TO: UGCC – Meeting 22 February 2019
FROM: Alan Rosiene, School of Arts & Communication
SUBJECT: COM 2223H, COM 2224H, HON 2000, HUM 2051H, HUM 2052H, Reactivation of LNG 3402

The School of Arts and Communication proposes the following sections and courses be added to the curriculum:

1. **COM 2223H**: creates an Honors section of COM 2223 with greater emphasis upon writing proposals, building professional portfolios and delivering effective oral presentations. Focuses on real-world learning projects and assignments that meet the criteria of the National Collegiate Honors Council. (AHS and sample syllabus attached).

2. **COM 2224H**: creates an Honors section of COM 2224 with greater emphasis upon developing business messages across multiple platforms, writing proposals, delivering effective oral presentations, creating customized resumes, and preparing reports. Focuses on real-world learning projects and assignments that meet the criteria of the National Collegiate Honors Council. (AHS and sample syllabus attached).

3. **HON 2000 Honors Seminar**: Highlights the relationship between the humanities, social sciences and STEM fields. Includes guest lecturers from various disciplines. Emphasizes analysis and synthesis of sources. May be repeated for a maximum of six credits, provided topics change. (HU) (ANC and syllabus attached)

4. **HUM 2051H**: creates an Honors section of HUM 2051 focused on a central theme, presented in a discussion-oriented format, with papers and essays, presentations and group work that meet the criteria of the National Collegiate Honors Council. (memo, AHS and sample syllabus attached).

5. **HUM 2052H**: creates an Honors section of HUM 2052 focused on a central theme, presented in a discussion-oriented format, with papers and essays, presentations and group work that meet the criteria of the National Collegiate Honors Council. (memo, AHS and sample syllabus attached).

6. **LNG 3402 Sociolinguistics**: reactivation of named course after successful offering as a special topic. CC approved by Cross-Cultural Certification Program in January 2019. (SS) (CC) (LA) (ANC and syllabus attached; QEP2 sent)
Florida Institute of Technology

REQUEST TO ADD AN HONORS SECTION TO AN EXISTING COURSE

Honors information is added to the Class Schedule and is reported on the academic transcript. Honors section will be available for registration with instructor/department head approval beginning with the fall term in which they appear in the University Catalog.

SUBJECT  C  O  M  COURSE NO.*  2  2  2  3  CREDIT HOURS  3  ACADEMIC YEAR TO BE ADDED TO THE FILE  2019
(e.g., CSE)  (e.g., 1301)  (e.g. Fall 2020)

COURSE TITLE  Scientific and Technical Communication

DEPARTMENT  Arts & Communication
(e.g., Biological Sciences)

SCHEDULE TYPE  Lecture
(e.g., Lecture, Lab or Special Topics/Project)

☐ COLLEGE OF AERONAUTICS—23
☐ COLLEGE OF ENGINEERING AND SCIENCE—30
☐ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25
☐ NATHAN M. BISK COLLEGE OF BUSINESS—24

IMPORTANT INFORMATION

• Honors sections are restricted to instructor/department head approval for registration
• Honors sections carry all prerequisites, corequisites and restrictions approved for the existing course (cannot be changed for registration without prior approval and publication in the University Catalog)
• At least one non-honors section must be offered at the same time as the honors section
• Courses with honors sections will have the designation HON added to the course description

ASSESSMENT & SYLLABI CONFIRMATION

☐ Yes  ☐ No  Existing assessments/outcomes will be applicable to the honors section.
☐ Yes  ☐ No  Separate syllabi will be used for honors and non-honors sections.
☐ Yes  ☐ No  Attach justification for the department’s request
☐ Yes  ☐ No  Describe difference between the honors and non-honors sections

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Undergraduate Curriculum Committee Chair for placement on agenda.

[Signatures and dates]

[Signatures and dates]

CATALOG & CURRICULUM MANAGER

These changes/additions have been made for the University Catalog and entered into the Class Schedule term named above.

Catalog & Curriculum Manager  Date

REGISTRAR’S USE ONLY

SSASECT  SSASYL B  SSATEST  ACALOG

Operator Init.  Date

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150 West University Boulevard, Melbourne, FL 32901-6975  •  321-674-8114  •  Fax 321-674-7827

RGR-379-1018
Proposal
COM 2223 Scientific and Technical Communication
Honors Course

The following proposal presents the plan for an honors section of the Scientific and Technical Communication course for sophomore-level students and above. Similar to the non-honors course, the honors section will give students practice in technical and scientific writing style and format, including gathering and using data to prepare professional documents. However, the honors section will place greater emphasis on the process of writing proposals, building professional portfolios, and delivering effective oral presentations. The course will explore new technologies as they relate to the scientific communication environment and provide greater depth and more enrichment in these areas through real-world learning projects and assignments, with one final course exam rather than two.

Proposed Course Description:

HONORS COM 2223 SCIENTIFIC AND TECHNICAL COMMUNICATION (3 Credits). Practice in the technical and scientific writing style and format, including researching and gathering data to prepare professional portfolios. Includes developing and writing proposals, journals, grant requests, resumes, reports, and oral presentations.

Proposed Text:

Course Prerequisite:

COM 1102 WRITING ABOUT LITERATURE

Course Learning Objectives
This honors course will enable students to:

1. Develop skills in critical thinking (interpret, analyze, evaluate).
2. Write correctly and clearly in forms and styles appropriate for different audiences and purposes.
3. Communicate persuasively and support claims with evidence.
4. Develop written and oral communication qualities to increase professionalism.
5. Work effectively as part of a team.
6. Analyze, design, and develop appropriate and effective technical documents.

Course Overview
This course provides specialized focus on documents that are commonly produced by scientific and technical professionals working in a variety of settings. It is designed to help students from different technical fields develop effective communication skills that can be applied in diverse
Honors information is added to the Class Schedule and is reported on the academic transcript. Honors section will be available for registration with instructor/department head approval beginning with the fall term in which they appear in the University Catalog.

