FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ☑ New Course  ☐ Course Modification

Department/School  School of Education  Date October 1, 2022
Course No. or Level EDUC 426  Title: Seminar in Autism and Neurodiversity
Semester hours: 1  Clock hours: 15  Lecture 15  Laboratory 0
Prerequisites: None
Enrollment expectation: 20

Indicate any course for which this course is a (an)

modifications
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jared Stewart-Ginsburg

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation  Fall 2023

Date of School/Department approval  11/28/22

Catalog description:

Purpose:
1. For whom (generally)?
   a. This course is designed for students interested in learning about autism and neurodiversity. This course fits within the program of study for the interdisciplinary Autism collateral and minor.
2. What should the course do for the student?
   a. At the completion of the course, the learner will be able to:
      i. Describe the definition, incidence, prevalence, and history of autism and neurodiversity
ii. Explain one topic related to emergent trends in neurodiversity
iii. Articulate societal and media portrayals of autism and neurodiversity

Teaching method planned: Observation and Classroom Implementation

Textbook and/or materials planned (including electronic-multimedia):
- Various texts and materials are planned; see syllabus for a specific list.

Course Content
This course is designed for teacher candidates in the interdisciplinary Autism collateral and minor. Throughout the course, students will critically reflect on incidence, prevalence, history, and contemporary understandings of neurodiversity through the lens of disability rights and self-advocacy. Students will examine media portrayals of autism, advocacy, and emerging trends in supporting autistic individuals.

A course outline is attached.

When completed, forward to the Office of the Provost.
EDUC 426: SEMINAR IN AUTISM AND NEURODIVERSITY
Francis Marion University
School of Education
Semester: xx
Credit Hours: 1
Course Times: TBD

Instructor: TBA

COURSE INFORMATION

Course Description (1 Credits)
Neurodiversity and neurodivergence are terms developed by autistic activists and self-advocates to reframe neurological differences as normal variation. The movement of neurodiversity seeks to simplify the strengths and talents of neurodiverse individuals to innovate and shape society. This course will provide students with the knowledge, understanding, and skills to engage with and advocate for neurodiverse individuals. In this seminar, we will explore the history and etymology of autism and neurotypes, current policy guiding services for neurodivergence, research and innovation with neurodiverse students, and portrayal of neurodiversity in media.

COURSE ASSIGNMENTS
This course is based on 100 points. Therefore, every point you earn is worth 1% of your final grade. This adds to the transparency of the grading system across the semester. Along with each assignment, you will find brief descriptions of assignments. Refer to Blackboard for the complete descriptions, templates, and rubrics. You will receive explicit instruction in each assignment to prepare you for success.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy Activity</td>
<td>20</td>
</tr>
<tr>
<td>Interview Activity</td>
<td>20</td>
</tr>
<tr>
<td>Media Review</td>
<td>10</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>20</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>10</td>
</tr>
<tr>
<td>Topical Paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
REQUIRED READINGS

Note: Other readings may be assigned as deemed necessary. All readings will be provided to you as PDF files via Blackboard.

[https://doi.org/10.1177/1362361318760490](https://doi.org/10.1177/1362361318760490)

[https://doi.org/10.1089/aut.2020.0014](https://doi.org/10.1089/aut.2020.0014)

[https://doi.org/10.1007/BF02172351](https://doi.org/10.1007/BF02172351)

Devita-Raeburn, B. (2016, August 10). The controversy over autism's most common therapy.  
[https://www.spectrumnews.org/features/deep-dive/controversy-autisms-common-therapy/](https://www.spectrumnews.org/features/deep-dive/controversy-autisms-common-therapy/)

[PubMed.  
[https://doi.org/10.1016/j.socscimed.2013.07.035](https://doi.org/10.1016/j.socscimed.2013.07.035)]

[https://doi.org/10.1016/S0140-6736(21)01541-5](https://doi.org/10.1016/S0140-6736(21)01541-5)

[https://doi.org/10.15585/mmwr.ss6904a1](https://doi.org/10.15585/mmwr.ss6904a1)

[https://doi.org/10.1007/s12098-016-2080-8](https://doi.org/10.1007/s12098-016-2080-8)

[https://doi.org/10.1007/s10803-019-04188-6](https://doi.org/10.1007/s10803-019-04188-6)

[https://doi.org/10.1080/09362835.2022.2100392](https://doi.org/10.1080/09362835.2022.2100392)


[https://doi.org/10.1093/jpopsyp/12.4.615](https://doi.org/10.1093/jpopsyp/12.4.615)

[https://doi.org/10.1177/004685991775480](https://doi.org/10.1177/004685991775480)

[https://doi.org/10.1163/15736121-12341348](https://doi.org/10.1163/15736121-12341348)
COURSE SCHEDULE

