfpack learning community. We value each student's unique perspective, background and potential, and hope that you will feel supported and cared for as you begin your undergraduate journey at NC State. Welcome!

Structure

- This online course delivers all learning materials, activities, and assignments through **Moodle**, a secure and easy-to-use online learning platform.
- The course is completely **asynchronous**, which means that students have no real-time class meeting requirements. We do hope that you can join us at the live events we also have scheduled, but these will also be recorded for those who cannot participate in real time.
- Learning activities include videos, podcasts, live events, reading assignments, self-check quizzes, written reflections, peer reviews, discussion forums, and a course-long project.
- This course consists of five (5) modules, with a new module opening on each Monday of the term. Assignments are designed to be completed in the order presented and all are due by the end of the final exam period of the term. There is no final exam in this course.

COURSE GOALS

Students who fully engage with the activities in this course will have the opportunity to do the following:

Interdisciplinarity. Explore how NC State faculty and other experts from a wide variety of disciplines each offer valuable, evidence-based perspectives and solutions to the wicked problems of the world and envision the contributions they themselves can make.

Transition. Discover and develop skills, strategies and relationships needed to thrive at NC State and beyond.

Intentionality. Reflect on how to make informed, value- and goal-driven decisions about their own university experience. Create a conceptual framework for their own college education to help guide decisions about majors, minors, courses, and co-curricular experiences.

Community. See themselves and others as valuable, contributing and cared-for members of the NC State family. identify where and how they can connect with experiences and with other people to develop their own sense of belonging.

STUDENT LEARNING OUTCOMES

Students, by the end of this course you should be able to:

1. identify various disciplinary perspectives in the context of addressing a complex problem.
2. identify the elements and intellectual standards of critical and creative thinking.
3. differentiate among the distinct approaches of multiple disciplines to understanding and addressing a complex problem.
4. compare the contributions that different disciplines can make to understanding or responding to the problem being addressed.
5. design a strategy involving multiple disciplines to address a complex problem.
6. describe the way(s) in which you could envision yourself helping to address a complex societal problem.
7. explain the value of taking an interdisciplinary approach to solving problems and to your own college education.
8. explain the reasoning behind various responses to the COVID-19 pandemic and identify some of the challenges of effectively implementing those responses.

[NOTE] With each new offering of the course, the last outcome will be modified to fit the topic.]

GENERAL COURSE INFORMATION

Course Website (Moodle): <https://wolfware.ncsu.edu/courses/my-wolfware/>

Course Credit Hours: 2 credits

Contact for questions: wolfpack-solutions@ncsu.edu

Course Credit

Students who complete all assignments at a satisfactory level by the end of the term (final due date is provided on the Moodle site) will receive course credit for this course in their first full semester at NC State.

General Education Program (GEP) Information

This course fulfills 2 credits of the Interdisciplinary Perspectives requirement of the General Education Program. The objectives for this GEP category are:

1. Distinguish between the distinct approaches of two or more disciplines. (SLO 3-5)
2. Identify and apply authentic connections between two or more disciplines. (SLO 4-5)
3. Explore and synthesize the approaches or views of two or more disciplines. (SLO 5)

Those student learning outcomes (SLOs) most relevant to each category are indicated in parentheses.

TECHNOLOGY REQUIREMENTS

Hardware

NC State's Online and Distance Education provides [technology requirements and recommendations](#) for computer hardware.

Software

- > [Moodle and Wolfware](#)
 - [Moodle Accessibility Statement](#)
 - [Moodle Privacy Policy](#)
 - [NC State Privacy Policy](#)
- > [Adobe Reader](#) (for reading PDF files)
 - [Accessibility Statement](#)
 - [Adobe Privacy Policy](#)
- > [G Suite](#)
 - [Accessibility Statement](#)
 - [Privacy Policy](#)

Minimum Computer and Digital Literacy Skills

- > Regular access to a reliable internet connection
- > Proficient typing and word processing skills (MS Word, text editors, Google Docs)
- > Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers
- > Ability to download and upload attachments
- > Knowledge of copy/paste and use of spell check
- > Ability to use computer networks to locate and store files or data
- > Internet skills and ability to perform online research using various search engines and library databases. Visit [Distance Learning Services](#) at NC State Libraries for more information.
- > Properly cite information sources

NETIQUETTE

Netiquette is the term used to describe the special set of rules for online communication.

Students should be aware that their behavior impacts other people, even online. We will all strive to develop a positive and supportive environment and will be courteous to one another. Due to the nature of the online environment, there are some things to remember when taking an online course and engaging with others.

Tips for Success:

- > **Do:** Follow the same standards of behavior that you subscribe to offline. Keep in mind that all online communication is documented and therefore permanent.
- > **Don't:** Attack others in discussion forums. This includes responding in a highly critical, sarcastic, or ridiculing manner – especially if on a personal level. Remember that these discussions are meant for constructive exchanges and learning!
- > **Do:** Ensure you are responding to forums by the due date, in order to leave time for peers to comment on your response.
- > **Don't:** Go for long periods of time without engaging with the online classroom community! In online, hybrid, or face to face courses that you take in the future, you should plan to have regular communication with your instructor as well.
- > **Do:** Remember to read over your posts before selecting "Submit."
- > **Don't:** Use slang, poor grammar, and other informal language in discussion forums or email messages to instructors or classmates.

GRADING

Grading Policy

You will not earn a letter grade for this course. Participation in and completion of all course activities will earn you two general education credit hours at no cost. The two credit hours will be added to your spring 2020 transcript at the end of the spring semester (similar to the way we award Advanced Placement credit) and will count toward the Interdisciplinary Perspectives category of the General Education Program.

Earn course credit by completing all:

- > Self-Check activities with a score of 75% or greater
- > Surveys (after each presentation)
- > Reflections (weekly)
- > Task Force Project assignments (weekly)

COURSE SCHEDULE

This course runs over a five-week period. Although the course is self-paced, the science of learning tells us to advise that you distribute the work over all of those five weeks.

Week	Open Date	Topic	To Explore	To Do
Preview	11/28/2020	Start Here!	Introduction & Course Overview	Self-Check, Practice Activities
Week 1	11/30/2020	Setting the Stage	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 2	12/7/2020	The Current Crisis	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 3	12/14/2020	How We See the Disease	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 4	12/21/2020	Solutions	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 5	12/28/2021	Anticipating the Future	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
All assignments are due by January 8, 2021. See the Late Assignments section (next) for details.				