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<th>SUBJECT</th>
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<td>Business and Professional Writing</td>
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- COLLEGE OF AERONAUTICS—23
- COLLEGE OF ENGINEERING AND SCIENCE—30
- COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25
- NATHAN M. BISK COLLEGE OF BUSINESS—24

**IMPORTANT INFORMATION**

- Honors sections are restricted to instructor/department head approval for registration
- Honors sections carry all prerequisites, corequisites and restrictions approved for the existing course (cannot be changed for registration without prior approval and publication in the University Catalog)
- At least one non-honors section must be offered at the same time as the honors section
- Courses with honors sections will have the designation HON added to the course description

**ASSESSMENT & SYLLABI CONFIRMATION**

- Yes □ No Existing assessments/outcomes will be applicable to the honors section.
- Yes □ No Separate syllabi will be used for honors and non-honors sections.
- Yes □ No Attach justification for the department’s request
- Yes □ No Describe difference between the honors and non-honors sections

**APPROVALS:** On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Undergraduate Curriculum Committee Chair for placement on agenda.

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**Chair, Academic Programs Assessment Committee**

**CATALOG & CURRICULUM MANAGER**

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RGR-379-1018
Proposal
COM 2224 Business and Professional Writing
Honors Course

The following proposal presents the plan for an honors section of the Business and Professional Writing course. Similar to the non-honors course, the honors section will introduce students to the latest business research methods and communication practices, report writing, and business correspondence. However, the honors section will place greater emphasis on exploring new technologies as they relate to the business communication environment, developing strong and consistent business messages across multiple platforms, writing proposals, crafting and delivering effective oral presentations, creating customized resumes, and preparing reports. The course will provide greater depth and more enrichment in these areas through real-world learning projects and assignments, with one final course exam rather than two.

Proposed Course Description:
HONORS COM 2224 BUSINESS AND PROFESSIONAL WRITING (3 credits). Designed for the future business professional. Includes business research methods, report writing, business correspondence and communication tools in the workplace.

Proposed Text:

Course Prerequisite:
COM 1102 WRITING ABOUT LITERATURE

Course Learning Objectives
This honors course will enable students to:

1. Apply business communication strategies and principles to prepare effective communication for domestic and international business situations
2. Identify ethical, legal, cultural, and global issues affecting business communication.
3. Integrate analytical and problem solving skills appropriate to business communication.
4. Apply appropriate organizational formats and channels used in developing and presenting business messages.
5. Design and convey formal and informal messages for internal and external publics.
6. Create and revise accurate business documents using computer technology.
7. Contemplate organizational structure with regard to applying written communication for a particular purpose.

Course Overview
This course focuses on exploring new technologies as they relate to the business communication environment and creating documents and oral presentations commonly produced by professionals in a corporate setting. It is designed to help students from different fields to
New courses are available beginning with the fall term in which they appear in the University Catalog.

Subject H O N 
(e.g., CSE) 
CREDIT HOURS 3 
ACADEMIC YEAR TO BE ADDED TO THE FILE Fall 2019 
(e.g., Fall 2018) 

CLASS HOURS 45/semester 
LECTURE HOURS 45/semester 
LAB HOURS 0/semester 
CONTACT HOURS (CEU ONLY) N/A 

DEPARTMENT Arts & Communication 
COMPUTER TITLE Honors Seminar 
This course will be entered into the system as: Bi-Level ☐ Cross-Listed ☐ Dual-Numbered ☐ Full-Load ☐ None of these/Standard Listing ☐ 

COURSE TITIE Honors Seminar 

CATALOG DESCRIPTION OF COURSE Restricted to 350 characters, including spaces 
Highlights the relationship between the humanities, social sciences and STEM fields. Includes guest lecturers from various disciplines. Emphasizes analysis and synthesis of sources. Topics include "Engineering the Body," "A.I.," "Race to the Moon" and "War and Technology." May be repeated for a maximum of six credits, provided topics change. (HU) 
This description has been approved by the catalog office Catalog & Curriculum Manager 

In addition, please attach a course syllabus and/or more detailed description. 

RESTRICTIONS 

do Prerequisite ONLY ☐ Corequisite ONLY ☐ BOTH Prerequisite/Corequisite ☐ and ☐ or 

GRADERS TO BE ISSUED 

☐ A, B, C, D, F ☐ A, B, C, D, F, CEU/Audit 
☐ CEU ☐ S, U ☐ P, F ☐ Other 

ADDITIONAL RESTRICTION ☐ and ☐ or Instructor approval 

Please indicate old course information and the date/term the course may be removed from the system: 

☐ Yes ☐ No Will this course be used to measure program-level student learning outcomes? If yes, review and signature required.** 

☐ Yes ☐ No Will this course be used to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review. 

☐ Yes ☐ No Will this course impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program impacted. 

☐ Yes ☐ No Will this course be used to satisfy the Cross Cultural (CC) requirement? If yes, attach confirmation memo from QEP2 Committee. 

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda. 

Originator Date 

Chair, Graduate Council Date 

Department Head/Program Chair Date 

Dean or Associate Dean Date 

Chair, Undergraduate Curriculum Committee Date 

**Chair, APAC Date 

CATALOG & CURRICULUM MANAGER 

These changes/additions have been made for the University Catalog and entered into the BANNER term named above. 

Catalog & Curriculum Manager Date 

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RGR-364-219
HON 2000: Honors Seminar
Engineering the Body
Spring 2019
Dr. Perdigao

class time: T R 12:30-1:45 pm
office hours: M 2:00-3:00 pm; T 11:00-12:00 pm; R 2:00-3:00 pm
and by appointment
office: 626 Crawford
phone: 321-674-8370
email: lperdiga@fit.edu

Catalog Description:
Highlights the relationship between the humanities, social sciences and STEM fields. Includes guest lecturers from various disciplines. Emphasizes analysis and synthesis of sources. Topics include “Engineering the Body,” “A.I.,” “Race to the Moon,” and “War and Technology.” May be repeated for a maximum of six credits, provided topics change. (HU)

Course Description:
This semester, we will focus on how the body has been modified, augmented, and fabricated in science and represented in literature and popular culture. We will begin with the Prometheus narrative that highlights man’s creative potential and the dangers of technology. The refashioning of the Prometheus story—from Greek mythology to Romantic texts to contemporary television series and films—suggests changing perspectives on the possibilities and limitations of engineering the body. Readings, presentations by Florida Tech faculty in the humanities and sciences, and discussions will focus on four main topics: the creation of life, cloning, the body as machine, and artificial intelligence.