As with all things in life and in education, this course schedule is subject to change. Changes to the course will be announced in class and on Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>- What is autism and neurodiversity? (Depends on who you ask)</td>
</tr>
<tr>
<td>2</td>
<td>- Who is neurodiverse? Incidence and Prevalence</td>
</tr>
<tr>
<td>3</td>
<td>- Where are we coming from? Disability Rights and Neurodiversity</td>
</tr>
<tr>
<td>4</td>
<td>- What does autism look like across the lifespan? (Early Childhood, School-based, and Postsecondary services)</td>
</tr>
<tr>
<td>5</td>
<td>- What’s family got to do with it? Family supports and services</td>
</tr>
<tr>
<td>6</td>
<td>- How do we intervene? Pathologization and Intervention</td>
</tr>
<tr>
<td>7</td>
<td>- What other identities should we consider? DisCrit and Intersectionality</td>
</tr>
<tr>
<td>8</td>
<td>- What do we do with our brains? Neuropasticity and Neurometypes</td>
</tr>
<tr>
<td><strong>Applications</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>- How do we research neurodiversity? Ethnographic Approaches</td>
</tr>
<tr>
<td>10</td>
<td>- How do we advocate? Political understandings of neurodiversity</td>
</tr>
<tr>
<td>11</td>
<td>- Penguin and Percy Jackson: Media portrayals of neurodiversity</td>
</tr>
<tr>
<td>12</td>
<td>- Emerging Trends in Neurodiversity</td>
</tr>
<tr>
<td>13</td>
<td>- Emerging Trends in Neurodiversity</td>
</tr>
<tr>
<td>14</td>
<td>- DisCrit Revisited: Analyzing our Research</td>
</tr>
<tr>
<td>15</td>
<td>- Reflection: Representing our Neuroidentity</td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ☑ New Course  ☐ Course Modification

Department/School  School of Education  Date October 3, 2022

Course No. or Level EDUC 428  Title: Practicum in Autism and Neurodiversity

Semester hours: 2  Clock hours: 30  Lecture 30  Laboratory 0

Prerequisites: None

Enrollment expectation: 20

Indicate any course for which this course is a (an)

modification  __________________________
(proposed change in course title, course description, course content or method of instruction)

substitute  __________________________
(The proposed new course replaces a deleted course as a General Education or program requirement)

alternate  __________________________
(The proposed new course can be taken as an alternate to an existing course)

Name of person preparing course description Jared Stewart-Ginsburg

Department Chairperson’s/Dean’s Signature

Provost’s Signature

Date of Implementation

Date of School/Department approval 11/28/22

Catalog description:

Purpose:

1. For whom (generally)?
   a. This course is designed for students interested in learning about autism and neurodiversity. This course fits within the program of study for the interdisciplinary Autism collateral and minor.

2. What should the course do for the student?
   a. At the completion of the course, the learner will be able to:
      i. Identify internal and external resources that support families of autistic individuals.
ii. Demonstrate understanding of how autism and neurodiversity affect and
enhance family quality of life.

Teaching method planned: Observation and Program Implementation

Textbook and/or materials planned (including electronic/multimedia):
  • No texts are required for this course.

Course Content
This course is designed for students enrolled in the interdisciplinary Autism collateral or minor and
serves as the in-field immersion experience aligned with the Seminar in Autism and Neurodiversity.
The goals of the course are to provide opportunities for students to interact with and support family
members of autistic individuals. This course requires the completion of a minimum of 30 hours in an
autism family advocacy organization. Participants will observe instructional and advocacy settings for
family members of autistic individuals, interview family members, and assist with implementing
family support events.

A course outline is attached.

When completed, forward to the Office of the Provost.
EDUC 428: PRACTICUM IN AUTISM AND NEURODIVERSITY
Francis Marion University
School of Education
Semester: xx
Credit Hours: 2
Course Times: TBD

Instructor: TBA

EDUC 42x Course Description (2 Credits):
This course provides opportunities for students interested in human service fields to gain experience supporting autistic individuals and their families. Through this course, students will partner with autism advocacy and support groups to develop and assist with interdisciplinary autism educational and advocacy programs. Students complete at least 30 hours in a facilitated field experience and will regularly reflect on their experience.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Family Supports</td>
</tr>
<tr>
<td>2-4</td>
<td>Practicum Experience Hours</td>
</tr>
<tr>
<td>5</td>
<td>Practicum Experience Hours; Reflection 1 Due</td>
</tr>
<tr>
<td>6-9</td>
<td>Practicum Experience Hours</td>
</tr>
<tr>
<td>10</td>
<td>Practicum Experience Hours; Reflection 2 Due</td>
</tr>
<tr>
<td>11-14</td>
<td>Practicum Experience Hours</td>
</tr>
<tr>
<td>15</td>
<td>Practicum Experience Hours; Reflection 3 Due</td>
</tr>
</tbody>
</table>

COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections</td>
<td>Students will complete three reflections describing their experience supporting families of autistic individuals.</td>
<td>48</td>
</tr>
<tr>
<td>Interview</td>
<td>Students will conduct and summarize an interview with a family member supporting autistic individuals. In their summary, students will describe: (a) when and how the child/youth was diagnosed; (b) how autism has impacted and enriched family quality of life; and (c) what supports the family accesses to support family quality of life.</td>
<td>12</td>
</tr>
<tr>
<td>Hours</td>
<td>The student will log 30 hours in related activities designed to support families of autistic individuals.</td>
<td>46</td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: □ New Course □ Course Modification

Department/School: School of Education Date: November 28, 2022

Course No. or Level: EDUC 430 Title: Self-Regulated Learning

Semester hours: 3 Clock hours: 45 Lecture 45 Laboratory 0

Prerequisites: None

Enrollment expectation: 20

Indicate any course for which this course is a (an)

Modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Kit Saizdel laMora and Jared Stewart-Ginsburg

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/Department approval 11/28/22

Catalog description:

Purpose:
1. For whom (generally)?
   a. This course is designed for students interested in supporting learners through self-regulation processes (e.g., autistic students, students with learning disabilities), including planning, monitoring, control, and reflection across a variety of supporting perspectives. Learners will explore a variety of supporting perspectives in self-regulated learning and apply these perspectives in educational settings. This course fits within the program of study for the interdisciplinary Autism collateral and minor, as well as the Elementary Education Major concentration in Learning Disabilities.