NOTE: course schedule is subject to change.

COURSE POLICIES

Late Assignments

Every course syllabus should clearly indicate whether or not assignments will be accepted late and what the impact is on the grade for that assignment (and for the course). In most courses, assignment due dates will occur throughout the term, spacing out your learning. In this course, because it can be completed entirely on your own schedule, all assignments are due by the end of the term. We will accept assignments after that time only if you contact us at Wolfpack-Solutions@ncsu.edu and explain why you cannot submit by the end of the term.

For your learning, it is best to complete assignments (1) in the order they are provided and (2) spaced out throughout the term. To the extent you can do so, please stay “on schedule” with the weekly layout of this course.

Incomplete Grades

Incomplete grades are typically used in situations in which a student cannot complete coursework due to circumstances beyond their control. In order for an instructor to post an incomplete (IN), the student must be in communication with the instructor and must have an understanding of what is required in order for them to complete the course. Once the student completes all coursework (and there may be a deadline for doing so), the instructor will then submit a grade change to post the course grade. We are not posting a grade for this course, but we will post credit in your first semester at NC State. If you need additional time to complete coursework after the deadline (due to circumstances beyond your control), contact us at Wolpack-Solutions@ncsu.edu and explain why you cannot complete all of your coursework on time.

Attendance and Participation

The requirements for attendance and participation will vary in each course that you take at NC State. These policies will be detailed for you in each course syllabus and include links to NC State's Attendance Policy: <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/> and the Withdrawal Process: <https://studentservices.ncsu.edu/your-classes/withdrawal/process/>

In this course, because all course activities can be completed entirely on your own schedule prior to the close of the course, attendance and participation will not be tracked. We will be looking for completion as detailed in the Grading Policies described above.

UNIVERSITY POLICIES

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the [Academic Integrity](#) web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Students are responsible for reviewing the NC State University Policies, Regulations, and Rules (PRRs) that pertain to their course rights and responsibilities:

- > [Equal Opportunity and Non-Discrimination Policy Statement](#) and [additional references](#)
- > [Code of Student Conduct](#)
- > [Grades and Grade Point Average](#)
- > [Credit-Only Courses](#)
- > [Audits](#)

These PRRs don't change very often, but the links should be included in every syllabus. If changes are made to any PRR, the university should communicate those changes directly to you and to your advisors and instructors. This is another good reason to pay attention to the emails you receive.

Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the [Disability Resource Office](#) at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653 . For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

Basic Needs Security

Any student who faces challenges securing food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. In addition, you can contact the Division of Academic and Student Affairs to learn more about the Pack Essentials program <https://dasa.ncsu.edu/pack-essentials/>

COURSE EVALUATIONS

In this course, we will ask for your feedback in the form of multiple surveys that you will access in Moodle. We use your anonymous responses to make changes to future course offerings.

Formal course evaluations at NC State are conducted at the end of the academic semester. The end-of-semester survey, called ClassEval, allows students to evaluate all university classes. ClassEval is administered online and includes 12 closed-ended questions and 3 open-ended questions. Deans, department heads, and instructors may add a limited number of their own questions to these 15 common questions.

Each term, students' anonymous responses are compiled into a ClassEval report for every instructor and class. Instructors use the evaluations (made available to them after the term is over) to improve instruction and include them in their promotion and tenure dossiers, while department heads use them in annual reviews of instructors. The reports are included in instructors' personnel files and are considered confidential.

Online class evaluations are available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions. Students will receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals.

- > Contact ClassEval Help Desk: classeval@ncsu.edu
- > [ClassEval website](#)
- > [More information about ClassEval](#)

HON 355 Course Syllabus

Feelings of/From Technology: Analog Bodies in Digital Spaces

Fall 2021

3 Credit Hours

Course Description

While we live in a Digital Age, we have only begun to understand its full significance. Technologies - permeate and infuse everything we do, which has led to both optimism and concern. What new possibilities arise in a virtualized future? Can we escape scarcity, this planet, even death? What problems might our technologies solve? Modern technologies also raise new existential challenges: Why has the increased prosperity that technologies provide been met with seemingly impoverished and unhappy lives, loneliness, and alienation? How does technology mediate our sense of identity and the relations we have with society, nature, and ourselves?

This course will explore the phenomenology of technological life - that is, the descriptive study aimed at looking at the relations between humans and our world, a technologically mediated world. We will use this experiential and descriptive approach to consider the moral dimensions and psychological and sociological consequences of digital and emerging technologies, especially information and communications technologies (ICT's) like the internet and social media. To understand ourselves, our world, and our historical situation requires critically engaging with technology. We will use human affective states as a guiding tool to understand the significance of this digital age.

Instructor

Scott O'Leary, Ph.D. (smoleary) – *Instructor*

Student name (nkelmer@ncsu.edu) – *HSV Fellow*

Kip Perry (kperry2@ncsu.edu) – *Teaching Assistant*

Email: smoleary@ncsu.edu

Phone: 919-515-0946

Office Location: 113 Berry

Office Hours: 12-1:20 PM Mon/Wed on [Zoom](#) and by appointment

Course Meetings

Seminar

Days: Tuesdays and Thursdays

Time: 1:30pm - 2:45pm

Campus: Main

Location: Hybrid Course, QC 201 and <https://ncsu.zoom.us/j/94142223531>

Learning Outcomes

Students will be able to identify philosophical and sociological methodologies to address the way technology mediates experience, relationships, and social structures.

Students will be able to analyze the phenomenological and social significance of modern and emerging technologies in the technological interactions of the individual and society.

Students will be able to synthesize philosophical and sociological approaches and research to examine or evaluate different ethical and social challenges posed by technological mediation on our lived experience and larger socio-cultural structures.

Students will be able to identify distinguishing aspects of different countries' technological worldviews.

Students will be able to examine how two different cultures (American and one of your choice) respond differently to technological mediation in their lived experience based on their unique cultural and historical standpoints.

