SFU OFFICE OF THE ASSOCIATE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

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ATTENTION	Senate	**DATE**	April 9, 2021
FROM	Wade Parkhouse, Chair Senate Committee on Undergraduate Studies	**PAGES**	1/1
RE:	New Course Proposals		

For information:

Acting under delegated authority at its meeting of April 8, 2021, SCUS approved the following curriculum revisions effective Spring 2022.

a. Faculty of Applied Sciences (SCUS 21-36)

1. School of Sustainable Energy Engineering

   (i) New Course Proposals:
   - SEE 475-3, Special Topics in Sustainable Energy Engineering
   - SEE 476 -3, Special Topics in Sustainable Energy Engineering
   - SEE 477-3, Special Topics in Sustainable Energy Engineering

b. Faculty of Communication, Art and Technology (SCUS 21-37)

1. School of Communication

   (i) New Course Proposals:
   - CMNS 120-3, Creativity and Communication Across Media with W designation

c. Faculty of Health Sciences (SCUS 21-38)

   (i) New Course Proposal: HSCI 341-3, Fundamental Epidemiological Concepts and Approaches

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.

SIMON FRASER UNIVERSITY   ENGAGING THE WORLD

SFU

COURSE SUBJECT   **NUMBER**

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: Burnaby   Surrey   Vancouver   Great Northern Way   Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

REPEAT FOR CREDIT   YES   NO   Total completions allowed   Within a term?   YES   NO

LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Term in which course will typically be offered   Spring   Summer   Fall

            Other *(describe)*

Will this be a required or elective course in the curriculum?   Required   Elective

What is the probable enrollment when offered?   Estimate:

UNITS

Indicate number of units:

Indicate no. of contact hours: Lecture   Seminar   Tutorial   Lab   Other; explain below

OTHER

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency?   YES   NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees?   YES   NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS

Final exam required   YES   NO

Criminal Record Check required   YES   NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

COURSE SUBJECT Sustainable Energy Engineering   **NUMBER** SEE 476

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Special Topics in Sustainable Energy Engineering

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Special Topics in SEE

CAMPUS where course will be normally taught: ☐ Burnaby   ☑ Surrey   ☐ Vancouver   ☐ Great Northern Way   ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Special Topics in Sustainable Energy Engineering.

REPEAT FOR CREDIT   ☑ YES   ☐ NO   Total completions allowed 3   Within a term?   ☐ YES   ☑ NO

LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

As the catalogue of technical elective courses in SEE is further developed, these courses will initially be offered as special topics and subsequently regularized. This will allow the School to determine the realistic demand for each course before regularizing, and will also allow maximum flexibility for students in taking newly offered technical electives without having to frequently update their calendar requirements term. Special topics courses will be required to meet the accreditation requirements of the SEE program, and may not duplicate material covered in other SEE courses.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Spring 2022

Term in which course will typically be offered ☑ Spring ☑ Summer ☑ Fall

Other *(describe)*

Will this be a required or elective course in the curriculum? ☐ Required ☑ Elective

What is the probable enrollment when offered? Estimate: 20

UNITS
Indicate number of units: 3

Indicate no. of contact hours: 2 Lecture | Seminar | 1 Tutorial | 1 Lab | Other; explain below

OTHER

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Topics will be selected to ensure that there is a robust capability to deliver amongst the SEE faculty complement.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Permission of the undergraduate curriculum chair.

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under <u>Information about Specific Course components</u>.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

N/A

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

N/A

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

N/A

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

The SEE program is housed in the SRYE building. FAS curriculum development and laboratory engineering staff are regularly liaising with SFU Facilities staff to ensure the required resources will be available.

OTHER IMPLICATIONS

Final exam required   ☑ YES   ☐ NO

Criminal Record Check required   ☐ YES   ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Mehran Ahmadi, Lecturer, Sustainable Energy Engineering, Faculty of Applied Science

COURSE SUBJECT | Sustainable Energy Engineering   **NUMBER** | SEE 477

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Special Topics in Sustainable Energy Engineering

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Special Topics in SEE

CAMPUS where course will be normally taught: ☐ Burnaby   ☑ Surrey   ☐ Vancouver   ☐ Great Northern Way   ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Special Topics in Sustainable Energy Engineering.

