Course Inventory Change Request

New Course Proposal

Date Submitted: 11/03/15 8:49 am

Viewing: LS 350: Literature Reviews: Theory & Practice

Last edit: 11/19/15 2:10 pm
Changes proposed by: Kayte Kaminski

Requested Rubric: LS
Core Designation: (if needed)

Is this course "equivalent" to a course in the MUS System?
No

Department: Liberal Studies (LS)
College: College of Letters & Science

Course Title: (for Catalog)

In Workflow
1. Associate Provost
2. LS CC Chair
3. LS CC Chair
4. LS Dean
5. CPC Chair
6. Faculty Senate Chair
7. CCN
8. Associate Provost
9. Registrar

Approval Path
1. 11/03/15 12:09 pm
   Ron Larsen: Approved for Associate Provost
2. 11/12/15 11:22 am
   Peter Tillack: Rollback to Associate Provost for LS CC Chair
3. 11/12/15 11:41 am
   Ron Larsen: Approved for Associate Provost
4. 11/12/15 11:49 am
   Ron Larsen: Rollback to Associate Provost for LS CC Chair
5. 11/19/15 2:11 pm
   Ron Larsen: Approved for Associate Provost
6. 11/19/15 2:12 pm
   Ron Larsen: Approved for LS CC Chair
7. 11/19/15 3:22 pm
   Peter Tillack: Approved for LS CC Chair
8. 11/19/15 8:11 pm
   David Cherry: Approved for LS Dean

https://nextcatalog.montana.edu/courseleaf/approve/?role=admin
Literature Reviews: Theory & Practice

Course Title: Literature Reviews Theory/Prac
(for Schedule of Classes)

Learning Outcomes for the Course:
- After successfully completing this course, students will be able to
- Demonstrate knowledge and use of scholarly literature sources in their discipline
- Successfully develop and apply search strategies in appropriate scholarly databases
- Differentiate among resource types and choose the most appropriate for the research topic
- Effectively manage citations using a bibliographic management program
- Demonstrate knowledge of the disciplinary information structure (flow of information, type of publications, dissemination methods)
- Distinguish narrative and systematic literature reviews and a meta analysis, and be able to write a narrative literature review
- Apply legal and ethical standards in their use of information. (Ex: plagiarism; falsifying results; protecting their copyright, open access)

Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no,

Yes

First Semester to be Offered: Spring 2017
Semester(s) offered: Spring
(check all that apply)
Frequency of course offering: Annually
Course aligns with standard semester start and end? Yes

Credit hours 3
Credit hours by mode of instruction:
- Lecture: 3
- Seminar: 45
- Independent Study: Recitation/Discussion:
- Lab/Studio:
Contact hours by mode of instruction:
- Lecture: 45
- Seminar: 45
- Independent Study: Recitation/Discussion:
- Lab/Studio: Total:

Primary Mode of Delivery: On-Line Only

May a student enroll more than once for additional credit? No
**Time and Location:** Call the Registrar’s Office at x4155 to find a time and location for the course

Verification Number:

Maximum Enrollment:

(room capacity, or enrollment “cap”)

Will there be an enrollment cap that restricts enrollment below the level of student demand?

No

Will course be a “restricted enrollment” course?

No

Is consent of instructor required to enroll?

No

Prerequisites

Co-Requisites

Pre- and corequisites automatically enforced?

No

Catalog Description:

*for the MSU Catalog*

This interdisciplinary course examines scholarly information resources, literature review processes, and effective techniques for tracking citations. Covers advanced literature research methodologies and prepares students for reading and creating literature reviews for their capstones, senior projects, and other in-depth research endeavors.

Grading Method:

Traditional

Course Attributes (optional):

Are any new Resources Required?

No
Course Description

Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

This interdisciplinary course is structured to help Liberal Studies students prepare for their senior capstone projects by establishing a strong foundation in understanding the literature within their chosen topics and fields. It provides the tools and techniques they need to create the literature review portion of their capstone by examining scholarly information resources, the literature review processes and theory, and effective management techniques for tracking scholarly reading and citations.

Course Goals:

• Provide student scholars with a foundation for searching, locating, and managing scholarly literature for upper level courses and research projects
• Analyze, understand, and be able to create literature reviews
• Examine the legal and ethical issues of information access and use

See the syllabus for a detailed overview of the course structure and assignments.

Upload Syllabus:

Provide a draft syllabus indicating:

• Course Identification [Rubric, Number, Core designation (if applicable), Title]
• Major topics with a brief description of the material to be covered under each major topic heading
• List of student learning outcomes
• List of required texts

For a Core course the syllabus should also include the lists of student learning outcomes appropriate to the Core area. (These are to appear on the syllabus of any Core course.)

LS 350 syllabus proposed.docx

Is this course intended to be a required part of a new degree curriculum option, major, or minor?

No

How will the success of the course be evaluated? That is, how will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?

The final literature review project is the most important part of the evaluation of the course. The other major projects, the annotated bibliography and mid-semester draft literature review, along with the weekly assignments and discussions, all build to the final project.

Level of Offering

Has the course been offered previously under X91?
Yes

When? Under what number? What was the enrollment? What level of students took the course? Spring 2014 and Spring 2015 under LSCI 491, spring 2015 under LS491. Most students were seniors with a few graduate students.

Justify the level of course offering.

This is upper level course since it relies on the students’ basic understanding of their discipline and is targeted at giving a theoretical and practical preparation for the senior capstone

Relationship to other Courses, Curricula, and Departments

Does this course build on or interrelate with other courses in your curriculum or related curricula?

No

Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department?

No

Does this proposed course have a significant interdisciplinary component?

Yes

Please explain briefly. Liberal Studies is an interdisciplinary degree and thus this course will fulfill the needs of all students who may move on to different types of careers.

Does this course replace one or more courses that will no longer be offered?

No

Will the course be co-sponsored, taught by faculty from more than one department, or include content that overlaps multiple disciplines?

No

Students Served

Does the proposed course serve majors only? Non-majors only? Both majors and non-majors?

Both Majors and Non-Majors

Course Evaluation

How will the students evaluate the course and instructor?
This course will be evaluated via informal surveys in the D2L course shell as well as through the use of Knapp evaluations at the end of every semester.

How will the department evaluate the course and instructor?

The course and instructor will be evaluated by the Liberal Studies director.

**Resources**

Will additional resources (e.g., additional instructional FTE, required technologies) be required to offer this course?

No

Are there inherent resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)?

No

Will there be an additional fee charged to students taking this course?

No

What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Library will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

Style manuals, readings from many different journals and databases

**Other Supporting Material**

Include any additional information you feel is needed to support this request.

Any further considerations not listed on the form:

Course Reviewer
Comments

**Peter Tillack (11/12/15 11:22 am):** Rollback: Please change contact hours to 45 (15 weeks x 3 hours). Please clarify what is meant by necessity for additional resources. Are style manuals textbooks the students purchase, or something the university must supply? Also, D2L, online databases and other resources are already extant, so not additional, unless this course requires new databases.