Course Structure

Participation (GK)

Class participation is first and foremost about being prepared, paying attention, listening, and engaging with the professor and your peers. The first steps to good participation in the ongoing discussion are: (1) coming to class, and (2) completing the reading as scheduled **and bringing your text to class**. These steps allow everyone to (3) be respectful and listen to others so that you can (4) ask questions, provide insightful critiques, and answer queries posed by students and the professor. Participation also consists in completing assigned [Question for Consideration \(QFC\)](#) assignments on selected readings. **QFC** assignments require students to analyze primary texts, often from different cultural standpoints, to pose questions for class discussion. *Students will create a Google folder containing their QFC's to share with the instructor.*

Discussion Leader

Throughout the semester, teams of two students will lead the discussion for approximately 40-45 minutes of class relating to themes, issues, and concepts raised in readings assigned for that week. Students may prepare experiential activities, visuals, and handouts to aid classroom engagement and will submit an email proposing their plans to the instructor **at least 48 hours in advance** for review. As *discussion leaders*, it is the students' responsibility to *generate, moderate, and lead an interdisciplinary discussion*. Students should *resist the desire to* prepare a formal presentation and *should avoid* summarizing the reading(s). Students may wish to guide the discussion through difficult points and concepts, and introduce helpful videos, background information, or additional resources that may aid in *generating and leading* the discussion. Students will sign up for the day they wish to lead using the following [Doodle Poll](#) the first week of class, and *each student should be prepared to lead discussion once or twice* during the available class periods. **Please initially just sign up for one date within the first 2 weeks.**

Choose 7 points from list of experiential options (GK and GK options)

To understand technology, we need to engage with it and unpack that experience phenomenologically - that is, descriptively with reflection and analysis. Each student **must earn at least 7** out of a possible 25 points from the assignments below. Each assignment is an experiential assignment integrating some aspect of technology as it relates to our course and will be graded on a 100-point grading rubric. Students are strongly encouraged to discuss with the instructor the assignments chosen before the due dates (listed on the syllabus). Each assignment includes a class-based component, typically either a demonstration or report. Reports may take one of two forms: (1) Students may provide a **brief 3-minute PowerPoint or video presentation**. (2) Students may **create and share copies of a memo** with the entire class and recap the core takeaway message. Rubrics and guidelines for assignments are posted on Moodle. Those indicated with a GK indicate Global Knowledge credit.

- (1) [Letter conversation](#) (2 pts) [GK option*]
- (2) Artifact analysis: The phenomenology of things (3 pts) [GK option*]
- (3) [Host a Living Room Conversation: Technology and Relationships](#) (2-3pts) [GK option*]
- (4) Livestream my life challenge (2 pts)
- (5) Media diet log: QualityTime, Forest, App Usage (1 pt)
- (6) Tech movie viewing and analysis (1 pt) [GK option*]
- (7) "Twitter and everyday life" (1 pt) [GK option*]
- (8) *The Matrix* and simulated world viewing analysis (1 pt)
- (9) Dopamine/stimulus fast (2 pts)
- (10) Awe, attention, and Koru Mindfulness (4 pts) [GK]
- (11) Digital relationship app/simulation encounter (1 pt)
- (12) Media nostalgia exercise (2 pts)
- (13) Digital optionality* (1-2 pts) This option allows students to propose their own experiential projects to the professor as part of the larger "optionality" inherent in modern technological society. Proposal must be received at least two weeks prior. Example: virtual reality simulation, etc. [GK option*]

Self-chosen Project (GK)

A final project will be due at the end of the semester. This project will consist of two parts: (1) a project proposal with (i) project summary, (ii) timeline, (iii) objectives, and (iv) a self-designed grading rubric and (2) the completed project for shared viewing. Example rubrics will be provided. Projects may take many forms and use various mediums including a 15-page research paper, pilot, research study, podcast, 15 to 20-minute recorded video PowerPoint presentation, booklet, professional poster, website, or another creative format. All projects should include some connection with GK objectives 1 and/or 4

below in consultation with the instructor. This includes identifying and comparing the distinguishing and distinctive characteristics of technology in the United States and at least one other country. The project proposal and rubric offer the opportunity to pitch an idea to the instructor and as a safeguard to ensure the project meets the standards required. **Always save your work in more than one place (flash drive, Google Drive, Dropbox, OneDrive, etc.)**

Class Workshop Presentations

During the last week of classes, each student will present a 3 to 5-minute informal presentation articulating their project idea, main claims, conclusions, and future areas of investigation to the rest of the class followed by a Q&A session. Students do not have to have their projects completed at this stage, although there should be a significant amount of work completed to present an accurate project outline, and narrative so classmates can provide quality feedback and suggestions for improvement.

Course Materials

Textbooks/Expenses

There are no required texts for this course. However, students will be required to print course materials, some costs for experiential learning opportunities, and occasional travel expenses. Students should budget the typical cost for textbooks (approximately \$50) for these expenses. If there are financial difficulties, please consult with the instructor.

Requisites and Restrictions

Prerequisites/Corequisites/Restrictions

There are no prerequisites or corequisites for this course. This course is restricted to first-year University Honors Program and University Scholars Program students. Open to other students by permission of the UHP.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

Each course in Interdisciplinary Perspectives category will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

How This Course Will Fulfill GEP Category Outcomes

1. Students will be able to identify philosophical and sociological methodologies to address the way technology mediates experience, relationships, and social structures through the Discussion Leader Assignment.
2. Students will be able to analyze the phenomenological and social significance of modern and emerging technologies in the technological interactions of the individual and society through Experiential Learning Assignments.
3. Students will be able to synthesize philosophical and sociological approaches and research to examine or evaluate different ethical and social challenges posed by technological mediation on our lived experience and larger socio-cultural structures in their final self-directed projects.

The reading assignments for this course come from a variety of disciplines and methodological approaches, especially those of philosophy and sociology (particularly the sociology of technology, science and technology studies, and digital media studies). Course assignments focus on philosophical (especially phenomenological) and sociological methods. Discussion Leader and Experiential Learning options require students to describe, reflect and analyze different cultural practices based upon emerging technologies and their mediation of underlying structures in individuals and groups. The Project Proposal and Final Project require students to engage in critical reflection, analysis, and comparison of different perspectives and consider their own methodological presuppositions.

Which disciplines will be synthesized, connected, and/or considered in this course?

Philosophy and Sociology with materials from History and Psychology.

How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

By reading and addressing material from a variety of disciplines and perspectives, students will learn to grapple with different methodologies and underlying assumptions, and ways these impact the questions and discussions that ensue. Students will move from the individual experiential (phenomenological/philosophical) level of analysis to also examine group, social structures, and cultural trends analyzed from the tools of sociology. Students will learn to identify these different approaches through course discussion and question for consideration assignments, and examine and apply them through experiential learning assignments as well as their final project proposal and final project.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

1. Identify and examine distinguishing characteristics including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.
4. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

How This Course Will Fulfill GEP Co-requisite Outcomes

Learning Outcome 4. Students will be able to identify distinguishing aspects of different countries' technological worldviews in their Question(s) for Consideration participation assignments.