REPEAT FOR CREDIT   ☑ YES   ☐ NO   Total completions allowed [3]   Within a term?   ☐ YES   ☑ NO

LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

As the catalogue of technical elective courses in SEE is further developed, these courses will initially be offered as special topics and subsequently regularized. This will allow the School to determine the realistic demand for each course before regularizing, and will also allow maximum flexibility for students in taking newly offered technical electives without having to frequently update their calendar requirements term. Special topics courses will be required to meet the accreditation requirements of the SEE program, and may not duplicate material covered in other SEE courses.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)   Spring 2022

Term in which course will typically be offered   ☑ Spring   ☑ Summer   ☑ Fall

Other *(describe)*

Will this be a required or elective course in the curriculum?   ☐ Required   ☑ Elective

What is the probable enrollment when offered?   Estimate: 20

UNITS
Indicate number of units: 3

Indicate no. of contact hours: 2   Lecture   Seminar   1   Tutorial   1   Lab   Other; explain below

OTHER

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Topics will be selected to ensure that there is a robust capability to deliver amongst the SEE faculty complement.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Permission of the undergraduate curriculum chair.

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under <u>Information about Specific Course components</u>.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

N/A

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

N/A

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

N/A

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

The SEE program is housed in the SRYE building. FAS curriculum development and laboratory engineering staff are regularly liaising with SFU Facilities staff to ensure the required resources will be available.

OTHER IMPLICATIONS

Final exam required ☑ YES ☐ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Mehran Ahmadi, Lecturer, Sustainable Energy Engineering, Faculty of Applied Science

COURSE SUBJECT CMNS   **NUMBER** 120

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Creativity and Communication Across Media

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Creativity and Communication

CAMPUS where course will be normally taught: ☑ Burnaby   ☐ Surrey   ☐ Vancouver   ☐ Great Northern Way   ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Introduces students to the creative practice of multimodal writing and content creation for communication and media studies. Topics may include: creativity and idea generation; media literacy in digital environments; writing conventions for various platforms and genres; analytical writing and scholarly argumentation; audio-visual production for popular audiences.

REPEAT FOR CREDIT   ☐ YES   ☑ NO   Total completions allowed [   ]   Within a term?   ☐ YES   ☐ NO

LIBRARY RESOURCES
NOTE: Senate has approved (S.93–11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

As digital technologies have connected the world in unprecedented ways, audiences have become fragmented through the proliferation of platforms, each with their own communicative conventions and genres of expression. This conflicting dynamic presents unique challenges for students and young communication professionals: How can one develop and communicate important ideas across media to diverse audiences? How can one use creativity to produce intellectually sound content that captures audiences˅ valuable attention? What are the technical and textual conventions for specific types of writing, in specific media contexts and for specific audiences? This course provides a foundational skill set for writing and content production across media. Throughout the semester, students will design and produce an original multimodal writing project, exploring the same media-related topic in different genres and with different media. Modes of writing may include blogs, analytical essays, podcasts, videos, etc. In so doing, this course will show students how to produce knowledge about media cultures and communication technologies in the context of media cultures and with communication technologies.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Spring 2022

Term in which course will typically be offered ☑ Spring ☐ Summer ☑ Fall

Other *(describe)*

Will this be a required or elective course in the curriculum? ☑ Required ☐ Elective

What is the probable enrollment when offered? Estimate: 200

UNITS
Indicate number of units: 3

Indicate no. of contact hours: 2 Lecture ☐ Seminar 1 Tutorial ☐ Lab ☐ Other; explain below

OTHER

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Steven Malcic, Daniel Ahadi,

WQB DESIGNATION

(attach approval from Curriculum Office)

W - This course is designed with a particular focus on multimodal expression with a large writing component. Giving it a W would therefore be an accurate reflection of the kind of work that students are doing in the course. This type of W course would also benefit students from other faculties. A number of second-year courses have been temporarily withdrawn including a second-year W course which we can no longer teach. This new W course would replace the older course.

PREREQUISITE AND / OR COREQUISITE

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under <u>Information about Specific Course components</u>.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

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(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

To understand and develop facility in the fundamentals of writing for communication and media studies.

To access, evaluate, and analyze primary and secondary sources in varied media environments.

To develop an original idea and design a multimodal communication strategy.

To creatively present research in the production of audio/visual content.

