

CBM003 ADD/CHANGE FORM

Undergraduate Council  
 New Course  Course Change  
 Core Category: Comm Effective Fall 2013

or

**Graduate/Professional Studies Council**  
 New Course  Course Change  
 Effective Fall 2013

1. Department: HDCS College: TECH
2. Faculty Contact Person: Katy Greenwood Telephone: 3-4093 Email: kgreenwood@uh.edu
3. Course Information on New/Revised course:
  - Instructional Area / Course Number / Long Course Title:  
HDCS / 1300 / Human Ecosystems & Technological Change
  - Instructional Area / Course Number / Short Course Title (30 characters max.)  
HDCS / 1300 / HUMAN ECOSYSTEMS & TECH CHANGE
  - SCH: 3.00 Level: FR CIP Code: 19.0402.00 07 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
 If Yes, please complete:
  - Instructional Area / Course Number / Long Course Title:  
 / /
  - Course ID:        Effective Date (currently active row):
6. Authorized Degree Program(s): UH Core
  - Does this course affect major/minor requirements in the College/Department?  Yes  No
  - Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No
  - Can the course be repeated for credit?  Yes  No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
HDCS / 1300 / Human Ecosystems & Tech Change
  - Course ID: 24795 Effective Date (currently active row): 8232010
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
 Cr. 3. (3-0). Prerequisites: ENGL 1304 or equivalent. Description (30 words max.): Introduction to the study of human and consumer needs, values, and goals in relationship to natural, man-made, and behavioral systems within the context of dynamic technological change.

10. Dean's Signature: \_\_\_\_\_ Date: 10/11/12

Print/Type Name: Fred Lewallen, Associate Dean of Academic Affairs

## REQUEST FOR COURSES IN THE CORE CURRICULUM

RECEIVED OCT 12 2012

Originating Department or College: Department of Human Development and Consumer Science  
in the College of Technology

Person Making Request: Katy Greenwood, Ph.D.

Telephone: 713-743-4083

Email: kgreenwood@uh.edu

Dean's Signature: \_\_\_\_\_

Date: September 25, 2012

Course Number and Title: HDCS 1300 - Human Ecosystems and Technological Change

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will be able to use oral, written, and visual tools to communicate persuasively their positions regarding current human-related issues, while helping the audience to understand the issue more completely.
2. Students will engage in inquiry by preparing a research paper on topics relevant to human-related issues, incorporating the following components: a. formulate a research question or problem; b. recognize basic principles and knowledge related to their research question; c. develop a research plan to address the question; d. select information to resolve the question or problem; e. demonstrate awareness of responsible conduct of research; f. defend their findings through written and/or oral presentations.
3. Students will be able to analyze and communicate, with effective writing skills, opposing views (the pros and cons) of theoretical ideas and practical solutions regarding current human-related issues.
4. Students will be able to work on team projects effectively following criteria for participation, observant of assigned roles and responsibilities of the team to achieve a common goal.
5. Students will be able to demonstrate personal responsibility for their oral and written communications by demonstrating ethical rules regarding plagiarism, rules of civil discourse, and rules for civil and constructive participation in class.

Component Area for which the course is being proposed (check one):

**\*Note:** If you check the Component Area Option, you would need to also check a Foundational Component Area.

- Science
- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Communication        | <input type="checkbox"/> American History                 |
| <input type="checkbox"/> Mathematics                     | <input type="checkbox"/> Government/Political             |
| <input type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science      |
| <input type="checkbox"/> Creative Arts                   | <input checked="" type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Life & Physical Sciences        |   |

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking    | <input checked="" type="checkbox"/> Teamwork                |
| <input checked="" type="checkbox"/> Communication Skills | <input type="checkbox"/> Social Responsibility              |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

**Critical Thinking:**

Critical thinking will be assessed through the successful demonstration of inquiry and analysis on the part of the student through their assigned research paper. Through this assignment, the student will gather data and information, evaluate such data for relevance, synthesize data from several sources and provide analysis of data relevant to the human-related topic of their choice.

**Communication Skills:**

1. Written communication will be assessed by measuring progress in writing effectiveness as modeled by a text titled "Writing Matters"; writing rubrics will be used to assess knowledge of grammar and principles of effective writing.
2. Oral, visual, and group communication will be assessed by a Group Presentation Rubric.
3. Written research skills will be assessed by a Research Paper Rubric

**Empirical & Quantitative Skills:**

Click here to enter text.