Learning Outcome 5. Students will be able to examine how two different cultures (American and one of your choice) respond differently to technological mediation in their lived experience based on their unique cultural and historical standpoints assessed in the creation of a self-chosen project proposal and completing their final project. GK-relevant assignments have been noted throughout this syllabus.

Grading

Grade Components

Component	Weight	Details
Participation (GK)	15%	Students will be evaluated weekly by the instructor for their active engagement in class. The first steps to good participation in the ongoing discussion are: (1) coming to class, and (2) completing the reading as scheduled and bringing your text to class . These steps allow everyone to (3) be respectful, by focusing on what is going on in class and listening to others so that you can (4) ask questions, provide insightful criticisms, and answer questions posed by other students and the professor. QFC assignments are also included in the participation score based on the included rubric. Participation will count for at least 15% of the course grade, and potentially more for students who actively participate.
Discussion Leader Assignment	15%	With a partner, it is the students' responsibility to <i>generate, moderate, and lead an interdisciplinary discussion</i> for a given class period or section of class. Students will be evaluated by the professor on their ability to lead deep, lively and stimulating conversation. Students should avoid summarizing the reading(s) . Students may wish to lead discussion over difficult points, concepts, introduce any helpful videos, background information, or additional reading that may aid in <i>generating and leading</i> discussion. Always focus on quality discussion!

Experiential Learning Assignments	30%	A variety of experiential learning assignment options are available to students. Students must select a total of 7 points worth of assignments, complete the experience, and present to the class through a written memo or brief PowerPoint or visual presentation of 3-4 minutes in length. Students will be evaluated based on professionalism and quality of work and should practice and time their presentations.
Final Project Proposal (GK)	5%	Students will work with the instructor to create a proposal for their final self-chosen project that includes a project summary, timeline, objectives, and clear assessment rubric.
Final Project (GK)	35%	In consultation with the professor, the student will create a final project connecting personal interests with course content. The project can be a paper (minimum 15 pages), recorded video presentation, website, individual research poster, book, pamphlet, or other creative work.

Participation

Class participation involves more than what and how much you speak in class; it's your effort, willingness, and the courage to be present in all discussions. In-class activities and assignments and out-of-class engagement will also be included in your participation grade. Your overall participation will be evaluated as follows:

Grade	Criteria
A	Fully present in mind and body, giving exceptionally meaningful contributions to the learning environment and discussions. An A grade shows substantial depth and quality of engagement with all aspects of the course (e.g. making innovative connections between concepts during discussions, asking provocative questions that get the class thinking, actively incorporating class readings beyond the day's reading, taking a leadership role during activities and discussions, etc.).
B	Present in mind and body, and actively participating with positive contributions to the learning environment (e.g. engaged, posing relevant questions and comments during class discussions, demonstrating a willingness to share and talk about written work, proactive assistance for fellow group members, incorporating the day's readings into comments, etc.).
C	Present in mind and body, but only passively participating. This could also include variable presence combined with sporadic active engagement. Prepared and attentive, but not always adding to class discussions.
D	Only present in body – disconnected or not fully engaged in the course. In-class behavior shows obvious unpreparedness and a lack of engagement with the course. Attending class without the required materials for active participation.
F	Frequently tardy/absent. Unprepared for class. Disruptive behavior that makes it difficult for the class to accomplish its learning objectives.

Letter Grades

This Course uses Standard NCSU Letter Grading:

A+	97.0-100	A	93.0-96.9	A-	90.0-92.9
B+	87.0-89.9	B	83.0-86.9	B-	80.0-82.9
C+	77.0-79.9	C	73.0-76.9	C-	70.0-72.9
D+	67.0-69.9	D	63.0-66.9	D-	60.0-62.9
F	59.9 and below				

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U)

grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

As stated by the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [email is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption a student's work not caused by his/her own negligence. The university's policy on incompletes REG 02.50.03) can be found at <http://policies.ncsu.edu/regulation/reg-02-50-3>

Late Assignments

Late work will be permitted on a case by case basis. Certain experiential learning assignments and discussion leading assignments may not permit late work due to the timeliness of the presented work.

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Attendance Policy

This is a seminar course, which means that a large part of its value derives from the interactions and discussions during the class meetings. We also meet twice a week with a quickly moving schedule, which means that missing a single class meeting will adversely impact your ability to meet the learning outcomes for this course. Hence, attendance at all class meetings is extremely important and is one of your fundamental responsibilities as a student. Even your physical attendance alone is not sufficient: you must come to class prepared, and you must be an engaged and fully participating member of the group. Please arrive on time. Arriving late will be reflected in the participation grade.

Absences Policy

Two unexcused absences will result in a 3% reduction of your final grade with each subsequent absence an additional 3% deducted. Four unexcused absences will result in failure of the course. The definition of excused and unexcused absences can be found in the university's attendance regulation (REG02.20.3): <http://policies.ncsu.edu/regulation/reg-02-20-03>

Even an excused absence will adversely affect your ability to achieve the learning outcomes of this course. Therefore, if you anticipate requiring more than one or two excused absences during the semester, you should meet with me prior to the tenth day of classes (also the last day to add a course—refer to the university calendar). In the event of an excused absence, note the requirement in the university policy for prior notification or, in the event of an absence because of one of the defined emergency situations, notification and documentation within a week after your return to campus. I will strive to enable you to make-up points missed because of an excused absence. Given the diversity of activities in the course, make-up work will be individually negotiated.

Makeup Work Policy

Whether excused or unexcused, all students are responsible for finding out what material was covered, getting notes, and being fully prepared for class when they return to class and turning in all assignments on time. Due dates for major assignments are established at the beginning of the semester and listed on

the syllabus, and so except in special circumstances should be turned in that day whether on time or late. Students' late work will likely result in grade penalties to be fair to all students in the course.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>.

It is the expectation that all discussion, comments, and written or visual work in this course is inclusive, civil, and respectful of each student. Behavior that is hostile, disrespectful or lacking integrity can lead to students feeling unsafe and reduces the ability to be successful, present, and engaged in class. Issues will be dealt with on a case by case basis, but I reserve the right to ask any student to leave the class and be marked absent if they violate academic integrity or show disrespect to other members of the community or oneself.