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

Course website/blog (Wordpress or similar); Media and Maker Commons; Potential technical support with storage/access of audio-visual content

OTHER IMPLICATIONS

Final exam required   ☐ YES   ☑ NO

Criminal Record Check required   ☐ YES   ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Steven Malcic

W-COURSE CERTIFICATION REQUEST

Thank you for your interest in planning and offering a Writing-Intensive (W) course. Writing-Intensive courses help meet Simon Fraser University's commitment to the education of undergraduate students as defined by the new curriculum. This form is intended to:

- determine whether proposed or existing courses meet the W criteria;
- estimate the number of W seats available to students;
- assist faculty to think through the elements of a W course

FUNDING NOTE: *Courses approved for W certification will receive additional instructional assistance funds (extra TA support) at a rate of $75 per enrolled seat in the semester in which a W course is offered, disbursed to Faculties and then distributed to Programs. Course development funds are no longer available.*

This form is divided into TWO sections:

Section I requests instructor, program and course information;
Section II requests detailed course content information.

Please contact Kelli Whittle at kelli_whittle@sfu.ca if you have any questions about completing this form. Completed forms can be sent electronically to the email address above and to ucil_office@sfu.ca

Course Title: Creativity and Communication Across Media

Course # (if known): CMNS 120

Is the course (double-click the applicable box, select "checked" from the Default Value and click "OK"):

☒ a new course?

☐ a modification of an existing course to meet the W criteria?

☐ a course that has previously been piloted as a W course?

☐ an existing course that fulfills the W criteria for certification?

To be considered, this form must be approved by the Chair/Director of your program and by the Associate Dean of your Faculty. Please have them sign off as noted below, or send an email confirmation to kelli_whittle@sfu.ca.

Chair/Director: _____   Date approved: _____16 Feb 2021_____

Associate Dean: _____   Date approved: _____

This application has been reviewed by the UCIL Office and approved by the Senate Committee on Undergraduate Studies (SCUS).

UCIL Director: _____   Date reviewed: _____08 Apr 2021_____

SCUS Chair: _____ Date approved: _____

Section I

INSTRUCTOR/PROGRAM INFORMATION

Name of Instructor(s): Steven Malcic

Department: Communication

E-mail: steven_malcic@sfu.ca   Telephone: 778-697-0756

If not the instructor named above, who will develop or revise the course? ⎯⎯⎯⎯⎯⎯⎯⎯⎯

Familiarity with W courses
Has the instructor(s) previously taught a writing-intensive course? (Please specify.)

Has the instructor(s) attended any writing workshops? (Please specify.)

If the course has multiple instructors, how will the department ensure there is a consistency of instructional approach and that the varying course content will routinely meet the W criteria?

COURSE ENROLMENT AND OFFERING INFORMATION

If this is a new or modified course:
- when will it first be offered? ⎯⎯Spring 2022⎯⎯
- how often will it be offered? Each Semester⎯⎯
- what is the expected enrolment per offering? 200⎯⎯⎯⎯⎯

If this is an existing course:
- how often is it offered? ⎯⎯⎯⎯⎯⎯⎯
- what is the current average enrolment per offering? ⎯⎯⎯⎯⎯⎯⎯
- what is the expected enrolment increase, if relevant, with W designation?⎯⎯⎯⎯⎯⎯

Section II

THE W CRITERIA

1. Students have opportunities to use writing as a way of learning the content of the course and are taught to write in the forms and for the purposes that are typical of disciplines and/or professions.

Writing is not used simply as a medium through which students can be evaluated on whether they have understood course material. Rather, students are given opportunities to use the process of writing as a way of exploring and critiquing complex concepts and coming to understand them. They are also given instruction and practice in writing in such disciplinary forms as lab reports, literary analyses, or policy briefs.

2. Examples of writing within the disciplines are used as a means of instruction about typical structures, modes of reasoning, styles of address, and the use of technical language and of evidence.

*As part of the engagement with and instruction in writing, students read samples of typical forms of the writing in their discipline, not only for **what** they say but **how** they say it and what that means for them as writers who need to produce such texts themselves. To this end, they may analyze various kinds of texts in the discipline, focusing on matters of structure, logic, style, and evidential support and learning to recognize how successful writers use strategies that will meet the expectations of their readers.*

3. Students receive appropriate feedback and response to their writing that is based on explicit criteria and is directed at improving the quality of their writing.

One of the fundamental means by which all writers improve their writing is through response intended to assist in improvement. Such response, however, is more likely to be understood and acted upon when students know what is expected of them. They need to be well informed about what will receive comment, how and by whom comment will be given, and what qualities and characteristics in their writing will be reflected in the grades received. The criteria on which writing an assignment is evaluated should be clearly expressed in writing when the assignment is given and should coincide with the analyses of the features and goals of academic and disciplinary discourse (as discussed in Criterion 2).