2. What should the course do for the student?
At the completion of the course, the learner will be able to:
   a. Demonstrate a broad and in-depth understanding of the components of self-regulation as they are applied to learning contexts.
   b. Discuss and evaluate the impact of instructional and familial practices on students’ self-regulation.
   c. Identify the social and pedagogical factors involved in the development of student self-regulation.

Teaching method planned: Lecture and Discussion

Textbook and/or materials planned (including electronic/multimedia):
   • Various texts and materials are planned; see syllabus for a specific list.

Course Content
This course is designed for students enrolled in the interdisciplinary Autism minor. This course highlights research, theories, and practices for developing self-regulation skills in learners. Theories span behaviorist to phenomenological with an emphasis on social cognitive theory. Learners will explore a multidimensional conceptual framework for studying and applying self-regulation in educational contexts. Recent research on self-regulatory processes will be reviewed, analyzed, and discussed.

A course outline is attached.

When completed, forward to the Office of the Provost.
EDUC 430: SELF-REGULATED INSTRUCTION
Francis Marion University
School of Education
Semester: xx
Credit Hours: 3
Course Times: TBD

Instructor: TBA

COURSE INFORMATION

Course Description (3 Credits)
This course highlights research, theories, and practices for developing self-regulation skills in learners across the lifespan. Students will explore a multidimensional conceptual framework of self-regulated learning, including attachment, self-determination, resilience, and environmental factors. Throughout the course, students will apply principles of self-regulated learning to their future work context supporting learners across the lifespan.

Objectives
At the completion of the course, the learner will be able to:
- Demonstrate a broad and in-depth understanding of the components of self-regulation as they are applied to learning contexts.
- Discuss and evaluate the impact of instructional and familial practices on students’ self-regulation.
- Identify the social and pedagogical factors involved in the development of student self-regulation.

COURSE ASSIGNMENTS
This course is based on 100 points. Therefore, every point you earn is worth 1% of your final grade. This adds to the transparency of the grading system across the semester. Along with each assignment, you will find brief descriptions of assignments. Refer to Blackboard for the complete descriptions, templates, and rubrics. You will receive explicit instruction in each assignment to prepare you for success.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections</td>
<td>Each week, you will complete reflections from the reading(s) and class discussion for that week.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Describe what motivates you. Then, select one Self-Regulated Learning sub-process and reflect on how this process has been incorporated into your educational practices or how you have been impacted by the SRL skill. The sub-processes should be derived from any phase of the SRL cycle: (1) task definition, (2)</td>
<td>10</td>
</tr>
<tr>
<td>Autobiographical Sketch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Self-Change Project

You will select one aspect of your own behavior you wish to improve, and then design and implement a self-change project. Using a single subject design, you will incorporate an intervention based on a self-regulation theoretical approach to change a particular aspect of their behavior (e.g., academic learning, health, motor learning).

<table>
<thead>
<tr>
<th>SRL Model Summary</th>
<th>You will create a visual representation of an SRL model in preparation for the class discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Design</td>
<td>You will submit an annotated visual representation of your future work placement (e.g., classroom, clinic) with annotations that describe how the environment will support self-regulation.</td>
</tr>
<tr>
<td>SRL Application</td>
<td>You will submit an annotated lesson plan, clinical session, or other professional artifact. This artifact should contain components of self-regulated learning. You will highlight and describe how you are applying self-regulated learning in this artifact.</td>
</tr>
<tr>
<td>Reflection</td>
<td>At the end of the course, you will reflect on your learning by preparing a written summary of how your concept of self-regulation has changed and how you will apply your learning to future contexts.</td>
</tr>
</tbody>
</table>

| TOTAL | 100 |

**REQUIRED READINGS**

*Note: Other readings may be assigned as deemed necessary. All readings will be provided to you as PDF files via Blackboard.*


<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|      | • What is self-regulation? | • Shanker (2013) | • Submit Autobiographical Sketch  
• Submit Week 1 Reflection |
| 2    |        |          |            |
|      | • How does the environment contribute to self-regulation? | • Vogel et al. (2008)  
• Duckworth & Seligman (2005) | • Submit Week 2 Reflection |
| 3    |        |          |            |
|      | • How can professionals design with self-regulation in mind? | • CAST (2018) | • Submit Week 3 Reflection |