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Electronically-hosted Components: This course may require students to submit assignments to Moodle and also encourages students to share information via Google Drive.

Class Evaluations

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

- Evaluation website: <https://classeval.ncsu.edu>
- Student help desk: classeval@ncsu.edu
- More info about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, University College Commons, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>)

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at

<http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.'

Campus Resources

Writing and Speaking Tutorial Services

For help with any writing or speaking assignment, for any course, visit one of the free walk-in centers on campus. Peer consultants are available through the University Tutorial Center (UTC) in 101 Park Shops, and in other locations on campus. For hours and further information, click [here](#).

Moodle

For help with navigating Moodle and our course page in particular, please consult [Moodle Student Orientation](#) and also [this page](#) for student FAQs, video tutorials, and more. You can also email help@ncsu.edu or call 919-515-HELP (4357).

Ask a Librarian

Click [here](#) to learn how to reach the Reference Staff at Hill/Hunt Libraries.

Campus Safety

Click [here](#) for information to help you remain prepared and proactive with respect to your safety on campus.

NCSU's GLBT Center

Click [here](#) to learn more about resources available to the GLBT and ally community both at the center and across campus.

Counseling Center/Assisting Students of Concern

The Counseling Center provides counseling for NC State students experiencing personal, academic, or vocational problems. Most services are free. For more information, click [here](#).

Finally, as members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and campus remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's well-being or yours. When this occurs, please report this behavior to the NC State's [Students of Concern website](#).

Daily Class Schedule

NOTE: This is a **tentative** schedule and it is subject to change according to the needs of the class and contingencies.

Date		In Class	Homework
T	Aug	<ul style="list-style-type: none"> Course and syllabus overview Course assignments/expectations David Foster Wallace "This is Water" (read before first class) 	<ul style="list-style-type: none"> Arendt, <i>The Human Condition</i> (Prologue and Ch 1) Heilbroner, "Do Machines Make History?" Suggested: "Technology and the Human Condition" <i>The Fraildest Thing</i> and McLuhan, "The Medium is the Message" First QFC on Arendt due next class
R	Aug	<ul style="list-style-type: none"> First QFC Due: <i>The Human Condition</i> (GK) <i>The Human and Tech Condition</i> Technological Determinism 	<ul style="list-style-type: none"> Blitz, "Understanding Heidegger..." (63, 67-75) Ministry of Ideas Podcast (in)Efficiency Recommended: Heidegger, "Question Concerning Technology" First ELA: <i>The Matrix</i> and <i>Simulated World</i> due next class
WEEK 2			
W	Sep	<ul style="list-style-type: none"> First ELA Due: <i>Matrix</i> and <i>Simulated World</i> Technology and/as Efficiency 	<ul style="list-style-type: none"> Feenberg, "Technology in a Global World" (pp. 237-243) De Zengotita, "The Numbing of The American Mind" ELA: Tech Movie Viewings assigned, due ... (proposed list of films due ...)
M	Sep	<ul style="list-style-type: none"> QFC Due: "The Numbing of The American Mind" Technological branching, combining, and mediation 	<ul style="list-style-type: none"> Rowen, "The End of Forgetting," <i>The Atlantic</i> Haegney, "The Seductiveness of Insta-Nostalgia" <i>The New Yorker</i> Wulf et.al., "Video Games as Time Machines" ELA: Media Nostalgia due next class
WEEK 3			

W	Sep	<ul style="list-style-type: none"> Discussion Leader 1: Feeling Nostalgic ELA Due: Media Nostalgia Forgetting and Nostalgia 	<ul style="list-style-type: none"> McCarthy, "Remember Things: Consumerism, Nostalgia, and Geek Culture in Stranger Things" Stranger Things, Belligerent Romance and the Danger of Nostalgia (Youtube) QFC on "Remember Things" & Stranger Things...
M	Sep	<ul style="list-style-type: none"> QFC Due: "Remember Things" and Stranger Things Nostalgia in digital media: <i>Stranger Things</i> and 80's media image Promises and Dangers of Nostalgia 	<ul style="list-style-type: none"> Fernandez and Matt, "The Lonely Cloud" <i>Bored, Lonely, Angry, Stupid</i> Recommended: "Why are we so Lonely: Glad you asked" Vox ELA: Live-Stream Your Life Challenge" due .. ELA: Media Diet Log (track one week) due ...
WEEK 4			
T	Sep	<ul style="list-style-type: none"> Feeling Lonely: American history and loneliness 	<ul style="list-style-type: none"> Wolters, "Asia's live-streaming industry promises intimacy. So why are users so lonely?" <i>National Geographic</i>. McCormick, "Asia's lonely youth are turning to machines for companionship and support" <i>SCMP</i> Recommended: Rubin, "All the Lonely People - where do they belong?" <i>The New Atlantis</i> and Ooze (5 minute film)
R	Sep	<ul style="list-style-type: none"> Discussion Leader 2: Feeling Lonely ELA Due: Live-Stream Your Life Challenge Communalism meets Digitalism Int. and American loneliness 	<ul style="list-style-type: none"> Foucault, "Panopticonism" The Conversation.com: Chinese Social Credit scores Recommended: <i>Black Mirror</i> episodes "10,000 Million Merits" and "NoseDive" ELA: Awe, Wonder, and Mindfulness begins!
WEEK 5			
T	Sep	<ul style="list-style-type: none"> ELA Due: Media Diet Log Discussion Leader 3: Feeling Watched Panopticonism & Social Credit 	<ul style="list-style-type: none"> Friesen, Feenberg, Smith, and Lowe, "Experiencing Surveillance" in <i>Reinventing the Internet</i> Recommended: Beyoncé and Lady Gaga "Video Phone"
R	Sep	<ul style="list-style-type: none"> QFC Due: "Experiencing Surveillance" Surveillance and Phenomenology: The feelings of being watched 	<ul style="list-style-type: none"> Turkle, "Love's Labor Lost," <i>Together, Alone</i> "Love in the Digital Age" <i>NY Times</i> QFC on "Love's Labor Lost" due next class ELA: Digital Relationship App/Simulation assigned, due ...
WEEK 6			
T	Oct	<ul style="list-style-type: none"> QFC Due: "Love's Labor Lost" Feeling Love(d) Turkle, The Works of Love, and Digital romantic love 	<ul style="list-style-type: none"> White and Galbraith, "Japan's Emerging Emotional Tech" <i>Anthropology-news</i> Schneider, "The Philosophy of 'Her'" <i>NYTimes</i> Her viewing Wednesday/Thursday night
R	Oct	<ul style="list-style-type: none"> Discussion Leader 4: Feeling Love ELA Due: Digital Relationship/Simulation <i>Her</i> and human love in a digital age 	<ul style="list-style-type: none"> "The last places on Earth..." <i>The Telegraph</i> "Students lacking Internet" <i>Atlantic</i> Project Loon Haraway, "A Cyborg Manifesto" (excerpts) ELA: Twitter and Everyday Life due ... ELA: Artifact Analysis: Experience of Things assigned, due...
WEEK 7			
T	Oct	<ul style="list-style-type: none"> Discussion Leader: 5 Feeling Dis(Connected) The Digital Divide and Project Loon 	<ul style="list-style-type: none"> Gertz, "Amor Fitbit" <i>Technology and Nihilism</i> Recommended: Wake Up (short) QFC on "Amor Fitbit" due next class
R	Oct	<ul style="list-style-type: none"> QFC Due: Amor Fitbit ELA Due: Twitter & Everyday Life Feeling (over)Connected 	<ul style="list-style-type: none"> Roth, "The Infinite Scroll" <i>Columbia Journalism Review</i> Carr, "How Smartphones Hijack Our Minds" Suggested: Pocket (short) ELA: Dopamine/Stimulus Fast assigned, due
WEEK 8			
T	Oct	<ul style="list-style-type: none"> Discussion Leader 6: Feeling Addicted Smartphones and scrolling: the desire for connection 	<ul style="list-style-type: none"> Turkle, "Stop Googling. Let's Talk" and also available here Turkle, "Connected, but Alone?" (TED) Twenge, "Have Smartphones Destroyed a Generation?" Recommended: "Net Loss: Is the Internet Killing Solitude..."
R	Oct	<ul style="list-style-type: none"> Discussion Leader 7: Feeling Distracted ELA Due: Dopamine/Stimulus Fast Social media - the desire for conversation, loss of solitude? 	<ul style="list-style-type: none"> "Creativity in the Digital Age" <i>The Guardian</i> and these images and video The Machine Gaze, Aeon (another version here) Recommended: Oh Baby (short)