4. Revision is built into the process of writing for formal assignments, usually in terms of revisions of the same paper, or alternatively, in revisions accomplished through successive similar assignments.

W courses acknowledge that writing is a process. Writing instruction will typically include instruction, assistance, and practice in all stages of the process, from initial brainstorming or other idea-generating strategies through organization, drafting, revising, and submitting a completed paper. These techniques not only assist in making a final paper worth reading, they also mean that students rethink what they are saying about a topic and are more likely to get it straight in their minds and on the paper. If successive similar assignments are employed, the characteristics being marked in each assignment should be explicitly identified and show that there is a planned, cumulative effect on students' development as writers over the course of the semester. Through revision, students have opportunities to make use of the responses described in Criterion 3, thereby enhancing their evolving knowledge and skills. This criterion assumes a process that includes responding to drafts; it does not assume, in the interests of not increasing workloads, grading drafts nor giving further extensive feedback on revised work. It also assumes that response and marking will not be left entirely to TAs but that some will be done by, and/or carefully guided by, instructors.

5. At least half the course grade is based on written work for which students receive feedback (see Criterion 3).

*The feedback received may be either before revising an assignment or on a succession of similar assignments (see Criterion 4). Writing on which no feedback is received by the student (including such things as essays in final exams) **is not** included the calculation of this 50 percent. The grade for written work encompasses all aspects of the assignment; it does not distinguish effective expression from knowledge of content as evident in the written work.*

INSTRUCTIONAL ISSUES

1. Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial etc.) of the course.

   This course will be offered in a weekly lecture/tutorial format. Lectures will cover foundational techniques for research and writing within the discipline, multimodal project design, as well as the technical and generic conventions of writing for specific media. In tutorials, students will hone writing skills through structured exercises intended to drive the development of their multimodal writing projects. Tutorials will also be the home of Writing Teams, student peer groups who will work together throughout the semester. Writing Teams will be able to consult individually with TAs on a weekly basis. Students will be required to write in a variety of modes and with a variety of media: project proposals, blogs, analytical essays, podcasts, etc. Each successive writing assignment allows for a form of revision, while the analytical essay requires a unique first and final draft. Comments from instructor and Tas will be made on all proposals, blogs, essay drafts, etc.

2. What writing will students do as a way of learning the content of the course?

   This course introduces students to the creative practice of multimodal writing and content creation for communication and media studies. Throughout the semester, students will design and produce an original multimodal writing project, exploring the same media-related topic in different genres and with different media. Modes of writing may include blogs, analytical essays, podcasts, videos, etc. In addition to these assignments, students will maintain a writing portfolio for work completed in tutorial. In so doing, this course will show students how to produce knowledge about media cultures and communication technologies in the context of media cultures and with communication technologies.

3. Please list and explain the type(s) of formal written assignments and instructional methods you propose for this course by responding to the following items:

   a. How is the form(s) of the writing used in the course typical of the discipline or profession? How does writing contribute to learning the course concepts and ways of reasoning?

      This course presents writing as a foundational practice of knowledge production, which itself unfolds through a process of ideation, research, writing, editing, and revision. Writing is not simply the product of learning, but rather the means through which learning and discovery occur. Furthermore, the specific mode or medium of writing affects the process of knowledge production. Students of communication and young communication professionals must be literate in a variety of modes to communicate ideas in a diverse media ecosystem. Forms of writing assigned in this course are typical of both the discipline (project proposal, analytical essay) and the profession (blog, podcast).

   b. What methods will you use to instruct the students on how to write for the assignments and the course?

      This course will primarily use methods related to multimodal writing pedagogy. This pedagogy emphasizes the multi-sensory and medium-specific composition, to better align the students' skill set with the contemporary media environment. Methods include instruction in multimodal design, researching primary and secondary sources, writing and editing for digital media, analytical argumentation, and audio-visual production.

   c. How does each assignment relate to the previous one and build on it or lead to the next?

Students will select a single media-related topic to explore throughout the semester, as they develop a portfolio and multimodal writing project, which includes a blog feature, an analytical essay, and a podcast/video essay. Students will examine their topic in at least three different modes, with each phase of the project building upon and revising the previous one. As such, each assignment in the course relates to and builds upon the previous one. This course essentially is about the process of re-visioning an idea in multiple modes and with multiple media to model for students the contemporary practice of knowledge production in a dispersed media environment.

d. Will students get feedback or response of some kind to their assignments and if so, when and how? How do you plan to make your criteria explicit?