**Components of Self-Regulation**

| 4    |        |          |            |
|      | • How does sensory integration support self-regulation? | • Ayres (2005)  
• Wigfield et al. (2011) | • Submit Environmental Design  
• Submit Week 4 Reflection |
| 5    |        |          |            |
• Raley et al. (2013) | • Submit Self-Change proposal  
• Submit Week 5 Reflection |
| 6    |        |          |            |
|      | • How does attachment theory support self-regulation? | • Bowlby & Ainsworth (1978)  
• Drake et al. (2014) | • Begin data collection for self-change project  
• Submit Week 6 Reflection |
| 7    |        |          |            |
|      | • How does resilience support self-regulation? | • Smith et al. (2008)  
• Ghanouni & Quirke (2022) | • Submit Week 7 Reflection |
| 8    |        |          |            |
|      | • How does trauma affect self-regulation? | • Souers & Hall (2020) | • Submit Week 8 Reflection |

**Applications**

| 9    |        |          |            |
|      | • What are models of self-regulation? | • Panadero (2017)  
• Winne & Marxouk (2019) | • Submit SRL Model summary  
• Submit Week 9 Reflection |
<p>| 10   |        |          |            |
|      | • Self-regulation and autism | • Miller et al. (2021) | • Submit Week 10 Reflection |
| 11   |        |          |            |
|      | • Self-regulation and neurodiversity | • Harris et al. (2004) | • Submit Week 11 Reflection |
| 12   |        |          |            |
|      | • Self-regulation and learning disabilities | • Estrapala et al. (2022) | • Submit Week 12 Reflection |
| 13   |        |          |            |
|      | • Self-regulation in professionals | • Leah et al. (2020) | • Submit Week 13 Reflection |</p>
<table>
<thead>
<tr>
<th>14</th>
<th>Research in self-regulation</th>
<th>Contemporary reading assigned (e.g., Cage &amp; Troxell-Whitman, 2019)</th>
<th>Submit Week 14 Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Self-change presentations</td>
<td>Present Self-change Project</td>
<td>Submit Final Reflection</td>
</tr>
</tbody>
</table>

COURSE SCHEDULE

As with all things in life and in education, this course schedule is subject to change. Changes to the course will be announced in class and on Blackboard.
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: _x_ New Course  ____ Course Modification

Department/School: Biology  Date: 1/26/23

Course No. or Level: ____BIOL403____ Title: ____Plant Genetics and Breeding____

Semester hours: ___4__ Clock hours: Lecture: ___3__ Laboratory: ___3__

Prerequisites: BIOL 105/115 or BIOL 107 and BIOL 106 or BIOL 108 and CHEM 112/112L.

Enrollment expectation: 14-18

Indicate any course for which this course is a (an)

modification________________________
(proposed change in course title, course description, course content or method of instruction)

substitute________________________
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate________________________
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jeremy D. Rentsch

Department Chairperson’s/Dean’s Signature ________________

Provost’s Signature ____________________

Date of Implementation ______________________________

Date of School/Department approval ______________________________
Catalog description:

403 Plant Genetics and Breeding (4:3-3) (Prerequisite: 105/115/105/115 or 107 and 106 or 108 and Chemistry 112 and 112L) An exploration of the fundamentals of quantitative, population, and molecular genetics in plants. Largely using horticultural crop species as model organisms, we will explore historical and contemporary plant breeding and improvement techniques. Topics will include the inheritance of qualitative and quantitative traits, breeding strategies in context of plant life history characteristics, biotechnology in crop improvement, and plant domestication.

Purpose:
1. For Whom (generally?) Biology majors seeking to fulfill their ‘Genetics or Evolution’ core requirement.

2. What should the course do for the student? Teach fundamental genetics as well as specific technique and theory behind horticultural crop improvement.

Teaching method planned: Traditional mix of lecture and laboratory.

Textbook and/or materials planned (including electronic/multimedia):

Principles of Plant Genetics and Breeding (2nd Edition) George Acquaah

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.
Instructor: Jeremy D. Rentsch  
Office: LSF204F  
Email: jrentsch@fmarion.edu  
Phone: 843-667-1407

Office Hours: M,W 10:00am – 11:00am

Time:  
Lecture: T,R 8:30 – 9:45am  
Lab: T 12:45pm-3:35pm

Course Objective: Plant Genetics and Breeding explores the fundamentals of quantitative, population, and molecular genetics in plants. Largely using horticultural crop species as model organisms, we will explore historical and contemporary plant breeding and improvement techniques. Topics will include the inheritance of qualitative and quantitative traits, breeding strategies in context of plant life history characteristics, biotechnology in crop improvement, and plant domestication.

By the end of the semester, students will demonstrate proficiency in:
- The fundamentals of the transmission and function of DNA.
- Theory underlying classic and contemporary plant genetics and crop improvement.
- How plants respond to biotic and abiotic stressors.
- The basics of the plant reproductive cycle.
- How life history characteristics affect plant breeding strategies.

Course Policies: Class participation will be assessed based on attendance and discussion of reading assignments. The subject will be built in a cumulative manner. Quizzes and exams will be on current material, but this material may rely on knowledge from prior sections. The final exam will be comprehensive and cumulative: if a topic has been covered in the course, you may expect a question on that topic on the final exam. Except for cases of serious personal illness or emergency (requiring written verification), make-up tests and quizzes must be arranged in advance. Assignments are due on the date and time specified by the instructor. Late work will not be accepted. The course outline given below provides a general schedule for the course; deviations may be necessary. Textbook readings will be supplemented by handouts and library assignments.