WEEK 9			
T	Oct	<ul style="list-style-type: none"> Discussion Leader 8: Feeling Creative/Artistic ELA Due: Artifact Analysis: The Experience of Things Digital Creativity: Perceiving Digitally 	<ul style="list-style-type: none"> Watch this then read "A Brief History of Morai, one of PC's most..." Khatchadourian, "The Taste Makers" <i>The New Yorker</i> Suggested: Benjamin "The Work of Art in the Age of Mechanical Reproduction" QFC on "The Taste Makers" due next class
W		Chris Johnson: creator of Morai	Digital "Field Trip"
R	Oct	<ul style="list-style-type: none"> QFC Due: "The Taste Makers" The past, present, and future enjoyment of technology and aesthetic taste 	<ul style="list-style-type: none"> Quesnel and Riecke, "Are you Awed Yet: How VR gives us Awe and Goose Bumps" Recommended: Jill Shaarga, "Please, please, people: Let's put the awe back in awesome!" TED Suggested: Tan, "Digital Confucius? Exploring the implications of artificial..." <i>Connection Science</i> ELA: Letter Conversation assigned, due ... ELA: Living Room Conversation: Technology and Relationships assigned, due ...
WEEK10			
T	Oct	<ul style="list-style-type: none"> ELA Due: Awe, Attention, and Koru Mindfulness ELA Due: Letter Conversation Instilling and Cultivating Awe: Earthrise 	<ul style="list-style-type: none"> Carr, "The Church of Google" QFC on "The Church of Google" due next class
R	Oct	<ul style="list-style-type: none"> Discussion Leader 9: Feeling Awe QFC Due: "The Church of Google" (GK) Feeling Awed 1: Carr, "Church of Google" 	<ul style="list-style-type: none"> Umberto Eco, "Reports from the Global Village" (pg 135-150) E.M. Forster, "The Machine Stops" QFC on "Reports from the Global Village" OR "The Machine Stops" due next class
WEEK11			
T	Nov	<ul style="list-style-type: none"> Discussion Leader 10: Feeling (in)dependent QFC Due: "Reports from the Global Village" (GK) OR "The Machine Stops" Eco and Forster on (In)Dependency 	<ul style="list-style-type: none"> Intelligence Squared US Debate Groups "Don't trust the power of Artificial Intelligence" ELA: Digital Optionality Assignments assigned, due Tuesday...
R	Nov	<ul style="list-style-type: none"> AI Debate discussion ELA Due: Living Room Conversation 	<ul style="list-style-type: none"> Fully Automated Luxury Communism Ch. 11 (context) and 12 (focus)
WEEK12			
T	Nov	<ul style="list-style-type: none"> ELA Due: Digital Optionality Feeling Hope 1 	<ul style="list-style-type: none"> Singler, "Existential hope and existential despair in apocalypticism and transhumanism" <i>Zygon</i> McKie, "No Death and an Enhanced life: Is the Future Transhuman?" <i>The Guardian</i>
R	Nov	<ul style="list-style-type: none"> ELA Deadline: Tech Movie Hope 2 and TransHumanism (GK): Viewing: <i>Black Mirror</i> "San Junipero" 	<ul style="list-style-type: none"> No new reading: research final project Project Proposals due next class on
WEEK13			
T	Nov	<ul style="list-style-type: none"> All Project Proposals Due Today Group 1 Project Proposal Workshop 	<ul style="list-style-type: none"> No new reading: research final project
R	Nov	<ul style="list-style-type: none"> Group 2 Project Proposal Workshop 	<ul style="list-style-type: none"> No new reading: research final project
WEEK14			
T	Dec	<ul style="list-style-type: none"> No Additional Reading: Project Presentation and Workshop Days 	<ul style="list-style-type: none"> No new reading: research final project
R	Dec	<ul style="list-style-type: none"> No Additional Reading: Project Presentation and Workshop Days 	<ul style="list-style-type: none"> No new reading: research final project Final Projects due next class!
Final			
T	Dec	PROJECTS DUE AT THE START OF EXAM TIME	