Required Texts:

Television and Film:
Fringe, “Pilot”
The Island
Almost Human, “Pilot”
Ghost in the Shell
Black Mirror, “Be Right Back”
Ex Machina

Policies and Procedures

Course Objectives
- Developing effective written and oral communication skills based on course content
- Developing ability to analyze and synthesize primary and secondary sources
- Developing ability to understand the relationships between academic disciplines and methods of inquiry
- Understanding scholarly strategies for conceptualizing and researching problems, formulating theses and methods, making logical connections between ideas, and reaching evidence-based conclusions
- Developing independent critical thinking skills, including applying data and logic to issues and ideas, grounded in a reflective understanding of the broader ethical consequences of scholarly inquiry
Grading:
Responses (4) 40%
Group Presentation 10%
Final Essay (10-12 pages) 30%
Final Presentation 10%
Class Participation 10%

A response is a 1-2-page (300-600 words) analysis that answers one of the prompts that I will provide on the texts. A response template and rubric are provided on Canvas.

For the group presentation, 3-4 students will select a course unit and highlight the central themes, historical contexts, and key texts (creative and critical), expanding beyond the required readings for the course. Presentations are 10-15 minutes and must include all group members.

The final essay consists of 10-12 pages written in MLA format and includes a works cited page. The essay must be typed; use a standard 12-point font with margins of approximately 1¼ inches (about 300 words per page).

For the final presentation, you will discuss the topic of your final essay, highlighting the central issues and works discussed in it. The presentations are 5-10 minutes and will be held in the assigned time slot during final exam week.

Students are required to submit their responses and final essay on Canvas on the assigned date. Failure to submit responses and final essay on Canvas on the due date will lead to a reduced grade (5 points each day that the assignment is late) and possible failure of the assignment.

Academic Dishonesty will be handled in accordance with the School of Arts and Communication policy. Cheating and plagiarism will result in failure of assignment and/or failure of the course; it will be reported to the Dean of Students and recorded in your permanent student file. Dishonest conduct may lead to formal disciplinary proceedings. Be certain that you are familiar with Florida Tech’s academic dishonesty policy. You can find more information about plagiarism and properly citing material at http://web2.fit.edu/current/documents/plagiarism.pdf

Attendance is required. Absenteeism and tardiness will adversely affect your final grade. If you miss more than 10% of the classes, you run the risk of failing the course. You are responsible for all of the work that you miss. Since this class is not primarily a lecture course, participation is expected. Informed in-class participation demonstrates your engagement with the readings and is reflected in your final grade.

What is Title IX?
Title IX of the Educational Amendments Act of 1972 is the federal law prohibiting discrimination based on sex under any education program and/or activity operated by an institution receiving and/or benefiting from federal financial assistance. Behaviors that can be considered “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. You are encouraged to report these behaviors.

Reporting: Florida Tech can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one complainant reports having been assaulted or harassed by the same individual.

Florida Tech is committed to providing a safe and positive learning experience. To report a violation of sexual misconduct or gender discrimination, please contact Linda Jancheson, Title IX Coordinator, at 321-674-7277 or ljancheson@fit.edu.
* Please note that as your professor, I am required to report any incidents to the Title IX Coordinator. Confidential support for students is available by contacting the Student Counseling Center at 321-674-8050.

**Academic Accommodations**

Florida Tech is committed to equal opportunity for persons w/disabilities in the participation of activities operated/sponsored by the university. Therefore, students w/documemted disabilities are entitled to reasonable educational accommodations. The Office of Disability Services (ODS) supports students by assisting w/accommodations, providing recommended interventions, and engaging in case management services. It is the student’s responsibility to make a request to ODS before any accommodations can be approved/implemented. Also, students w/approved accommodations are encouraged to speak w/the course instructor to discuss any arrangements and/or concerns relating to their accommodations for the class. Office of Disability Services (ODS) Telephone: 321-674-8285 Email: disabilityservices@fit.edu Website: www.fit.edu/disability
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Viewing</th>
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<tr>
<td><strong>January</strong></td>
<td><strong>8</strong> Introduction</td>
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<tr>
<td><strong>10</strong></td>
<td>Assembling <em>Frankenstein</em></td>
<td>Reading: From Ovid’s <em>Metamorphoses</em> (Canvas); Mary Shelley, <em>Frankenstein</em></td>
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<td>(Introduction: xi-xlvii; Author’s Introduction-Volume One, Chapter III: 5-50)</td>
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<td><strong>15</strong></td>
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<td>Reading: Shelley, <em>Frankenstein</em> (pp. 51-151 [Volume One, Chapter IV-Volume Two,</td>
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<td>Chapter IX]); Armstrong, <em>Modernism, Technology, and the Body</em> (pp. 1-10; 13-41</td>
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<td>[Introduction; Chapter 1: Electrifying the Body])</td>
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<td><strong>17</strong></td>
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<td>Reading: Shelley, <em>Frankenstein</em> (Volume Three, Chapter I-Volume III, Chapter VII,</td>
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<td>pp. 155-225); Hustis, “Responsible Creativity and the ‘Modernity’ of Mary Shelley’s</td>
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<td>Prometheus” (Canvas)</td>
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<td>The Chemistry of <em>Frankenstein</em></td>
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<td>Lecture: Dr. Joel Olson, Chemistry</td>
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<td><strong>24</strong></td>
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<td>“Of Human Action”: Fringe Science</td>
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<td>Viewing: <em>Fringe</em>, “Pilot”</td>
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<td><strong>29</strong></td>
<td>Reproductive Rights: The CRISPR Babies</td>
<td>Dr. Andrew Palmer, Biological Sciences</td>
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<td><strong>Response 1 due</strong></td>
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<td><strong>31</strong></td>
<td>A Brave New World Reimagined</td>
<td>Reading: Ishiguro, <em>Never Let Me Go</em> (pp. 3-76 [Part I, Chapters 1-6])</td>
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<td><strong>February</strong></td>
<td><strong>5</strong> Reading: Ishiguro, <em>Never Let Me Go</em> (pp. 77-145 [Part I, Chapters 7-9; Part II, Chapters 10-12])</td>
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<td><strong>7</strong></td>
<td>Reading: Ishiguro, <em>Never Let Me Go</em> (pp. 146-203 [Part II, Chapters 13-17])</td>
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<td><strong>12</strong></td>
<td>Reading: Ishiguro, <em>Never Let Me Go</em> (pp. 207-288 [Part III, Chapters 18-23])</td>
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<td><strong>14</strong></td>
<td>Intelligent Design: Cloning</td>
<td>View: <em>The Island</em></td>
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<td>Reading: Shaddock, “Generic Considerations in Ishiguro’s <em>Never Let Me Go</em>”</td>
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<td>(Canvas); Jerng, “Giving Form to Life: Cloning and Narrative Expectations of the</td>
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<td>Human” (Canvas)</td>
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<td><strong>19</strong></td>
<td>Tissue Economies</td>
<td>Reading: Waldby and Mitchell, <em>Tissue Economies</em> (pp. 31-34; 59-82; 160-180 [Part I:</td>
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<td>Tissue Banks; Chapter 2: Disentangling the Embryonic Gift; Chapter 6: Real-Time</td>
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<td><strong>Response 2 due</strong></td>
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<td><strong>21</strong></td>
<td>Man as Machine: The Industrial Revolution, <em>Modern Times</em>, and <em>I Love Lucy</em></td>
<td>Lecture: Dr. Matthew Ruane, History</td>
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<td><strong>26</strong></td>
<td>Reading: Atwood, <em>Oryx and Crake</em></td>
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February 28  
Reading: Atwood, *Oryx and Crake* (pp. 95-169 [5-7])