Course Grading: 75% of overall course grade will be determined by a student’s lecture score and the remaining 25% of the overall course grade will be determined by a student’s laboratory score. Lecture scores will primarily be based off of examinations, while the laboratory will have more varied point sources. Please see full syllabi for more details.

Do not count on any final or within-semester adjustments to grades. Your active participation in lectures and laboratories is an essential part of the class for both your learning experience and that of your classmates. You are expected to attend lecture and laboratory sessions on a consistent and timely basis. Failure to do so may significantly negatively impact your performance and, therefore, your grade.
Laboratory Exercises and Field Trips:
- Labs will meet regardless of prevailing weather conditions, with the exception that we will not stay out in lightning storms. Come to lab dressed for the field. Open shoes or sandals are not permitted, shorts are at your own risk.
- Several labs are at considerable distance from FMU and may require more time than the time period designated in the course listing. These labs will be identified on the course agenda. Let me know if you have scheduling problems with these particular labs.
- Attendance at every lab exercise is mandatory. Reports/memos will be required for each lab. If you miss a lab, the maximum score that you will receive on a lab report/memo will be 60 out of 100. Your lowest lab grade will be dropped. See me if you have an emergency resulting in your absence.
- Unless otherwise specified, lab reports are due by the start of lab one week from the day of the lab assignment. No late reports will be accepted. All labs reports should be in WORD format and emailed to the instructor.
- While the quantitative summaries of laboratory data will be completed by the entire lab group, you will each need to know how to do calculations for exams, so failure to participate in working up the data is at your own peril. Note: Do not use any more digits in your answers than are significant.
- Questions to laboratory exercises will be answered individually, with all answers typed.
- Use proper grammar, sentence structure and spelling in your reports.
- For safety reasons, there will be no smoking or vaping during any lab. No exceptions.
- You are collectively responsible for all equipment used during lab, so treat it accordingly. Please inform me of any breakage ASAP.
- Do not break off, pull up, trample or otherwise molest the vegetation you encounter in the field. Likewise for wildlife and fellow students.

List of topics for lecture:

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Introduction to plant genetics and breeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Basic genetics and the central dogma</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Early plant breeding</td>
</tr>
<tr>
<td>Thursday</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Introduction to population genetics</td>
</tr>
<tr>
<td>Thursday</td>
<td>Introduction to quantitative genetics</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Basic plant life cycle, mitosis, and meiosis</td>
</tr>
<tr>
<td>Thursday</td>
<td>Reproduction and autogamy</td>
</tr>
<tr>
<td>Tuesday</td>
<td>EXAM 2</td>
</tr>
<tr>
<td>Thursday</td>
<td>Allogamy</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Hybridization</td>
</tr>
<tr>
<td>Thursday</td>
<td>Clonal propagation and in vitro culture</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Variation: types, origin, and scale</td>
</tr>
<tr>
<td>Thursday</td>
<td>EXAM 3</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Plant domestication</td>
</tr>
<tr>
<td>Thursday</td>
<td>Plant genetic resources</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Yield and morphological traits</td>
</tr>
<tr>
<td>Thursday</td>
<td>Quality traits</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Fall break - no class</td>
</tr>
<tr>
<td>Thursday</td>
<td>EXAM 4</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Resistance to diseases and insect pests</td>
</tr>
<tr>
<td>Thursday</td>
<td>Resistance to abiotic stress</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Breeding in self-pollinating species</td>
</tr>
<tr>
<td>Thursday</td>
<td>Breeding in cross-pollinating species</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Molecular markers</td>
</tr>
<tr>
<td>Thursday</td>
<td>EXAM 5</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Mapping of genes</td>
</tr>
<tr>
<td>Thursday</td>
<td>Marker assisted selection</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Mutagenesis in plant breeding</td>
</tr>
<tr>
<td>Thursday</td>
<td>Recitation day - or make-up exams</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Reading day – no class</td>
</tr>
</tbody>
</table>

List of topics for the laboratory

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>No laboratory - classes being Tuesday</td>
</tr>
<tr>
<td>Week 2</td>
<td>Basics of DNA isolation and basic laboratory skills</td>
</tr>
<tr>
<td>Week 3</td>
<td>DNA isolation and Polymerase Chain Reaction</td>
</tr>
<tr>
<td>Week 4</td>
<td>Gel electrophoresis and scoring genetic markers</td>
</tr>
<tr>
<td>Week 5</td>
<td>Mendelian genetics and dihybrid crosses</td>
</tr>
<tr>
<td>Week 6</td>
<td>Restriction enzymes and DNA fingerprinting I</td>
</tr>
<tr>
<td>Week 7</td>
<td>Restriction enzymes and DNA fingerprinting II</td>
</tr>
<tr>
<td>Week 8</td>
<td>DNA isolations for project-based laboratory</td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Laboratory midterm</strong> and PCR for project-based laboratory</td>
</tr>
<tr>
<td>Week 10</td>
<td>No laboratory – Fall break</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nucleotide sequence curation, alignment, phylogeny, and BLAST</td>
</tr>
<tr>
<td>Week 12</td>
<td>Bacterial transformation</td>
</tr>
<tr>
<td>Week 13</td>
<td>Mitosis and karyotyping</td>
</tr>
<tr>
<td>Week 14</td>
<td>Laboratory presentations I</td>
</tr>
<tr>
<td>Week 15</td>
<td>Laboratory presentations II</td>
</tr>
<tr>
<td>Week 16</td>
<td>No laboratory</td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School EMP, Modern Languages
Course No. or Level Spanish 204
Semester hours 3
Clock hours: Lecture 3 Laboratory 0
Prerequisites Spanish 201
Enrollment expectation 20 per semester