Fwd: course consult requested UHON 355

3 messages

Holly Hurlburt <hshurlbu@ncsu.edu>
To: Anne Auten <acauten@ncsu.edu>

Tue, Mar 2, 2021 at 12:39 PM

----- Forwarded message -----

From: **Karen Young** <kryoung@ncsu.edu>

Date: Fri, Feb 26, 2021 at 4:50 PM

Subject: Re: course consult requested UHON 355

To: Holly Hurlburt <hshurlbu@ncsu.edu>

Cc: Deanna Dannels <dpdannel@ncsu.edu>, Kasey Harris <kkharris@ncsu.edu>, Bret Smith <bhsmith6@ncsu.edu>, <jennifer_capps@ncsu.edu>

Dear Holly,

I am reaching out to you on behalf of Dean Dannels in response to your request for consultation. Thank you for the opportunity to review and provide feedback about this proposal for HON 355 – Feelings of/from Technology: Analog Bodies in Digital Spaces. The College of Humanities and Social Sciences has no objections to this proposed new course. While there is some overlap between this course and some of our existing offerings (e.g., ANT 261, COM 487, PSY 340, PSY 416) this new HON course differs enough either in terms of content, focus, and/or approach that there is not a substantial overlap between it and any of our courses.

Our Philosophy and Religious Studies department did have a little information they thought might be helpful to offer. When Professor [Bykova](#) introduced the course Continental Philosophy After 1900, it was originally offered as PHI 303. Despite her past success at making difficult material from the Continental traditions accessible to undergraduates, she found it necessary to re-number the course as PHI 403/503, to discourage first and second year students from attempting the course. It is, however, clear from his dissertation and published work that Dr. O'Leary strives for lucidity and to avoid creating an illusion of understanding, so he appears well-qualified to make work by Heidegger, Foucault, Benjamin, Haraway and others accessible to first year students.

They also added that on Twenge's analyses, it is helpful to consider the discussion at [andrewgelman.com](#) (search on: "site:andrewgelmancom Twenge" without the quotes).

Our English Department noted that there is a significant amount of science fiction and speculative fiction that might comment nicely on similar issues. They saw that E.M. Forster and Umberto Eco were part of the readings, but there might be others to look at as well -- like afrofuturist writers (Rivers Solomon, Octavia Butler, etc.).

Please let me know if I may be of further assistance.

Best,
Karen

On Tue, Feb 9, 2021 at 1:30 PM Deanna Dannels <dpdannel@ncsu.edu> wrote:
Karen-- can you please conduct this consult?

Thanks!

----- Forwarded message -----

From: **Holly Hurlburt** <hshurlbu@ncsu.edu>

Date: Tue, Feb 9, 2021 at 11:43 AM

Subject: course consult requested UHON 355

To: Deanna Dannels <dpdannel@ncsu.edu>

Cc: Kasey Harris <kkharris@ncsu.edu>, Bret Smith <bhsmith6@ncsu.edu>, Jennifer Capps <jennifer_capps@ncsu.edu>

Dear Deanna;

I hope you're well. Bret has asked me to reach out to you to request a consultation with the College of Humanities and Social Sciences in reference to a course - UHON 355, Feelings of/From Technology: Analog Bodies in Digital Spaces. This consultation is requested because CHaSS has several courses on the books with a technological focus. Dr. O'Leary, the course instructor, looked extensively at CHaSS offerings in COM, HI, STS, ENG and PSY and did not find [duplication or significant overlap](#) as indicated by the policies of OUCCAS. Further, Dr. O'Leary's class will only be offered as a UHON seminar, will be capped at 20 students and will be offered at most once every three semesters, so we do not anticipate any competition or significant overlap with CHaSS courses. The course has been reviewed by the University College Curriculum Committee, who recommended the course for approval but in the interest of due diligence, urged the consult.

Here are [the syllabus](#) and [course action](#) for your review. OUCCAS policy allows a window of 3 weeks for a consultation, so I would request your response on or before **March 2**. Please let me know if I can offer any further clarification or assistance and thank you so much for your consideration!

Be well,
Holly

--

Dr. Holly S. Hurlburt *she/her/hers*

Assistant Dean, Executive Director for Academic Enrichment Programming

University College

Professor of History

North Carolina State University

[Daughter of Venice](#) - Yale University Press

--

Deanna P. Dannels

Associate Dean of Academic Affairs

Professor of Communication

College of Humanities and Social Sciences

North Carolina State University

pronouns: she/her/hers

106C Caldwell Hall, Campus Box 8101

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--

Karen R. Young, Ph.D. (pronouns: she, her, hers)

Assistant Dean and Director of Undergraduate Programs

College of Humanities and Social Sciences (CHASS)

NCSU Campus Box 8101

Raleigh, NC 27695-8101

Phone: (919) 515-3425

Fax: (919) 515-9419

COM 250: Communication and Technology

Units: 3

Examination of past, current, and future intersections of technology, culture, and communication in everyday life. Impact of communication technology policies. Analysis of communication technologies in interpersonal, organizational, societal, and global contexts. Development of technology skills for the competent communicator.

Prerequisite: Communication Majors. Credit is not allowed for both COM 250 and COM 200

> Dr Stephen B. Crofts Wiley

COM 200: Communication Media in a Changing World

Units: 3

COM 200 is a general education course. COM majors can only take it as a free elective, or with special permission. I am doing a special international version of this course this summer -drop me an email and I will be glad to email you the information.

> Dr Robert L Schrag

> Often Distance-Based

ARS/STS 257: Technology in the Arts

Units: 3

The interaction between technology and the arts with an emphasis on developments in Western art of the twentieth century. Historical and emerging issues include: sound and film recordings, the addition of sound to films, the impact of films and television on theater, the impact of radio, computer applications to music, the visual arts, and literature.

GEP: Interdisciplinary Perspectives

Offered in Fall and Spring

Victoria Neal Ralston

COM 487: Internet and Society

Units: 3

Exploration of major issues involved in the growth of computer-mediated communication and information technologies. Construction of self and body; relation of information technology to social, civic, and political life; gender, race, and class as continuing critical points; knowledge and intellectual property; the implications of software and design on the nature of communication, knowledge, and information.

Prerequisite: COM 250 or COM 257 or STS 214

Offered in Spring Only

YEAR: Offered Alternate Even Years

Dr. Adriana de Souza e Silva

Catalog Description:

Exploration of major issues involved in the growth of computer-mediated communication and information technologies, including: construction of self and body; relation of information technology to social, civic, and political life; gender, race, and class as continuing critical points; knowledge and intellectual property; the implications of software and design on the nature of communication, knowledge, and information.