**Teamwork:**

Students will be assessed using a rubric for team participation in order to achieve a common goal; group presentations will be assessed with the Group Presentation Rubric.

Social Responsibility:

Click here to enter text.

Personal Responsibility:

Students will demonstrate personal responsibility in oral and written communications by demonstrating rules of non-plagiarism, rules of civil discourse, and rules for constructive participation in the class.

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature \_\_\_\_\_

Competency	Student Learning Outcomes for HDCS 1300	Method of Assessment
Communication Skills	<ol style="list-style-type: none"> <li data-bbox="618 323 1097 554">1. Students will be able to use oral, written, and visual tools to communicate persuasively their positions regarding current human-related issues, while helping the audience understand the issue more completely.</li> <li data-bbox="618 1528 1097 1724">2. Students will be able to analyze and communicate, with effective writing skills, opposing views (the pros and cons) of theoretical ideas and practical solutions regarding current human-related issues.</li> </ol>	<p data-bbox="1117 323 1419 753"><b><u>Writing Assignments</u></b> The student will be able to write clearly and coherently to present positions on issues by demonstrating skills of organization, correctness of grammar, clarity of writing style, and use of APA style manual. Papers will be graded by the instructor in accordance with a grading rubric.</p> <p data-bbox="1117 762 1419 1486"><b><u>Group Presentation</u></b> Group members will create and present (either in person or with video or Power Point online) to class on one controversial social issue. They will cover both points of view on the topic and will present the strengths and weaknesses of each. The presentation will use visual communication tools effectively. The presentation will be designed to engage the entire class in a dialog about the issue. Presentations will be evaluated by the instructor using a grading rubric.</p> <p data-bbox="1117 1528 1419 1591"><b><u>Written Papers and Group Presentations</u></b></p>

<p><b>Critical Thinking Skills</b></p>	<p>3. Students will engage in inquiry by preparing a research paper on topics relevant to human-related issues, incorporating the following components:</p> <ul style="list-style-type: none"> <li>a. formulate a research question or problem</li> <li>b. recognize basic principles and knowledge related to their research question</li> <li>c. develop a research plan to address the question</li> <li>d. select information to resolve the question or problem</li> <li>e. demonstrate awareness if responsible conduct of research</li> <li>f. defend their findings through written or oral presentations</li> </ul>	<p><b><u>Research Paper</u></b>  Each student will be required to select a research question and address it with a research paper. The paper will require the use of scholarly sources (using APA style). The paper will be evaluated by the instructor according to a detailed rubric.</p>
<p><b>Teamwork</b></p> <p><b>Personal Responsibility</b></p>	<p>4. Students will be able to work on team projects effectively following criteria for participation, observant of assigned roles and responsibilities of the team to achieve a common goal.</p> <p>5. Students will demonstrate responsibility for their oral and written communications by demonstrating ethical rules regarding plagiarism, rules of civil discourse, and rules for constructive participation in the class.</p>	<p><b><u>Rubric for Team Participation</u></b></p> <p><b><u>Use of Turnitin; Use of Rubrics of Civil Discourse when discussing controversial issues; and Rubric for Team Participation</u></b></p>

ONLINE

Instructor: Katy Greenwood  
E-mail: [kgreenwood@uh.edu](mailto:kgreenwood@uh.edu)

OFFICE HOURS: By Appointment

Prerequisite: Completion of ENGL 1304 or equivalent.

\*For a quick response, please use the email address above, not Blackboard email and be sure to include your section number in the email.

### **COURSE DESCRIPTION**

This course is an introduction to the study of human and consumer needs, values, and goals in relation to natural, man-made, and behavioral systems. The course is foundational to all social science fields and specifically to the field of family and consumer science.