March 5  
**Spring Break—no class**

March 7  
**Spring Break—no class**

March 12  
Reading: Atwood, *Oryx and Crake* (pp. 173-280 [8-11])

March 14  
Reading: Atwood, *Oryx and Crake* (pp. 283-374 [12-15])

March 19  
Synthetic Soul: Becoming Human  
In-class screening: *Almost Human*, “Pilot”  
Reading: Armstrong, *Modernism, Technology, and the Body* (pp. 77-105 [Chapter 3: Prosthetic Modernism])

**Response 3 due**

March 21  
Biotechnology  
Lecture: Dr. Christopher Bashur, Biomedical Engineering

March 26  
Engineering Humanity

March 28  
Being Bionic: The Cyborg  
Lecture: Dr. Alan Rosiene, Literature

April 2  
Synthetic Shell: Becoming More than Human  
Viewing: *Ghost in the Shell*

April 4  
Humanity 3.0  
Lecture: Dr. Moti Mizrahi, Philosophy  
Reading: Hayles, *How We Became Posthuman* (pp. xi-xiv; 1-24; 283-291 [Prologue; Chapter One: Toward Embodied Virtuality; Conclusion])

**Response 4 due**

April 9  
Becoming Posthuman  
Viewing: *Black Mirror*, “Be Right Back”  
Reading: Aldiss, “Super-Toys Last All Summer Long”  
([https://www.wired.com/1997/01/ffsupertoy/](https://www.wired.com/1997/01/ffsupertoy/))

April 11  
Machine Learning  
Lecture: Dr. Philip Chan, Computer Engineering and Sciences

April 16  
“A Conscious Machine”  
Viewing: *Ex Machina*

April 18  
Progenitors: David, Ava, and Ultron

April 23  
Conclusions  
**Final paper due on Canvas by 11:59 pm**

April 30  
**Presentations (3:30-5:30 pm)**
The proposed Honors sections of HUM 2051: Civilization 1 and HUM 2052: Civilization 2 are consistent with the coverage, course objectives, and student learning outcomes of Civilization 1 and 2 yet offer distinct approaches to the material, assignments, and course objectives outlined by the National Collegiate Honors Council.

The Honors sections of Civilization 1 and 2 differ from the non-Honors sections in their focus on central themes. The two sample syllabi focus on Morality and Leadership (Civilization 1) and Revolutions (Civilization 2). As interdisciplinary surveys, they continue to meet the General Education Core student learning outcomes for Humanities courses while encouraging the further development of written and oral communication skills, analysis and synthesis of scholarly works, critical thinking skills, and independent research.

The sections’ focus on unifying central themes allows for in-depth explorations of the issues introduced in a range of texts over extended time periods. The format is discussion-oriented rather than lecture-based to encourage independent critical thinking. Assignments include papers and essays rather than quizzes and exams to facilitate students’ critical thinking and research skills. They also include participatory activities (e.g., group work and presentations) that will encourage the students to be active learners. In Honors sections of Civilization 1 and 2, students will be called upon to engage in a rigorous program of analysis that will encourage them to address the issues at stake during the periods covered and their larger contexts, which include their lasting influence on scholars and societies across the globe.
REQUEST TO ADD AN HONORS SECTION TO AN EXISTING COURSE

Honors information is added to the Class Schedule and is reported on the academic transcript. Honors section will be available for registration with instructor/department head approval beginning with the fall term in which they appear in the University Catalog.

SUBJECT: HU
(Course No.: 2051)
CREDIT HOURS: 3
ACADEMIC YEAR TO BE ADDED TO THE FILE: Fall 2019

COURSE TITLE: Honors Civilization 1

DEPARTMENT: School of Arts and Communication
(Specialization: Biological Sciences)

SCHEDULE TYPE: Lecture

☐ COLLEGE OF AERONAUTICS—23
☐ COLLEGE OF ENGINEERING AND SCIENCE—30
☐ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25
☐ NATHAN M. BISK COLLEGE OF BUSINESS—24

IMPORTANT INFORMATION

- Honors sections are restricted to instructor/department head approval for registration
- Honors sections carry all prerequisites, corequisites and restrictions approved for the existing course (cannot be changed for registration without prior approval and publication in the University Catalog)
- At least one non-honors section must be offered at the same time as the honors section
- Courses with honors sections will have the designation HON added to the course description

ASSESSMENT & SYLLABI CONFIRMATION

☐ Yes  ☐ No  Existing assessments/outcomes will be applicable to the honors section.
☐ Yes  ☐ No  Separate syllabi will be used for honors and non-honors sections.
☐ Yes  ☐ No  Attach justification for the department’s request
☐ Yes  ☐ No  Describe difference between the honors and non-honors sections

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Undergraduate Curriculum Committee Chair for placement on agenda.

[Signatures and dates]

Chair, Academic Programs Assessment Committee

[Signature]

Date

CATALOG & CURRICULUM MANAGER

These changes/additions have been made for the University Catalog and entered into the Class Schedule term named above.

Catalog & Curriculum Manager

REGISTRAR’S USE ONLY

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DISTRIBUTION

Original – Registrar
Copy – Academic Unit

Florida Institute of Technology • Office of the Registrar
150 West University Boulevard, Melbourne, FL 32901-6975 • 321-674-8114 • Fax 321-674-7827

ROR-379-1018
Course Description:
Surveys civilization from its origins to the Renaissance. Guided by a broad theme, emphasizing critical thinking and understanding of primary and scholarly texts reflecting intellectual and historical changes in society. The first of two interdisciplinary honors courses.