Course objectives:

Upon successful completion of this course students will be able to:

- Understand major concepts related to cyberspace and the Internet
- Identify historical developments related to the Internet, and the personal computer.
- Analyze and compare current issues related to online social multiuser environments.
- Analyze contemporary issues related to the use of the internet and wireless technologies.
- Demonstrate general competency in the subject matter through the completion of two exams and a research presentation.

COM/GES 508: Emerging Technologies and Society

Units: 3

Provides frameworks for understanding emerging technologies and their social, political, and cultural contexts. Presents historical case studies, ethnographic accounts, and theoretical perspectives that introduce students to ways of thinking about science and technology, nature and culture, and democracy and expertise. Graduate standing is required.

Offered in Spring Only

Also listed as: GES 508

Dr. Jean Goodwin, Dr. Jason Delborne

COM 528: Communication Culture and Technology

Units: 3

Examine Communication technology via historical examples. Inquiry into the development of early sound and screen technologies. Analysis of computer-mediated Communication genres.

Prerequisite: Graduate standing

Offered in Spring Only YEAR: Offered Alternate Odd Years

Dr. Sarah R. Stein

CSC 554: Human-Computer Interaction

Units: 3

Basic theory and concepts of human-computer interaction. Human and computational aspects. Cognitive engineering. Practical HCI skills. Significant historical case studies. Current technology and future directions in user interface development.

Prerequisite: CSC 316

Offered in Spring Only

Dr. Noboru Matsuda

ENG 515: Rhetoric Of Science and Technology

Units: 3

The relationships among rhetoric, scientific knowledge and technological development and of changes in how these relationships understood historically. Practice in critical analysis of scientific and technical discourse. Consideration of scientific and technical language and of public controversy concerning science and technology.

Offered in Fall Only

Dr. Stacey Pigg

HI 341: Technology in History

Units: 3

The role of technology in society from earliest times to the present. Major achievements in technology and an examination of the nature of invention, innovation and adaptation of technologies and their impact on Western Civilization.

GEP: Interdisciplinary Perspectives

Offered in Fall and Spring

Dr. Ross Bassett

HI 485: History of American Technology

Units: 3

Technology in American history: the ideological, social, economic, and institutional contexts of technological change from the 1760's to the present. Impacts of new technological systems. Credit will not be given for both HI 485 and HI 585.

Prerequisite: 3 hours of History

Dr. Ross Bassett

PA 552: Science and Technology Policy

Units: 3

This course explores multiple methodologies and disciplinary perspectives to examine the public policies involving or affected by science and technology [S&T]. Course themes include the history and evolution of S&T policy, current national and international S&T policy systems and the interactions and conflicts within and surrounding them, and responsible governance of S&T.

Prerequisite: Graduate Standing or PBS Status

No future course meetings are currently scheduled

PSY 757: Innovation and Technology

Units: 3

Social science theory and research on innovation process and consequences of deploying and implementing technologies. Interactions between social and technical systems: R&D management; social/administrative technology; adoption and dissemination; public policy; computer-mediated communications; implementation; and intended and unintended outcomes for individuals, organizations and society.

Prerequisite: 3 hrs. grad. ST or research methods

No future course meetings are currently scheduled

STS 214: Introduction to Science, Technology, and Society

Units: 3

Introduction to the field of Science, Technology, and Society [STS], including most important STS scholars, major schools of thought, and important theoretical and empirical issues in STS.

GEP: Interdisciplinary Perspectives

Offered in Fall Spring Summer

Darrell Darius Stover

STS 302: Contemporary Science, Technology and Human Values

Units: 3

Interdisciplinary evaluation of recent and potential influences of current scientific and technological developments on US and non-US societies. Emerging social, ethical, and intellectual issues include: The adequacy of contemporary scientific frameworks; the relations among science, technology, and society; the social consequences of scientific and technological applications, and human prospects and possibilities.

Prerequisite: Sophomore standing

GEP: Global Knowledge

GEP: Interdisciplinary Perspectives

Offered in Fall Spring Summer

Dr. Ross Bassett

STS 304: Ethical Dimensions of Progress

Units: 3

Multidisciplinary examination of traditional western notion of progress, focusing on ethical issues raised by concept of progress, and connections between science, technology and society. Places relationships such as engineering and social responsibility within the context of present day redefinitions of the notion of progress.

Dr Mary Tjiattas

STS 490: Issues in Science, Technology, and Society

Units: 3

Examination of a significant issue, method, or historical episode in the area of science, technology, and society.

Prerequisite: Junior standing.

Offered in Fall and Spring

HON 348 Emotion and Reason

3 units

Consider the range of emotions that one experiences in a lifetime, from the joy of being with your loved ones to the fear of losing them, from the thrill of success to the sadness of defeat. Pleasant or aversive, emotions play a central role in our lives. Despite their obvious importance, emotions have been considered by many philosophers to be inferior to another distinctive faculty in human beings, namely reason. The idea that emotions are primitive, irrational and dangerous and thus to be controlled and constrained by reason has been embraced by eminent thinkers from Plato and the Stoics to Kant. In this course, we will focus on the relationship between reason and emotion in moral cognition and cognition more generally, and we will investigate how/to what extent reason can be said to be distinct from and superior to emotion.

PSY 416: Psychology of Emotion

3 units

Introduction to the classic and contemporary theories of emotion, with strong emphasis on how data provide evidence to test theory. Biological, cognitive, social, and cultural foundations are explored.

Jing Yuan



Wilson College of Textiles
Textile and Apparel,
Technology and Management
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March 9, 2021

Request to add a seat on the University Courses and Curricula Committee (UCCC) for Academies/Provost's Office

To the Committee on Committees

UCCC advises the Provost in matters relating to courses and curricula, and its membership comes primarily from the academic units on campus. In an effort to encourage more interdisciplinary research and teaching, non-college units like centers and academies have initiated and developed academic courses and programs that are housed within the Provost's Office. The most recent example is the creation of DSC-prefix courses that are housed under the Provost's Office.

After consultation with the UCCC membership, we respectfully request that a seat for a voting member be added to the UCCC roster, and that this seat be filled with a faculty member representing the Provost's Office.

Thank you for your consideration.

Sincerely,

Helmut H. Hergeth, PhD
Chair-Elect UCCC