Indicate any course for which this course is a (an)

modification None
(proposed change in course title, course description, course content or method of instruction)

substitute None
(The proposed new course replaces a deleted course as a General Education or program requirement.)
DELETE INTRODUCTION TO READING TEXTS IN FRENCH/SPANISH

alternate None
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Kristin Kiely
Department Chairperson's/Dean's Signature
Provost's Signature
Date of Implementation
Date of School/Department approval

Catalog description: Students develop the core language skills and cultural knowledge at the intermediate level by working with important legends, fairy tales, songs, and comics written by Spanish and Latin American writers and artists.

Prerequisite: Spanish 201

Purpose:

1. For Whom: Any student who is taking Spanish – especially students who want a Collateral, Minor, or Major.

2. What should the course do for the student?: The course should help the students develop their listening, reading, writing, and speaking skills in Spanish. They will also learn valuable
cultural information from Spain and Latin America through legends, fairy tales, and other fantasy texts as well as comics and songs.

3. Teaching method planned: Most of the class will be discussion based after the students have read the material. For the songs, the class will listen to many of them in class and discuss themes and vocabulary.

4. Textbook and/or materials planned (including electronic/multimedia):
Abadía, Ximo. Frank: La increíble historia de una dictadura olvidada.
La Llorona. See Blackboard.
Silva, Fabio. Mitos y leyendas colombianos. Panamericana Editorial:
September 12, 2022 (2nd ed).
Music by Amaral, Luis Fonsi, Juan Luis Guerra, Juanes, Luis Miguel, Nacha
Pop, Sin Bandera, Diego Torres, Julieta Venegas, Carlos Vives, etc.

5. Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course). See attached syllabus

6. Grading Components:
Homework Quizzes. 10%
Participation. 15%
Discussion Forums. 25%
Presentation. 15%
Exams.30%
FRANCIS MARION UNIVERSITY: PROPOSED NEW COURSE

Check the appropriate box:  _X_ New Course
Department/School: Modern Languages  Date: 01/10/2023
Course No. or Level: SPAN 305

Title: Afro-Latin American Literature
Semester hours: 3  Clock hours: 2.5     Lecture: X
Prerequisites: SPAN 201
Enrollment expectation: 15

Name of person preparing course: Dr. Wendy Caldwell

Description: This course provides a panoramic study of writers of African
descent living in or from Latin America, the Caribbean, and the United
States. Through a variety of genres, the course studies the history and impact
of the African diaspora in Latin America. Dr. Shayna Wrighten contacted me
last spring with an interest in collaborating. Given the significant African
American student population, a course focused on Hispanic literature of
African descent will address a void in the Spanish Program’s curriculum and
will enhance the diversity of the AAAS course offerings.

Department Chairperson’s/Dean's Signature

Provost's Signature

Date of Implementation: TBD
Date of School/Department Approval EMP: 8/23/2022; AAAS: 8/31/2022

Catalog description: Provides a panoramic study of writers of African descent
living in or from Latin America, the Caribbean, and the United States.
Through a variety of genres, the course studies the history and impact of the
African diaspora in Latin America. Taught in Spanish with opportunities to
read in both Spanish and English.
Purpose:

1. For Whom (generally?) Students of Spanish and AAAS program
2. What should the course do for the student? Throughout the semester, the student will demonstrate the following skills: a) foundational knowledge of the African diaspora in Latin America; b) an understanding of the impact of African languages and cultures on Latin America through selected literary texts and film; c) expanded critical thinking skills through literary analysis and cultural comparisons; d) improved comprehension of the Spanish language.

Teaching method planned: Lecture, Film, Readings, Music

Textbook and/or materials planned (including electronic/multimedia):

Course Content: Please consult attached syllabus.

When completed, forward to the Office of the Provost.
Sample Syllabus for SPAN 305

COURSE: Afro-Latin American Literature

PROFESSOR: Dra. Wendy Caldwell Richardson  
OFFICE: CEMC 113B

PREREQUISITE: SPANISH 201


COURSE DESCRIPTION: Provides a panoramic study of writers of African descent living in or from Latin America, the Caribbean, and the United States. Through a variety of genres, the course studies the history and impact of the African diaspora in Latin America. Taught in Spanish with opportunities to read in both Spanish and English.

STUDENT LEARNING OUTCOMES: Throughout the semester, the student will demonstrate the following skills: a) foundational knowledge of the African diaspora in Latin America; b) understanding of the impact of African languages and cultures on Latin America through selected literary texts and film; c) expanded critical thinking skills through literary analysis and cultural comparisons; d) improved comprehension of the Spanish language.