Thematic Description:
This course applies various paradigms to the intersection of moral behavior (both individual & group) and “leadership” (in the military, socio-political, and philosophical-moral senses) in significant historical and literary examples from the ancient world. Kohlberg’s “stages of [individual] moral development” (ego-centric, socio-centric, & principle-centric), widely evident in ancient literature, provide a useful method for evaluating whether leaders of each moral stage meshed or did not mesh with the social-group moralities in various contexts. Among the issues we will explore are: What is power, and what are its forms (e.g. military, political, moral – both secular and religious)? How are these forms of power distributed within social groups? How is power maintained and lost by leaders? What is leadership? What are the intrinsic and extrinsic characteristics of (good and bad) leaders in the ancient world? How does one become a leader (i.e. self-selection or election)? What moral responsibility does a leader have to himself/herself and to his/her group? How do we define social groups (e.g. social vs. biological conventions)? What does it mean to be group member? What is loyalty, and what is the responsibility of group members toward the leader and toward the group itself. How is “the good” defined by leaders and by groups? What happens when these ideas are in conflict? What is law, justice, and morality and how are the related to the interaction between leaders and groups? Students will apply course content to their own practice of leadership in the class in order to produce a final project grounded in the historical literature. Discussions will comprise about 60% of course meetings (in peer groups, and student-led or instructor-led class discussions) in which emphasis is given to group development strategies. Lectures and in-class writing will comprise the remainder of course meetings.

Required Materials:
- Qwizdom Q2 Remote/clicker.
- Other required readings will be available on line through Canvas LMS.

Attendance Policies:
- University policy requires attendance in all 2xxx courses. I accept only officially excused absences (e.g. from athletics / ROTC / university departments / professors or “verified” through the Dean of Students).

Grading:
A >90%, B > 80%, C > 70%, D > 60% F < 60%
Lecture-based questions / quizzes 15%
On-line InQuizitive exercises 15%
In-class essays 30%
Participation 10%
Self-evaluations 10%
Final project 20%

Course Objectives:
1) Developing effective written and oral communication skills based on course content.
2) Developing effective skills of analysis and synthesis over a broad range of primary and scholarly texts and ideas.
3) Understanding scholarly strategies forconceptualizing and researching problems, formulating theses and methods, making logical connections between ideas, and reaching evidence-based conclusions.
4) Developing independent critical thinking skills, including applying data and logic to issues and ideas, grounded in a reflective understanding of the broader ethical consequences of scholarly inquiry.

Course Expectations:
1) Complete any readings / assignments before class / deadlines.
2) Engage in all discussions, contribute to a positive group-learning environment, and practice active listening.
3) Practice critical and creative thinking, open-mindedness, and objective / self-detachment using the paradigms we study.
4) Demonstrate the ability to think, communicate orally, and write at the Honors level. Student work is evaluated on one’s ability to reason through problems using critical thinking methods, and on the use of data and evidence drawn from discussions and assignments.

5) Behave with honesty, respect, and integrity.

6) Power off and stow all Personal Electronic Devices (e.g. phones, tablets, laptops).

Course Content:
Each course unit will outline historical problems—and attempted solutions—to the necessity of and problems associated with morality and leadership. “Flipped-classroom” strategies (e.g. on-line lectures and exercises) will provide historical context and supplement in-class lectures on content and concepts so that class time can be devoted to student-centered discussions connecting assigned readings with the deeper concepts. A typical week will include brief in-class lectures, peer-group and class discussions, as well as frequent in-class writing used to assess student performance with respect to course objectives.

The first unit will introduce the basic concepts and paradigms used in the course, (e.g. Kohlberg’s “Stages of Moral Development”). The second unit will explore Military Leadership and Morality (e.g. paternal responsibility, loyalty, and honor codes). The third unit will examine Political Leadership and Morality (e.g. political power and social responsibility, stewardship, social vs. individual integrity). The fourth unit will explore Philosophical and Moral Leadership (both secular and religious) in the context of power and empowerment. In the fifth and final unit, students will formulate and articulate their positions on the intersection of morality and leadership—based on course content—then defend their positions in class discussions.

University Policies:

What is Title IX?
Title IX of the Educational Amendments Act of 1972 is the federal law prohibiting discrimination based on sex under any education program and/or activity operated by an institution receiving and/or benefiting from federal financial assistance. Behaviors that can be considered “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. You are encouraged to report these behaviors.

Reporting: Florida Tech can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one complainant reports having been assaulted or harassed by the same individual.

Florida Tech is committed to providing a safe and positive learning experience. To report a violation of sexual misconduct or gender discrimination, please contact Linda Jancheson, Title IX Coordinator at 321-674-7277 or ljancheson@fit.edu.

* Please note that as your professor, I am required to report any incidents to the Title IX Coordinator. Confidential support for students is available by contacting the Student Counseling Center at 321-674-8050.

Academic Accommodations:
Florida Tech is committed to equal opportunity for persons with disabilities in the participation of activities operated/sponsored by the university. Therefore, students with documented disabilities are entitled to reasonable educational accommodations. The Office of Disability Services (ODS) supports students by assisting with accommodations, providing recommended interventions, and engaging in case management services. It is the student’s responsibility to make a request to ODS before any accommodations can be approved/implemented. Also, students with approved accommodations are required to speak with the course instructor to discuss any arrangements and/or concerns relating to their accommodations for the class. Office of Disability Services (ODS): Telephone: 321-674-8285 / Email: disabilityservices@fit.edu / Website: www.fit.edu/disability.
Hum 2051H — Civilization I Honors: The Human Quest for Happiness
Dr. Lars R. Jones Ph.D.

