Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)
See www.ronet.wsu.edu/ROPubs/for this form.

Required Effective Date: 09/01/2009  
(effective date cannot be retroactive)

☐ New course  ☐ Temporary course  ☐ Drop service course  
☐ There is a course fee associated with this course

http://www.schedules.wsu.edu/Schedules/Apps/CourseFees.ASP

☐ Variable credit  
☐ Increase credit (former credit ______)
☐ Number (former number ______)
☐ Crosslisting (between WSU departments)  
(Must have both departmental signatures)

☐ Conjoint listing (400/500)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

☐ Request to meet GER in ________  
(Must have GenEd Committee Approval)  
☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only)  
☐ Graduate credit (professional programs only)

☐ Other (please list request)  
Change from letter to S/F grading

Neuro  592  
Research Writing and Seminar

course prefix  course no.  title

3 credit  lecture hrs  lab hrs  studio hrs
per week  per week  per week  prerequisite

Description (20 words or less)  With a decrease in number of graded credits required for graduation the Neuroscience program proposes a change from letter grading to S/F grading for Neuro 592

Instructor:  Dr. Barb Sorg  
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- Please attach rationale for your request, a detailed course outline/syllabus and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date  7/14/09  
Dean/date  8/9/09  
General Education Com/date

Chair (if crosslisted/interdisciplinary)*  
Dean (if crosslisted/interdisciplinary) *  
Graduate Studies Com/date

All-University Writing Com/date  
Academic Affairs Com/date  
Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Course objectives

This course will cover the essentials of oral and written communication for students in the Neuroscience Graduate Program. Lecture periods will be used to guide students in formal writing of a proposal and literature review, and in presentation of a poster and seminar on their research. Students will also attend weekly departmental seminars.

Schedule of course content

Week 1 (Jan 12): Literature Review-begin outline and read sentences-Zeiger
Week 2 (Jan 19): Literature Review-read paragraphs-Zeiger
Week 3 (Jan 26): Literature Review- paragraphs & critique of sentences/paragraphs, FINAL outline
Week 4 (Feb 2): Introduction of Lit Review
Week 5 (Feb 9): Corrected Lit Reviews (in class), start on Specific Aims
Week 6 (Feb 16): Specific Aims
Week 7 (Feb 23): Oral Presentation - introduction
Week 8 (Mar 2): Significance and critique of Aims
Week 9 (Mar 9): Specific Aims and Significance, and critique of both
SPRING BREAK (Mar 16)
Week 10 (Mar 23): Oral Presentation-videotaped
Week 11 (Mar 30): Literature Review-getting it all together
Week 12 (April 6): Literature Review-critique
Week 13 (April 13): Literature Review-critique
Week 14 (April 20): Literature Review-critique
Week 15 (April 27): Poster critiques
Course objectives

This course will cover the essentials of oral and written communication for students in the Neuroscience Graduate Program. Lecture periods will be used to guide students in formal writing of a proposal and literature review, and in presentation of a poster and seminar on their research. Students will also attend weekly departmental seminars.

Schedule of course content

Week 1 (Jan 11): Literature Review-begin outline and read sentences-Zeiger

Week 2 (Jan 18): Literature Review-read paragraphs-Zeiger

Week 3 (Jan 25): Literature Review- paragraphs & critique of sentences/paragraphs, FINAL outline

Week 4 (Feb 1): Introduction of Lit Review

Week 5 (Feb 8): Corrected Lit Reviews (in class), start on Specific Aims

Week 6 (Feb 15): Specific Aims

Week 7 (Feb 22): Oral Presentation - introduction

Week 8 (Mar 1): Significance and critique of Aims

Week 9 (Mar 8): Specific Aims and Significance, and critique of both

SPRING BREAK (Mar 15)

Week 10 (Mar 22): Oral Presentation-videotaped

Week 11 (Mar 29): Literature Review-getting it all together

Week 12 (April 5): Literature Review-critique

Week 13 (April 12): Literature Review-critique

Week 14 (April 19): Literature Review-critique

Week 15 (April 26): Poster critiques

FINALS WEEK: ALL LITERATURE REVIEWS DUE WED, MAY 5th
Form of instruction

Each week will be a formal meeting with the students. Some or all of the 3 hr period will be devoted to lecture, review of students' written materials, and peer review by students. In addition, the instructor will spend one-on-one time with each student to facilitate feedback in their preparation of materials for class. The majority of the students' work will need to be done outside of class time (to conduct searches and read the literature, work on power point presentations, etc.).

Text

Required
(1) Essentials of Writing Biomedical Research Papers--Mimi Zeiger, 2nd edition (purchase from Amazon or another bookseller)

NOT Required, but I have a few copies in my office
(1) The Elements of Style--Strunk and White, 4th edition
(2) The Craft of Scientific Writing--Michael Alley, 3rd edition

Required assignments

There are three assignments in this class:
1. A literature review (approximately 20 double-spaced pages) relevant to the student's research
2. A 2-page Specific Aims and Significance section for Research Proposal
3. An oral presentation in class (practice) and to the department of VCAPP

Criteria for student evaluation

Pass/Fail: Each student will be evaluated based on his or her written and orally-presented materials. Students will also be graded (pass/fail) based on their participation in the peer-reviewed class sessions (indicated as "critique" above). The written material will constitute approximately two-thirds of their grade, and oral and class participation will be one-third of their pass/fail grade. Each of the three assignments + participation (one grade) will receive a “plus”, a “minus” or a “satisfactory” mark. Three out of four “minuses” will constitute a failing grade.

Academic Integrity: For written assignments, plagiarizing other sources, published or unpublished, will be considered cheating. Students who are caught cheating will receive a failing grade. Refer to the following website for a detailed description of Academic Dishonesty and Academic Integrity violations:
http://conduct.wsu.edu/default.asp?PageID=343

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

The Campus Safety Plan: Found at http://safetyplan.wsu.edu, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the
health and welfare of the campus community. Students should become familiar with the campus safety and emergency information provided at the safety plan web site and at http://oem.wsu.edu/Emergencies. Everyone should also become familiar with the WSU ALERT site (http://alert.wsu.edu) where information about emergencies and other issues affecting WSU will be found. Students should also go to the myWSU portal at http://my.wsu.edu and register their emergency contact information for the Crisis Communication System (CCS).