

Approval Not needed by UWCC or Senate - already a WF course.

Contact Person: **Haron Sowa**

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Proposing Department/Unit: **Botany**

Phone: **714261**

Section	Section Number	Section Title	Section Type	Section Location	Section Time	Section Days	Section Status	Section Notes
1	101	Botany 101	Lecture	101	10:00-11:00	MTWTFSS	Open	
2	102	Botany 102	Lecture	102	11:00-12:00	MTWTFSS	Open	
3	103	Botany 103	Lecture	103	12:00-13:00	MTWTFSS	Open	
4	104	Botany 104	Lecture	104	13:00-14:00	MTWTFSS	Open	
5	105	Botany 105	Lecture	105	14:00-15:00	MTWTFSS	Open	
6	106	Botany 106	Lecture	106	15:00-16:00	MTWTFSS	Open	
7	107	Botany 107	Lecture	107	16:00-17:00	MTWTFSS	Open	
8	108	Botany 108	Lecture	108	17:00-18:00	MTWTFSS	Open	
9	109	Botany 109	Lecture	109	18:00-19:00	MTWTFSS	Open	
10	110	Botany 110	Lecture	110	19:00-20:00	MTWTFSS	Open	
11	111	Botany 111	Lecture	111	20:00-21:00	MTWTFSS	Open	
12	112	Botany 112	Lecture	112	21:00-22:00	MTWTFSS	Open	
13	113	Botany 113	Lecture	113	22:00-23:00	MTWTFSS	Open	
14	114	Botany 114	Lecture	114	23:00-24:00	MTWTFSS	Open	
15	115	Botany 115	Lecture	115	24:00-25:00	MTWTFSS	Open	
16	116	Botany 116	Lecture	116	25:00-26:00	MTWTFSS	Open	
17	117	Botany 117	Lecture	117	26:00-27:00	MTWTFSS	Open	
18	118	Botany 118	Lecture	118	27:00-28:00	MTWTFSS	Open	
19	119	Botany 119	Lecture	119	28:00-29:00	MTWTFSS	Open	
20	120	Botany 120	Lecture	120	29:00-30:00	MTWTFSS	Open	
21	121	Botany 121	Lecture	121	30:00-31:00	MTWTFSS	Open	
22	122	Botany 122	Lecture	122	31:00-32:00	MTWTFSS	Open	
23	123	Botany 123	Lecture	123	32:00-33:00	MTWTFSS	Open	
24	124	Botany 124	Lecture	124	33:00-34:00	MTWTFSS	Open	
25	125	Botany 125	Lecture	125	34:00-35:00	MTWTFSS	Open	
26	126	Botany 126	Lecture	126	35:00-36:00	MTWTFSS	Open	
27	127	Botany 127	Lecture	127	36:00-37:00	MTWTFSS	Open	
28	128	Botany 128	Lecture	128	37:00-38:00	MTWTFSS	Open	
29	129	Botany 129	Lecture	129	38:00-39:00	MTWTFSS	Open	
30	130	Botany 130	Lecture	130	39:00-40:00	MTWTFSS	Open	
31	131	Botany 131	Lecture	131	40:00-41:00	MTWTFSS	Open	
32	132	Botany 132	Lecture	132	41:00-42:00	MTWTFSS	Open	
33	133	Botany 133	Lecture	133	42:00-43:00	MTWTFSS	Open	
34	134	Botany 134	Lecture	134	43:00-44:00	MTWTFSS	Open	
35	135	Botany 135	Lecture	135	44:00-45:00	MTWTFSS	Open	
36	136	Botany 136	Lecture	136	45:00-46:00	MTWTFSS	Open	
37	137	Botany 137	Lecture	137	46:00-47:00	MTWTFSS	Open	
38	138	Botany 138	Lecture	138	47:00-48:00	MTWTFSS	Open	
39	139	Botany 139	Lecture	139	48:00-49:00	MTWTFSS	Open	
40	140	Botany 140	Lecture	140	49:00-50:00	MTWTFSS	Open	
41	141	Botany 141	Lecture	141	50:00-51:00	MTWTFSS	Open	
42	142	Botany 142	Lecture	142	51:00-52:00	MTWTFSS	Open	
43	143	Botany 143	Lecture	143	52:00-53:00	MTWTFSS	Open	
44	144	Botany 144	Lecture	144	53:00-54:00	MTWTFSS	Open	
45	145	Botany 145	Lecture	145	54:00-55:00	MTWTFSS	Open	
46	146	Botany 146	Lecture	146	55:00-56:00	MTWTFSS	Open	
47	147	Botany 147	Lecture	147	56:00-57:00	MTWTFSS	Open	
48	148	Botany 148	Lecture	148	57:00-58:00	MTWTFSS	Open	
49	149	Botany 149	Lecture	149	58:00-59:00	MTWTFSS	Open	
50	150	Botany 150	Lecture	150	59:00-60:00	MTWTFSS	Open	