Unit 1: Course Introduction: Concepts & Paradigms (Weeks 1-2)
Cole & Symes, *Western Civilizations*, Ch. 1 & InQuizitive exercises

Unit 2: Military Leadership & Morality (Weeks 3-7)
Cole & Symes, *Western Civilizations*, Chs. 2-4 & InQuizitive exercises
*The Iliad* (excerpted)
Alexander The Great
Julius Caesar & Augustus
Islamic & Christian Leaders in the Crusades
Joan of Arc

Unit 3: Political Leadership & Morality (Weeks 8-11)
Cole & Symes, *Western Civilizations*, Chs. 5-7 & InQuizitive exercises
Sophocles, *Antigone* (law vs. justice)
Confucius / Mencius (excerpts)
Plato, *Republic* (excerpts)
Xenophon, *Education of Cyrus* (excerpts)
Aristotle’s *Nicomachean Ethics* (excerpts)
Thomas Aquinas & Dante on monarcy (excerpts)
Documents from the (medieval) Church-State conflict

Unit 4: Philosophical-Moral Leadership (Weeks 12-14)
Cole & Symes, *Western Civilizations*, Chs. 8-11 & InQuizitive exercises
Buddha, Ashoka & Buddhism
New Testament (excerpts)
Marcus Aurelius
Augustine, *City of God* (excerpts)
Mohammed
Francis of Assisi

Unit 5: Summary (Weeks 14-16)
Student-led “Think-Tank” / workshop sessions on term projects / presentations
REQUEST TO ADD AN HONORS SECTION TO AN EXISTING COURSE

Honors information is added to the Class Schedule and is reported on the academic transcript. Honors section will be available for registration with instructor/department head approval beginning with the fall term in which they appear in the University Catalog.

SUBJECT HUM
(Course Number) 2052
(Credit Hours) 3
(Academic Year to be added to the file) Fall 2019

COURSE TITLE Honors Civilization 2

DEPARTMENT School of Arts and Communication

SCHEDULE TYPE Lecture

□ COLLEGE OF AERONAUTICS—23
□ COLLEGE OF ENGINEERING AND SCIENCE—30
□ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25
□ NATHAN M. BISK COLLEGE OF BUSINESS—24

IMPORTANT INFORMATION

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ASSESSMENT & SYLLABI CONFIRMATION

□ Yes □ No  Existing assessments/outcomes will be applicable to the honors section.
□ Yes □ No  Separate syllabi will be used for honors and non-honors sections.
□ Yes □ No  Attach justification for the department's request
□ Yes □ No  Describe difference between the honors and non-honors sections

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Undergraduate Curriculum Committee Chair for placement on agenda.

Originator
Date
2-14-19

Department Head/Program Chair
Date
2-14-19

Dean or Associate Dean
Date

Chair, Undergraduate Curriculum Committee
Date

**Chair, Academic Programs Assessment Committee
Date

CATALOG & CURRICULUM MANAGER

These changes/additions have been made for the University Catalog and entered into the Class Schedule term named above.

Catalog & Curriculum Manager
Date

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RGR-379-10-18
HUM 2052H Section: XXX
Honors Civilizations 2: Revolutions in the Modern Era

“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.” — Margaret Mead

Course Description
HUM 2052H is the Honors section for Civilization 2 of the Humanities Core. This course will provide a broad understanding of the gradual development of what we now know as “Modern Europe” while introducing one of the major themes that has defined the last five hundred years of Western Civilization: Revolution. By using revolutions as our model for analysis, this course will focus on the major political-ideological changes that defined this period and the people, locations, works of literature, and philosophies that facilitated these dramatic changes. Students will analyze a large range of materials to help develop the capabilities to understand how revolutions have impacted our society and the long term consequences of these ideas. They will engage, through written and oral assignments in the form of analysis papers and discussions, with the fundamental questions debated by revolutionaries at the time and are still contested amongst academics well after these revolutions ended. Beyond the traditional Civilization 2 course, students will be called upon to engage in a rigorous program of analysis that will encourage them to not only address how these revolutions occurred, but argue how they continue to inform scholars and societies across the globe.

Required Text:

Course Requirements:
Participation/Attendance (20%)
Discussion Questions/Responses (25%)
Academic Debates (20%)
Two Critical Analysis Papers (20%)
Research Paper/Presentation (15%)
Course Content:

Each week (or series of weeks) will focus on a particular revolution from the Modern Era. A typical week will include a combination of lecture and discussion. The first class of the week will involve a lecture providing a broader understanding of the historical narrative of a particular revolution, including the demands, political, national, and social context, and its achievements. This explanation will hopefully supplement the basic information students have already gleaned from the texts.

The second (and, depending on the schedule, third) class of the week will focus on primary sources available online, which can include a wide range of speeches, constitutions, works of literature, or news reports on the revolution. The main purpose of these sessions will be to discuss the historical and cultural relevance of these documents and how they help students understand these revolutions. For every revolution, students will be required to submit a writing assignment relevant to these documents, specifically requiring students to evaluate these revolutions from the perspective of those who lived them, and hopefully creating a more interactive and engaging learning environment.

Note: These discussions and lectures will principally be facilitated by the instructor, but will be supplemented throughout the semester with guest lectures and discussions from other Humanities faculty to facilitate a multi-disciplinary atmosphere for this course.

Every few weeks, students will also have a selection of readings related to a particular debate in the field focusing on one revolution, usually taken from a collection of articles or book chapters where authors directly engage with one another over the methodological, research, and narrative issues of a revolution. Students will be required to take sides in this debate and engage with their fellow students in a mock debate that will test their understanding of the topic as well as their ability to create a convincing academic argument. Students will be required to submit a written argument that will supplement what they present in class.

Example: Discussion and Response on Class in the French Revolution from AHR in 1967.

Students will also be required to write two Critical Analysis/Review Essays, 4 to 6 pages in length. The review should analyze several aspects of the text under consideration, including the argument, content, organization, main themes, and relevance for understanding the historical time period in which it covers. The reviews will be of two books covered during the semester; Dickens’ *A Tale of Two Cities* and Orwell’s *Animal Farm*.

And finally, each student will design a research project on some issue, theme, or problem related to a revolution during the Modern Era. After Week 6, students will submit a topic proposal and preliminary bibliography. The final paper will be at least 10 pages double spaced and the final grade will include a brief presentation of their research at the end of the semester.