### **TEXTS**

Required: Human Ecosystems and Technological Change Ezell et al.; Published by McGraw-Hill, 2008, 5th edition, including custom materials from Writing Matters, published by McGraw-Hill, Fall, 2012.  
ISBN: 9780077711146

Recommended: Publication Manual of the American Psychological Association, Sixth edition, 2009

### **COURSE OBJECTIVES**

HDCS 1300 introduces the student to opposing views that impact their field of study, to writing and to research techniques. A primary objective of the course is to lay the foundation for the student to conduct research in their undergraduate degree. By the completion of the course, the following student learning outcomes will be assessed and measured:

#### Communication Skills

1. Students will be able to use oral, written, and visual tools to communicate persuasively their positions regarding current human-related issues, while helping the audience understand the issue more completely.
2. Students will be able to analyze and communicate, with effective writing skills, opposing views (the pros and cons) of theoretical ideas and practical solutions regarding current human-related issues.

#### Critical Thinking Skills

3. Students will engage in inquiry by preparing a research paper on topics relevant to human-related issues, incorporating the following components:
  - a. formulate a research question or problem
  - b. recognize basic principles and knowledge related to their research question

- c. develop a research plan to address the question
- d. select information to resolve the question or problem
- e. demonstrate awareness of responsible conduct of research
- f. defend their findings through written or oral presentations

#### Teamwork Skills

4. Students will be able to work on team projects effectively following criteria for participation, observant of assigned roles and responsibilities of the team to achieve a common goal.

#### Personal Responsibility

5. Students will demonstrate responsibility for oral and written communications by demonstrating ethical rules regarding plagiarism, rules of civil discourse, and rules for civil and constructive participation in the class

## **COURSE REQUIREMENTS**

### **Writing Assignments**

There will be three writing assignments, one of which is a longer research paper, and a final analytical paper. All assignments **MUST** be submitted using the link provided for turnitin.com.

All assignments submitted in this class must use APA. Papers are to be typed and double spaced with one-inch (1") margins. You must use APA style for your parenthetical references and your bibliographical information. Additionally, you must be cognizant of the most recent APA style for electronic resources. Papers must be typed in Times or New Times Roman font, size 12\*.

**Papers not following directions and not using APA will not be accepted and will be given an automatic 0.**

The writing assignment will respond to the class examination of the issues addressed in the sections, also called modules, in the book. All writing assignments will require the student to critically examine the relationships between the articles in the modules. They will each be graded strictly on a rubric, which will be posted on Blackboard. Papers will be graded based on content, grammar, and structure.

Please NOTE: NO LATE PAPERS WILL BE ACCEPTED!

Papers are due on the date and at the time prescribed on the Assignment link on Blackboard. Be sure to familiarize yourself with Blackboard and its functions, to make sure you have no difficulty upon the required posting of the first paper.

\*Papers not meeting these requirements will not be accepted.

### **Reading Tests**



Reading tests will cover the information in the text, and the classroom lectures. Please see the agenda portion of the syllabus for Test Day dates. Tests will always cover the reading material to be discussed in pending classes, so again refer to the agenda to know what you should have read for any given test.

### **APA**

When writing at the college level, you must utilize sources to present credibility and you must learn how to adequately cite your sources using the methods given by the American Psychological Association (APA).

Papers that do not adequately incorporate APA will not be accepted in this class! There is a PowerPoint Presentation that provides many useful tips on the basics of APA available on Blackboard, as well as the APA Manual (5<sup>th</sup> edition).

Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material, of course — from whole papers and paragraphs to sentences, and, indeed, phrases — but it also includes statistics, lab results, art work, etc. Please refer to the following link for a formal definition of plagiarism <http://www.ccc.commnet.edu/mla/plagiarism.shtml>

*This is not taken lightly in this class so be sure to follow all directions given on APA.*

### **Other Assignments and Lectures**

A Blackboard Practice Assignment may be given to assure that you are familiar with Blackboard and how to submit assignments. You will also need to make sure you view all course material and Lectures posted by the instructor. These are generally found in the Lectures folder in Blackboard.

### **Participation and Online Discussion**

(Please read carefully, as this is worth 30% of your grade!) Your participation grade will be derived from participation in the online discussions. These discussions are worth a 30% of your grade. Your comments will show your knowledge and understanding of the articles you will have read and your grade will be based on your ability to digest and analyze the text's issues and their corresponding arguments in response to the initial discussion question.