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # _____
Action _____

TYPE I. PROFESSOR COMMITMENT

Professor _____

- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person S. Sowa Phone 74481
- Course Number/Title BIOC 480 Biochemistry Seminar I
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

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III. TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s)

Department _____

Chairperson _____

Director of Liberal Studies

COMPONENTS OF A PROPOSAL FOR A WRITING INTENSIVE COURSE:

I. Writing Summary

The BIOC 480/490 sequence is proposed (together) as a writing-intensive course. The sequence is taught every year and is required for the BS BIOC degree. It is taken by senior

BIOC majors. This writing intensive sequence is seen as an opportunity for students to practice professional levels of scientific communication - reading scientific papers, writing

up procedures, communicating and interpreting/critiquing the results of other scientists, producing scientific publications, and effectively presenting a seminar.

The students practice the following kinds of writing:

II. Course Syllabus

**SYLLABUS OF RECORD FOR BIOC 480 (W)
BIOCHEMISTRY SEMINAR I**

I. **CATALOG DESCRIPTION**

COURSE TITLE: BIOC 480 Biochemistry Seminar I
NUMBER OF CREDITS: 1 cr (1c-0l-1cr)
PREQUISITES: BIOC 302, 312
COURSE DESCRIPTION: A discussion of recent trends in biochemical

thought. Oral and written reports on assigned readings, library, or laboratory research. Guest lecturers. The combination of BIOC 480-490 counts as one writing-intensive course.

II. **COURSE OBJECTIVES**

BIOC 480/490 serve together as one writing-intensive course. In the first semester, students will gain experience in reading and evaluating biochemical research reports from the literature. This process will involve written assignments as well as leading and participating in group discussions. Students will also attend and evaluate scientific seminars presented by various speakers.

Form the Basis of Journal Club Assignments

6. Journal Club Presentations/Written Handouts

4 hours

7. Writing Assignment 9: Review of Effective Scientific Communication

1 hour

8. Writing Assignment 10: Choosing a Topic for your Seminar/Research Paper

1 hour

9. Terminating Activity Scheduled during final exam period

IV. EVALIATION METHODS

Grades will be based on the following system:

Writing Assignments 1 -10

50%

Participation in Class Discussions	20%
Journal Club	20%
Seminar Reports	10%
Total	100%

V. EXAMPLE GRADING SCALE

Grade scale for the course is the standard one for the University:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F < 60%

VI: UNDERGRADUATE COURSE ATTENDANCE POLICY

The attendance policy for this course will be consistent with the university undergraduate

attendance policies described in the current catalogue.

1. *The ACS Style Guide: A Manual for Authors and Editors, Third Edition*, Dodd, J.S., Ed.; American Chemical Society: Washington, DC, 2006
2. *Biochemistry The Molecular Basis of Cell Structure and Function*, A.L. Lehninger, Worth Publishers, New York, NY, 1970

3. "Chemiosmotic Coupling in Energy Transduction: A Logical Development of Biochemical Knowledge" P. Mitchell, *Bioenergetics* 3:5-24, 1972.
4. *The Chemist's Code of Conduct*, American Chemical Society, Washington, DC, 1994.
5. "Coupling of phosphorylation to electron and hydrogen transfer by a chemi-osmotic type of mechanism." P. Mitchell, *Nature* 191:144-148, 1961.
6. *The Immortal Life of Henrietta Lacks*, Rebecca Skloot, Crown Publishers 2010.
7. "Rapid and sensitive method for the quantitation of microgram quantities of protein utilizing the principle of protein-dye binding", Bradford, M.M. *Anal. Biochem.* 72: 248-254, 1976.

Sample Assignment 1:

Writing a step-by-step laboratory procedure from a published reference. (25 points)

The skill to go from written word to experimental procedure is required for successful laboratory research.

Reference: Bradford, M.M. (1976), "Rapid and sensitive method for the quantitation of microgram quantities of protein utilizing the principle of protein-dye binding", *Anal. Biochem.* 72: 248-254. (attached)

This is a 'methods' paper and we will treat it as instructions on how to do a protein assay (which it actually is). Note that published methods also appear in the hard-cover 'Methods in Enzymology' a classic biochemistry reference updated regularly - currently there are at least 480

Based on your reading of the reference, what cautions should you make when analyzing your data and results?

more common error (that cannot be fixed in 10 min) is BCA

convenient kit. What analytical advantage(s) does BCA have over Bradford?

Now pause and reflect on the current day kits available to do all types of laboratory procedures, and the fact that 1976 is a mere 35 years ago. How will things change 40 years from now (well within your life experience)?!

- Was the seminar at a level that you could understand it?
- Did the speaker field questions well?

- Would you suggest any improvements?

Seminar is a

clearly represented (Date/location/speaker/subject) (0-2 points)

Summary Chart for Writing Assignments*

A. Writing Assignments					
				Opportunity	Written Assignment

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

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