*Tentative Schedule of Revolutions Covered:*

**Week 1:** Introduction to Ideas and Themes

**Week 2:** Revolutions in Science and the Columbian Exchange
[Include discussion of the origins of shift in science and the global connections to emerging Europeans sense of self, with potential links to the “Black Legend” and the Reformation]
- Selections from Kuhn’s *Structure of Scientific Revolutions*, Alfred Crosby’s *Ecological Imperialism*, and Matthew Restall’s *Seven Myths of the Spanish Conquest*

**Week 3:** The Glorious Revolution of 1688
[Including discussion of English Civil War and Absolutism across Europe]

**Week 4 and 5:** Age of Democratic Revolutions
[Including the French Revolution, and brief connections to the American and Haitian Revolution]
- Selections from Burke’s *Reflections on the Revolution in France*, Percy Shelley and Wollstonecraft on the French Revolution, and Wordsworth’s “To Toussaint L’Overture”

**Academic Debate One**

**Week 6 and 7:** Revolutions of 1848
[Including a focus on Nationalism, Socialism, Marxism, Counter-Revolutionary Conservatism and its impact on the nineteenth century]
- Selections from Marx’s *The Eighteenth Brumaire of Louis Napoleon* and Tocqueville’s “Critique of Socialism”

**Week 8:** Paris Commune of 1871
[Including links to European Imperialism in Africa, the rise of radical Marxism, and the triumph of Conservative Nationalism]

- Selection from John Merriman’s *Massacre: The Life and Death of the Paris Commune*

**Academic Debate Two**

**Week 9:** Revolutions in Representation

[Including the Suffrage Movement, Black and Asian Nationalism, and Impressionism and Modern Art]

**Week 10:** Russian Revolution (1917)

[Including World War One and the Versailles Peace Process]

**Week 11 and 12:** Varieties of Totalitarianism (1880-1945)

[Including Fascism, Militant Nationalism, Anti-Semitism, and Nazism]

**Academic Debate Three**

**Week 13:** Decolonization (1950s)

[Including the end of European empires in Africa and Asia, revolutions in India, Algeria, East Africa]

- Selections from Franz Fanon’s *Wretched of the Earth*, Nehru’s *Toward Freedom*, and Caroline Elkin’s *Imperial Reckoning*

**Week 14:** 1968

[Including the “Prague Spring,” France, Poland, Mexico, and the United States]


**Week 15:** 1989

[Including the emergence of the European Union, the end of the Cold War, and democratic revolutions in Eastern Europe, China, and South Africa]

- Selections from (or the whole text) Kenney’s *1989: Democratic Revolutions at the Cold War's End: A Brief History with Documents* (*The Bedford Series in History and Culture*)

**Week 16:** Research Presentations
Florida Institute of Technology

ADDING A NEW COURSE TO THE CURRICULUM

This is a request for reactivation of a course in the system. ■ Yes □ No

**New courses are available beginning with the fall term in which they appear in the University Catalog.**

<table>
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<th>CREDIT HOURS</th>
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*Justify level if 1000-level+ and no co- or prerequisites. Introduction needs no prior knowledge of subject matter

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<td>Sociolinguistics</td>
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Restricted to 25 characters, including spaces

This course will be entered into the system as: Bi-Level □ Cross-Listed □ Dual-Numbered □ Full-Load □ None of these/Standard Listing ■

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<th>CATALOG DESCRIPTION OF COURSE</th>
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<tr>
<td>Introduces the sociology of language and the many ways people use language to communicate and interact socially, (HU/SS)</td>
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This description has been approved by the catalog office

Catalog & Curriculum Manager
Date: 11-9-2018

In addition, please attach a course syllabus and/or more detailed description.

**Restrictions**

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**Grades to be Issued**

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**Additional Restrictions**

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<td>□ Yes □ No Will this course be used to measure program-level student learning outcomes? If yes, review and signature required.**</td>
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<td>□ Yes □ No Will this course be used to satisfy the scholarly inquiry requirement? If yes, attach &quot;Q&quot; materials for review.</td>
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<td>□ Yes □ No Will this course impact any existing programs? If yes, attach &quot;Changing Graduation Requirements&quot; form for each program impacted.</td>
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<tr>
<td>□ Yes □ No Will this course be used to satisfy the Cross Cultural (CC) requirement? If yes, attach confirmation memo from QEP2 Committee.</td>
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**APPROVALS:** On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

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**Chair, Academic Programs Assessment Committee**

**Chair, Graduate Council**

**Registrar's Use Only**

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Catalog & Curriculum Manager
Date: 11-9-2018

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RGR-371-818
Proposing a New Offering
Florida Tech’s Certificate in Cross-Cultural Competence (QEP 2)
http://411.fit.edu/goglobal

Submitter: Alan Rosiene  E-mail Address: rosiene@fit.edu  Date: 01/15/2019

Title of Proposed Offering: LNG 3402 Sociolinguistics

Sponsor of This Offering: School of Arts and Communication

Type of Offering: ᵃ Campus Course  ᵃ Course/Project Abroad  ᵃ Co-Curricular

Duration of This Offering: 1-2 Days: Multiple Dates:  
Set Period (e.g., Semester): Semester  Other:  

Capacity - Maximum Number of Participants: 25  
Explanation (if/as needed): Standard class size

Registration: ᵃ Not Required  ᵃ Required
If Required, Description: Standard course registration, HUM core 1 or HUM core 2 prerequisite

Description of This Offering (50 words):
Introduction to the study of language in relation to social factors, especially the effect of society upon language.

Description of What Participation Involves (50 words):
Class attendance, exams, class participation.

Justification - How This Offering Addresses the Goals of This Certificate Program:
Sociolinguistics involves the descriptive study of cultural norms, both within a specific language and between languages.

How This Offering Will Be Advertised & Posted to Campus Calendars:
Standard course offerings and advertising for same.

****************************************************************************
* For Cross-Cultural Certification Program Use Only *

Received – From/By: Alan Rosiene / M. Burkman  Date: 1/15/19

Reviewed – By: QEP Task force  Date: 1/17/19

Decision: ᵃ Approved, Points: 1  ᵃ Need Additional Info.  ᵃ Not Approved

Notification – By/To: alan/Alan + Mark  Date: 1/24/19

Website Posting – By:  Date:
HUM 3485, Special Topic in Social Science, SP 2019

HUM 3485-01, Sociolinguistics (3 credit hours)
Spring, 2019
MWF, 10:00-10:50, Room X Crawford Bldg
Instructor: Dr. R. Alford, Professor of Languages & Linguistics
Office: Room XXX
Office hours: XXX or by appointment
E-mail: ralford@fit.edu

Course Goals: This course addresses the sociology of language—sociolinguistics. We will look at the speech activities of different social groups which cast light on the conditions, values, and beliefs that have helped shape the groups. Topics of discussion will include: what is language; the arbitrary nature of language; language and thought; first-language acquisition; styles of speech; silent language; pragmatics; literacy; dialects; bilingualism; diglossia, pidgins/creoles, and speech communities. Students of sociolinguistics become more aware of their own language behaviors, how they respond to people, and how others behave and respond to them.