Students will receive feedback on each piece of formal writing, to be delivered by instructor/TAs one week after submission. Feedback will focus on ways for students to revise writing based on originality of ideas, writing mechanics, and overall quality of medium-specific expression. On the first day of class, students will have access to grading rubrics for each phase of the multimodal writing project. Criteria for each assignment/rubric will be based on the specific media and genre conventions related to the assignments. TAs will receive training/guidance in marking for each assignment.

e. If students do not revise a complete paper after getting instructive feedback on a draft, please explain how the successive writing assignments or the essay component of a mid-term exam would accommodate the criterion for revision?

Students will revise a complete analytical essay based on instructive feedback. Assignments that do not require a revision nonetheless build upon each other based on the design of the semester-long multimodal writing project.

4. Is at least half the course grade based on the written work/assignments? Yes.

For suggestions and examples of responses to each of the W criteria, please see:
http://www2.sfu.ca/ugcr/files/Criteria_Explanation_Nov04.html

DISTANCE EDUCATION OFFERINGS
If this course is also offered by Distance Education, please respond to the following questions:

- How do the pedagogy and evaluation methods for the DE section of the course differ, if at all, from the on-campus sections of the course?
- Is the course supervisor the same as the instructor of the on-campus offering?
- What involvement does the course supervisor have in providing instruction on writing?

MARKING AND RESPONDING
Who will read and respond to student writing?   Instructor_____ TA/TM_____   Peers_____ All__X__

If TAs/TMs or Peers will be responsible for marking, please explain what you will do to ensure that:

- TAs/TMs and/or Peers are trained to respond to specific writing assignments
- Marking and grading are consistent

- Marking and grading are monitored by the instructor

  The primary instructor will train TAs in how to make comments for each assignment and will also hold grade norming sessions guarantee consistency in marking across tutorials. The primary instructor will grade a limited number of assignments from each tutorial to better monitor the marking and grading by TAs.

TIPS FOR COMPLETING THE W-COURSE CERTIFICATION FORM

COURSE CONTENT AND INSTRUCTIONAL ISSUES

The following guidelines and samples are meant to help orient you to best practices in writing up your course as a potential W-course. Each W-course needs to meet all five W-criteria. In order to assess how directly your course fulfills these criteria, the Writing Support Group requests that you consider each criterion when answering the questions relating to **instructional methods** and **writing assignment descriptions**. The "Tips for Clear W-Assignments" and the list of sample types of writing-based assignments that follow are included as guides and prompts (rather than templates) to help in creating assignments that meet the W-criteria.

*Please note this is **sample** language, used here to indicate the level of specificity needed. Adapt your descriptions to fit your course details. **Field- and Lab-based courses will obviously differ significantly from this sample. In your description, please address whether and how writing will be used, not only in the classroom but also in other learning sites***.

> The course will be taught in a lecture/tutorial format with the bulk of the writing instruction given in the tutorials, although some modification of the lectures will be required so that the writing component receives discussion in lectures. The students will be required to write in a variety of modes: proposals, outlines, essays and revisions. Comments, written and oral, will be made on <u>all</u> papers and the revisions. Students will have two 30-minute one-on-one meetings with their tutorial leaders. We expect that some of the most important teaching will be done in these one-on-one consultations. The first will focus on the first assignment and prepare it for revision; the second will be to prepare a detailed outline for the second assignment.

Proposal and outline for first assignment	10%
First assignment	15%
Revision of first assignment	10%
Proposal and outline for second assignment	10%
Second assignment	20%
Final exam	30%
Tutorial participation	5%

No matter what format you use to present your assignments, it helps students work to your expectations if you are explicit about the following seven aspects of each assignment:

TIPS FOR CLEAR W-ASSIGNMENTS

Purpose: Why this particular assignment? How does it serve the overall objectives of the course? (e.g., to practice a critical thinking skill such as critique of evidence; synthesize multiple sources; highlight how argument is signaled in primary literature; etc.)

Form: What is the form of the writing? (e.g., lab report; letter to the editor; abstract; literature review; etc.)

Topic: Is the topic assigned, or is it student choice? Is it a general question ("Discuss significance of…") or does it have a particular focus ("Compare x and y")?

Audience: Who is the intended reader for the assignment? You? A professional in the field? The general public?