EVALUATION OF THE STUDENT'S PROGRESS:

1-Participation/Preparation: 20%

2-Reading Response Essays: 20% (2x10%)

3-Exams: 40% (20%x2) You will have three exams during the semester to evaluate your comprehension of the material covered in class. Examen #3 will be on final exam day.

4-Presentation: 20% Each student will give a presentation to the class on an assigned author, his/her work, and/or the historical context pertaining to a literary selection.
### Sample Calendar

<table>
<thead>
<tr>
<th>Semana / Week 1</th>
<th>Clase / Class</th>
<th>Tarea / HW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semana 1 / Week 1</td>
<td>Introduction to course</td>
<td>Homework: TBD</td>
</tr>
<tr>
<td>Semana 2 / Week 2</td>
<td>Brief History of the African Entry to Latin America and Slavery: Reading and Class Discussion.</td>
<td></td>
</tr>
<tr>
<td>Semana 3 / Week 3</td>
<td>1st anti-slavery novel in Latin America: Sab, Gertrudis Gómez de Avellaneda (Cuba)</td>
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<tr>
<td>Semana 4 / Week 4</td>
<td>Sab</td>
<td></td>
</tr>
<tr>
<td>Semana 5 / Week 5</td>
<td>Poesía afro-cubana: Nicolás Guillén</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poesía afro-cubana: Nancy Morejón</td>
<td></td>
</tr>
<tr>
<td>Semana 6 / Week 6</td>
<td>Poesía afro-cubana: Georgina Herrera/Repaso/EXAMEN #1</td>
<td></td>
</tr>
<tr>
<td>Semana 7</td>
<td>Los afromexicanos: Fidencio Escamilla, “Negro y blanco”</td>
<td>ESSAY #1</td>
</tr>
<tr>
<td>Semana 8</td>
<td>Literatura afro-costaarricense: Quince Duncan</td>
<td></td>
</tr>
<tr>
<td>Semana 9</td>
<td>Literatura afro-ecuatoriana: Luz Argentina Chiriboga</td>
<td></td>
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<tr>
<td>Semana 10</td>
<td>Literatura afro-latinx: “Cuban Imposter Syndrome.” Zakiya H. Jamal</td>
<td></td>
</tr>
<tr>
<td>Semana 12</td>
<td>Literatura afro-latinx: &quot;Paralso negro.” Kahlil Haywood/Selection from The Poet X, Elizabeth Acevedo</td>
<td></td>
</tr>
<tr>
<td>Semana 13</td>
<td>Film</td>
<td></td>
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<tr>
<td>Semana 14</td>
<td>Film</td>
<td></td>
</tr>
<tr>
<td>Semana 15</td>
<td>ESSAY #2 / Repaso</td>
<td></td>
</tr>
</tbody>
</table>
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

__New Course___  __X__ Modification

Department/School: Sociology  Date: 01/30/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: 302  Title: Methods of Sociology

Semester hours: 3  Clock hours: Lecture 3  Laboratory

Prerequisites: 201 and declared sociology major or permission of department

Enrollment expectation: 15

Indicate any course for which this course is a (an)

Modification: SOCI 302 Methods of Sociology

substitute

alternate

Name of person preparing course description: Dr. Rusty Ward

Department Chairperson's/Dean's Signature: [Signature]

Provost's Signature: [Signature]

Date of Implementation: Fall 2023

Date of School/Department approval: 1/31/23

Catalog description: Introduction to understanding how research methods help us answer important social questions, appreciating why our limited perceptions of social processes can be wrong, and acquiring critical skills necessary for evaluating research and communicating it to others; emphasis on the advantages and limitations of different data collection strategies.

Purpose:

1. For Whom (generally)?

2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

New Course   X Modification

Department/School: Sociology            Date: 01/30/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: 303 Title: Social Statistics and Data Analysis

Semester hours: 3 Clock hours: Lecture 3 Laboratory

Prerequisites: 201, Mathematics 134, and declared sociology major, or permission of department

Enrollment expectation: 15

Indicate any course for which this course is a (an):

Modification: SOCI 303 Quantitative Methods in Social Research

substitute

alternate

Name of person preparing course description: Jessica Doucet

Department Chairperson's/Dean's Signature: [Signature]

Provost's Signature: [Signature]

Date of Implementation: Fall 2023

Date of School/Department approval: 1/31/23

Catalog description: Introduction to statistical concepts; determining levels of measurement; calculating and interpreting descriptive and inferential statistics, including z-scores and confidence intervals; conducting hypothesis tests; determining associations between variables; regression and correlation analysis; data analysis using SPSS.

Purpose: 1. For Whom (generally?)
          2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

__New Course  X__ Modification

Department/School  Sociology                      Date  1/30/2023

Graduate or Undergraduate Course:  __Undergraduate__

Course No. or Level  310  Title  Race and Society

Semester hours  3  Clock hours:  Lecture  3  Laboratory

Prerequisites  201 or permission of department

Enrollment expectation  25

Indicate any course for which this course is a (an)

Modification  SOCI 310 Racial and Cultural Minorities

substitute

alternate

Name of person preparing course description  Todd Couch

Department Chairperson’s/Dean’s Signature  ____________

Provost’s Signature  ____________

Date of Implementation  __Fall 2023__

Date of School/Department approval  __1/31/23__

Catalog description:  A theoretically grounded examination of how racial groupings are created, inhabited, transformed, and eliminated. Topics explored in this course include theoretical models for understanding racial difference, the social implications of racial hierarchies, and the significance of racial coalitions in promoting social change.