Exams and Grades: The course grade is based on the following. Please note that the final exam is scheduled for XXX from XXX.

10 Chapter Exams, 70%
Final Exam, 20%
Participation, 10%

Weekly Activities & Assignments:

Week 1-2, What is Language?: (a) Find at least 2 examples in speech or print of new words or old ones used in new ways. (b) Listen for slips of the tongue. Explain them in terms of what you know about the organization of language. (c) Listen to a foreign person speak English and write down every word for which the English word sounds foreign because the wrong allophone was used (close to native English speaker but a little “off”).

Week 3, Styles of Speech: (a) How many registers to you think you usually command? Give examples of each along with a description of the circumstances that evoke each. (b) Observe differences in forms of address that you give and receive in two different social situations. (c) Write 3-5 politeness rules for a social event (party, funeral, sporting event, etc.). (d) Try to violate co-occurrence restrictions in greetings and address with people you know well. How do they respond? Do they attempt to make “repairs”?
Week 4-5, Kinesics: (a) Observe 3 people interacting in public places. What behaviors do they use? (b) Observe a group at a party or gathering. How much personal space do they use? (c) What are 3 different gestures that many Americans use in everyday interactions? (d) Try to analyze a movie and note facial expressions and kinesics to the verbal message. How much of the message is given in words alone?

Week 6-7, Pragmatics: (a) Observe 2 people in conversation. What evidence do you see for synchrony between them? (b) Do you believe you belong to a high or low-involvement culture? How so—give examples. (c) What are some utterance pairs your friends use? (d) Give some examples how and why people make repetitions in conversation. (e) What are some jargon terms that you use in your academic discipline?

Week 8, Orality & Literacy: (a) Examine the lyrics of a rap song of your choice. What topics and attitudes are like the verses of the toasts? (b) Collect 3 ritual insults you have heard recently. (c) What kinds of boasting activities do your peers use?

Week 9-10, Dialects: (a) Watch a show on TV in which a dialect of English different from yours is spoken. What are the differences between this dialect and your own. (b) Make up a list of words which you think have dialectal variants and poll 2 friends to see what they call them. (c) What is the difference between dialect and accent? Explain. (d) Which TV commercials feature speakers using regional or ethnic dialects? Does the dialect fit the item being advertised?

Week 11, Speech Communities: (a) What speech community do you think you belong to? (b) What variables seem to operate in your speech community? (c) How are people bi-dialectal? (c) What are your attitudes toward variable pronunciation? (d) Can you give some examples of code-switching from someone who is bilingual? (e) Explain the differences between creole and pidgin.

Week 12-13, Vocabulary and Gender: (a) What are some differences between the speech of your male vs female friends? (b) Observe and record the number of interruptions in male-male, female-female, and male-female. Are there strong gender differences? (c) Write down all of the words you can find which refer to females on TV shows, movies or just among your friends. (d) What words do you consider associated with males rather than females? What can you conclude about the semantic features on words associated with each gender?

Week 14, Bilingualism: (a) Poll your English-speaking peers as to their attitudes toward foreign languages. (b) Look up 5 words in any bilingual dictionary and note the English words used to translate the non-English word. (c) Look up an article written in the past 5 years regarding people's opinions about bilingualism in the US. (d) What do you think about making English the official language of the US? (e)
Watch a foreign language movie with subtitles and jot down some examples of word borrowing.

Week 15, Sociolinguistics & the Professions: (a) How can the study of sociolinguistics help you in your chosen profession? (b) Does it give you more insight into your interactions with others? How so? (c) Can you give some examples of applications of sociolinguistics in other fields? (d) Can you find an example of some legalese in a document? What are some of the elements you discovered? (e) Suppose you were a linguist and a large corporation hired you as the director of research. What sorts of studies in language use might you devise? What kinds of issues would you suggest to the corporation executives as being important to the public relations personnel, sales managers, and receptionists?

**Preparation:** You are expected to attend class each day and participate. If you miss class, it will be your responsibility to make up any missed class work. If there is something that you don’t understand from the class presentation or textbook, please schedule an appointment to meet with me.

**Academic Honesty:** Academic dishonesty is taken very seriously by the university and is not condoned by any member of the university. Academic Integrity, Academic Cheating, Digital/Electronic Cheating, and Plagiarism examples can be found in the Student Handbook at [https://policy.fit.edu/policy/9267](https://policy.fit.edu/policy/9267). If you are suspected of academic dishonesty, the instructor of the course reserves the right to decide the academic penalties in accordance with university policy.

**Electronics:** No lap-tops; no digital devices; no cell-phones (turn off).

**Absences:** For any class missed, the student is expected to complete the assignment, exchange information with another student, and demonstrate their understanding of the covered material. A missed exam may be made up only in the case of illness (official medical excuse from physician’s office required), family emergency, or an official university excuse. The attendance policy of the academic department will be followed.

**Title IX:** Title IX of the Educational Amendments Act of 1972 is the federal law prohibiting discrimination based on sex under any education program and/or activity operated by an institution receiving and/or benefiting from federal financial assistance. Behaviors that can be considered “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. You are encouraged to report these behaviors.

**Reporting:** Florida Tech can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one complainant reports having been assaulted or harassed by the same individual.
Florida Tech is committed to providing a safe and positive learning experience. To report a violation of sexual misconduct or gender discrimination, please contact Linda Jancheson, Title IX Coordinator at 321-674-7277 or ljancheson@fit.edu.

*Please note that as your professor, I am required to report any incidents to the Title IX Coordinator.* Confidential support for students is available by contacting the Student Counseling Center (CAPS) at 321-674-8050.

**Academic Accommodations:** Florida Tech is committed to equal opportunity for persons w/disabilities in the participation of activities operated/sponsored by the university. Therefore, students w/documentd disabilities are entitled to reasonable educational accommodations. The Office of Disability Services (ODS) supports students by assisting w/accommodations, providing recommended interventions, and engaging in case management services. It is the student’s responsibility to make a request to ODS before any accommodations can be approved/implemented. Also, students w/approved accommodations are encouraged to speak w/the course instructor to discuss any arrangements and/or concerns relating to their accommodations for the class. Office of Disability Services (ODS): Telephone: 321-674-8285 / Email: disabilityservices@fit.edu / Website: www.fit.edu/disability.