Text Features: What specific textual features, and their ordering and interrelationships, are you seeking? (For example, proportions or sections or particular sequencing between parts of the assignment, use of tables and captions, relationship of equations to prose.)

Conventions: (language style) First- or third-person? Citation styles? Formality of language? (Standard English, academic, scientific style) etc.

Process: What are the deadlines for different stages of producing this assignment? Will there be models of successful assignment or explanations of criteria given out ahead of time? Can students expect feedback/revision cycles? By peers, TAs, instructors? When? What are consequences of late assignments?

Evaluation Criteria: What criteria will be used? Will certain parts be weighted differently from others? Possible criteria include: following assignment particulars, content, reasoning, logic, structure, quality of evidence, complexity of argument/depth of thinking, "risk," and grammar.

Assignment Suggestions: Here are some examples of the kinds of writing-based pedagogical techniques that might be used in designing a W-course.

- Response to readings
- "1-minute" paper
- Exploratory writing about new concept
- "Quick-writes"
- Summary statement of discussion
- Draft ideas about topic
- "5-minute" free writing on a chosen topic
- Lab report
- Grant application
- Research proposal
- Essay
- Text analysis

- Critique
- Literature review
- Letter to the editor
- Policy statement
- Position paper
- Memorandum
- Annotated bibliography
- Field notes
- Personal narrative
- Commentary
- Profile

COURSE SUBJECT HSCI

NUMBER 341

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Fundamental Epidemiological Concepts and Approaches

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Fundamental Epi

CAMPUS where course will be normally taught: ✔ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

As a follow-up to HSCI 230, this course aims to build further literacy of fundamental epidemiological concepts and approaches, and skills to apply basic quantitative measures to describe and evaluate public health issues as well as communicate the magnitude and potential determinants of those issues.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed ☐ Within a term? ☐ YES ☒ NO

LIBRARY RESOURCES

NOTE: Senate has approved (S.93–11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit www.lib.sfu.ca/about/overview/collections/course-assessments.

RATIONALE FOR INTRODUCTION OF THIS COURSE

The Faculty of Health Sciences (FHS) is currently undertaking a curriculum reform for its BSc program, which has led to the creation of the Public Health and Data Concentration within the program. Aims of this new Concentration include equipping students with literacy of fundamental epidemiological concepts, and analytical and communication skills for applying those concepts to epidemiological data and literature. While the existing courses will partially fulfill these aims, there is a need to develop a new, core course to fill in some gaps. In addition, as part of the curriculum review process, a need to establish better scaffolding in place between the new 200-level core course (formerly HSCI 330, to be changed to HSCI 230) and the 400-level core course (HSCI 410) has been identified. The proposed new course has been designed to fulfill these two specific aims.

SCHEDULING AND ENROLLMENT INFORMATION Effective term

and year (e.g. FALL 2016)

Spring 2022

Term in which course will typically be offered   ☑ Spring   ☐ Summer   ☑ Fall

Other *(describe)*

Will this be a required or elective course in the curriculum?   ☑ Required   ☐ Elective

What is the probable enrollment when offered?   Estimate: 50

UNITS
Indicate number of units: 3

Indicate no. of contact hours: 2 Lecture   Seminar   1 Tutorial   Lab   Other; explain below

OTHER

FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Stuart Peacock, Travis Salway, Ruth Lavergne

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

HSCI 230, and STAT 201 or 203 or 205, all with a minimum grade of C-.

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under Information about Specific Course components.]

1. SEQUENTIAL COURSE [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

N/A

2. ONE-WAY EQUIVALENCY [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

N/A

3. TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

N/A

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

4. SPECIAL TOPICS PRECLUSION STATEMENT [is not hard coded in SIMS.]

N/A

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☑ NO

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

By the end of this course, students should be able to:
1. Define epidemiology and briefly describe the evolution of underlying theoretical perspectives;
2. Define causal effects, illustrate simple causal relationships using a directed acyclic graph, and appraise causal inference from observational research;
3. Understand some common health data collection and reporting systems and critically assess the implications for validity;
4. Identify, calculate and interpret appropriate measures of disease frequency and effect using real-world epidemiological data and for a given purpose and context;
5. Communicate the magnitude and potential determinants of public health issues in plain language.

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

Tutorial sessions will need to be held in a computer lab so that students can work on real-world epidemiological data.

OTHER IMPLICATIONS

Final exam required ☑ YES ☐ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Kanna Hayashi