Purpose:  1. For Whom (generally?)
           2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content:  (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)
Francis Marion University: Description of Proposed New Course or Modification of an Existing Course

New Course X Modification

Department/School: Sociology Date: 1/30/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: 315 Title: Gender and Society

Semester hours: 3 Clock hours: Lecture: 3 Laboratory:

Prerequisites: 201 or permission of department

Enrollment expectation: 25

Indicate any course for which this course is a (an)

Modification: SOCI 315 Sex and Gender in Social Contexts

substitute: alternate:

Name of person preparing course description: Jessica Burke

Department Chairperson's/Dean's Signature: [Signature]

Provost's Signature: [Signature]

Date of Implementation: Fall 2023

Date of School/Department approval: 1/31/23

Catalog description:

Purpose:
1. For Whom (generally?)
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)
Francis Marion University: Description of Proposed New Course or Modification of an Existing Course

___ New Course  ___ Modification

Department/School: Sociology  Date: 1/30/23

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: 331  Title: Environment and Society

Semester hours: 3  Clock hours: Lecture: 3  Laboratory:

Prerequisites: 201 or permission of department

Enrollment expectation: 25

Indicate any course for which this course is a (an)

Modification: SOCI 331 Environment, Power, and Opportunity

substitute:

alternate:

Name of person preparing course description: Lisa A. Eargle

Department Chairperson’s/Dean’s Signature: [Signature]

Provost’s Signature: [Signature]

Date of Implementation: Fall 2023

Date of School/Department approval: 1/31/23

Catalog description:

Purpose: 1. For Whom (generally?)
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

___ New Course  X Modification

Department/School  Sociology  Date  1/30/23

Graduate or Undergraduate Course:  Undergraduate

Course No. or Level  351  Title  Environmental Crime

Semester hours  3  Clock hours:  Lecture 3  Laboratory

Prerequisites  201 or permission of department

Enrollment expectation  25

Indicate any course for which this course is a (an)

   Modification  SOCI 351 Crimes Against the Environment

   substitute

   alternate

Name of person preparing course description  Lisa A. Eargle

Department Chairperson’s/Dean’s Signature  [Signature]

Provost’s Signature  [Signature]

Date of Implementation  Fall 2023

Date of School/Department approval  1/31/23

Catalog description:

Purpose:
1. For Whom (generally?)
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic-multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)
__New Course    X__ Modification

Department/School  Sociology       Date  1/30/2023

Graduate or Undergraduate Course:  Undergraduate

Course No. or Level  361  Title  Self and Identity in Society

Semester hours 3  Clock hours:  Lecture 3  Laboratory

Prerequisites  201 or permission of department

Enrollment expectation  25

Indicate any course for which this course is a (an)

Modification  SOCI 361 Society and the Individual

substitute

alternate

Name of person preparing course description  Jessica Burke

Department Chairperson’s/Dean’s Signature  

Provost’s Signature  

Date of Implementation  Fall 2023

Date of School/Department approval  1/31/23

Catalog description: Examines the core principles of sociological social psychology with an emphasis on symbolic interaction and dramaturgy; provides an overview of the development of the self and identities; explores related topics including emotions, self-esteem, influence, attitudes, and personality from a social context.

Purpose:  

1. For Whom (generally?)

2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content:  (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

New Course  X  Modification

Department/School  Sociology  Date  1/30/23

Graduate or Undergraduate Course:  Undergraduate

Course No. or Level  333  Title  Urban Sociology

Semester hours  3  Clock hours:  Lecture  3  Laboratory

Prerequisites  201 or permission of department

Enrollment expectation  25

Indicate any course for which this course is a (an)

Modification  SOCI 407 Urban Sociology

substitute

alternate

Name of person preparing course description  Lisa A. Fargle

Department Chairperson's/Dean's Signature  

Provost's Signature  

Date of Implementation  Fall 2023

Date of School/Department approval  1/31/23

Catalog description:

Purpose:  1.  For Whom (generally?)
          2.  What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic-multimedia):

Course Content:  (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)
FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

___New Course ___ X ___ Modification 

Department/School ____ Sociology ___________ Date ___ 1/30/23 __________

Graduate or Undergraduate Course: Undergraduate _________

Course No. or Level ___ 334 ___ Title ___ Population and Society 

Semester hours ___ 3 ___ Clock hours: Lecture ___ 3 ___ Laboratory ______ 

Prerequisites ___ 201 or permission of department ______ 

Enrollment expectation ___ 25 ______

Indicate any course for which this course is a (an)

Modification ___ SOCI 419 Population and Society ______ 

substitute _______________________

alternate ______________________

Name of person preparing course description ___ Lisa A. Fargle ______

Department Chairperson’s/Dean’s Signature ___ ___________

Provost’s Signature ___ ___________

Date of Implementation ___ Fall 2023 ______

Date of School/Department approval ___ 1/31/23 ______

Catalog description:

Purpose: 1. For Whom (generally?)
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic-multimedia):

Course Content: (Please explain the content of the course in enough detail so that the
Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)