A discussion question will be posted for each module. There is a finite period of time during which you can respond to the questions. Discussions begin when the module begins and end at 11:59 p.m. the night the module is scheduled to end. Each student is expected to respond critically and intelligently to at least two of the four issues from each module. You can earn maximum of eight points per response for a possible total of sixteen points for the module. The last module discussion postings are worth ten points each. Responses must be substantial in order to be given credit, i.e. "yeah, I agree" does not qualify for participation points. Additional discussion is encouraged. If you like, you

may respond to others' responses as well. Again only substantial responses are credit worthy.

### ***Grading***

Module Discussions		<b>25%</b>
Papers		<b>40%</b>
Paper 1	10%	
Paper 2	10%	
Research Paper	20%	
Reading Tests		<b>25%</b>
Final Analysis		<b>10%</b>
		<hr/> <b>100%</b>

### **ACADEMIC HONESTY**

The University's Honor Code states, "We will be honest in all our academic activities and will not tolerate dishonesty." Students are expected to do original work. Penalties include failure of the entire assignment (zero points) and referral to the department chair for consideration of additional action.

### **ELECTRONIC DEVICES**

All electronic devices such as cell phones and pagers must be muted or turned off during class, so as to avoid the disruption they tend to cause. You may tape record classes with permission from the professor. Listening devices such as iPods are unacceptable in class and should be put away. You may, of course, take notes on your laptops; but activity unrelated to class is not acceptable. Should it become apparent that such activity is occurring, you will be asked to put away your computer.

### **STUDENTS WITH DISABILITIES**

Students who require individualized accommodations for this course must inform the professor in order that appropriate arrangements can be made. For information about services provided by The Center for Students with Disabilities, please call 713-743-5480.

### **LEARNING SUPPORT SERVICES**

Learning Support Services, a part of the Counseling and Testing Service, provides small group and individualized peer-tutorial instruction. This is designed to assist students in their academic work. Workshops are offered in both study and college survival skills. These services, supported by student service fees, are located in the Cougar Village – Building 563. For specific information, call 713-743-5411.

### **UNIVERSITY SANCTIONED ACTIVITIES AND OTHER EXCUSED ABSENCES**

Students who participate in University sanctioned activities such as sports, band, orchestra, conferences etc. must provide the professor with written documentation from the professor or department that sponsors the activity. With official documentation, you will be allowed an excused absence if you miss a participation activity.

**BLACKBOARD**

This online classroom will be an integral part of this class. You will be required to log on several times a week to check for additional information or changes to the syllabus or your group. All assignments will be turned in online. Blackboard may also provide you with the additional reading selections that pertain to the class. Be sure to sign on during the first week so as not to fall behind; and be aware that your progress and attendance to Blackboard will be monitored. This will be a part of your participation grade.

A Note Regarding Online Communications: Any communications made on Blackboard should be of a purely academic nature. Any communication not maintaining this standard will be unacceptable. This translates to mean that you may not use contemporary computer abbreviations, such as letters and numbers for words and non-standard acronyms. Additionally, you must capitalize the first person personal pronoun, I. Please realize this is an academic environment and you may not use the colloquial abbreviated language you use to create text messages and chat messages.

Support for students using Blackboard Vista is available in these ways:

1. Online at <http://www.uh.edu/blackboard> under "Student Help".
2. By phone at 713-743-1411, 24 hours a day, 7 days a week (except university holidays).

**COMMUNICATIONS WITH THE INSTRUCTOR**

All written communications with the instructor are expected to use Standard English with the associated conventions. (This is particularly applicable to the capitalization of the first person pronoun!) You will need to factor in a 24-48 hour wait time for emailed responses to questions.

Please be advised that this is a tentative course syllabus/calendar. This syllabus is subject to change. It is your responsibility, as a student, to make sure that you are informed about any changes. Students may be informed about changes through either verbal or written means. Also, additional information or reading material may be assigned, either verbally or in written form, throughout the course of the semester. You, as the student, are responsible for making sure that you have this information or material.

**University Grading Scale**

A =	94 and above
A- =	90-93
B+ =	87-89
B =	84-86
B- =	80-83
C+ =	77-79
C =	74-76
C- =	70-73
D+ =	67-69

D = 64-66

D- = 60-63

F = 59 and below

### Course Calendar

See the course calendar for all due dates and assignments. Use the Course Calendar as your guide to the course in terms of all assignments and due dates.