CGS Agenda Item: 14-30
Effective: Fall 2014

Eastern Illinois University

NEW COURSE PROPOSAL FORMAT

(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: **_ X _** New course **___** Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, *such as ART 1000*:** BIO 4850 (replaces BIO 5372)
2. **Title (*may not exceed 30 characters, including spaces*):** Wildlife Techniques
3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Wildlife Techniques
4. **Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]:** 2-3-3
5. **Term(s) to be offered:** **_X_** Fall **___** Spring **___** Summer **___** On demand
6. **Initial term of offering:** **_X_** Fall **___** Spring **___** Summer **Year:** __2014__

Course description: Instruction in current field, lab and analytical techniques in wildlife biology. This will include: population and biodiversity estimation, capture and marking, behavioral observations, age estimation, condition assessment, biotelemetry, and habitat assessment.

7. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). BIO 5372 (Wildlife Techniques) is an equivalent course as is BIO 3960 (Special Topics: Fish and Wildlife Techniques offered in Fall 2012). BIO 5372 will be removed from the catalog when BIO 4850 is approved. Students will not be allowed to earn credit in BIO 4850 if they already have received credit for BIO 5372 or BIO 3960 (Special Topics, Fall 2012).

      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. **_X_** Yes **___** No

   b. **Prerequisite(s)**
      - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

        BIO 3950 or BIO 3800 or permission of instructor. BIO 4750 recommended. Junior-level standing.

      - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). **_X_** Yes **___** No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: C

c. Who can waive the prerequisite(s)?
___ No one ___ Chair _**X**_ Instructor ___ Advisor ___ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one):

e. Repeat status: _**X**_ Course may not be repeated.

___ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: N/A

g. Degree, college, major(s), level, or class to be excluded from the course, if any: N/A

8. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

Writing intensive

9. Grading methods (check all that apply): _**X**_ Standard letter ___ CR/NC ___ Audit ___ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

___ The grade for this course will not count in a student's grade point average.

___ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

___ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

___ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

10. Instructional delivery method: (Check all that apply.)

___ lecture ___ lab _**X**_ lecture/lab combined ___ independent study/research

___ internship ___ performance ___ practicum or clinical ___ study abroad

___ Internet ___ hybrid ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

Students will:

- Develop skills and confidence working with common field, lab and analytical techniques in wildlife biology (e.g., capturing and marking wildlife, radio-telemetry, vegetation sampling, abundance and biodiversity estimation)
  (depth of knowledge, problem solving, research)
- Understand the advantages and biases associated with each technique and be able to appropriately apply them to wildlife conservation and management questions
  (depth of knowledge, critical thinking, problem solving, research)
- Become familiar with university, state and federal permitting processes required to implement wildlife techniques (e.g., Institutional Animal Care and Use protocol, Illinois Department of Natural Resources scientific permit, United States Fish and Wildlife Service endangered species permit)
  (depth of knowledge, responsible professionals and citizens)
- Become proficient at reviewing and evaluating wildlife literature critically
  (depth of knowledge, critical thinking, research)
- Work as part of a team to design, conduct and analyze research findings
  (depth of knowledge, problem solving, research/creative activity)
- Communicate scientific information effectively in professional written and oral formats (e.g., preparation of scientific manuscripts and oral presentations formatted for presentation at professional conferences)
  (depth of knowledge, oral and written communication, research/creative activity)

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Essay exams (15%)	Assignments (40%)	Class discussions of literature (15%)	Individual review & presentation of selected technique (10%)	Group research project & scientific paper (20%)
Skills and confidence working with field and analytical techniques	X	X	X	X	X
Understand biases of techniques and proper applications	X	X	X	X	X
Familiarity with relevant permitting processes				X	X
Reviewing and evaluating literature critically			X	X	X
Work as team to design, conduct, analyze and/or present project		X			X
Communicate effectively in oral and written formats	X	X	X	X	X

3. Explain how the instructor will determine students' grades for the course:
Course grade will be based on:
Essay exams (15%), assignments (40%), class discussions of literature (15%), individual review & presentation of selected technique (10%), group research project & scientific paper (20%)

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

Students taking this course for graduate credit will be held to higher expectations and more stringent grading criteria. This will be evaluated on level of development of responses to essay questions (on exams) and written assignments (i.e., questions from biweekly assignments, scientific paper). Graduate students also will be expected to complete more in-depth and sophisticated quantitative analyses. Graduate students will work with groups of undergraduates to design and conduct the group project; however, graduate students will complete their own analysis and write an independent scientific paper. Undergraduate students, on the other hand, will be allowed to work in groups of two to three students to analyze their group's data and prepare their scientific paper.

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

Writing-intensive. Students will carry out weekly activities in the field and lab and will be required to complete assignments (~ biweekly) that require them to answer essay style questions intended to evaluate students' comprehension of the method and their ability to appropriately apply methods to real-world questions in wildlife ecology and management. Course exams will consist of short answer and essay questions, and students will prepare a scientific paper based on their group research projects. At least one writing assignment, either an essay exam or one of the assignments completed during the semester will be evaluated by the instructor, who will provide comments to the students so that they can revise the assignment for subsequent review. These assignments and activities will strengthen students' writing skills as well as their understanding of course content and critical thinking abilities.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week	Topic
1	*Lecture:* Introduction, permitting, wildlife research design and sampling considerations *Field:* GPS, compasses and maps
2	*Field:* Audio-visual surveys – Point-counts and transects (birds, herps) *Lab:* Estimating detection probability and correcting raw count data of unmarked animals using distance sampling (program DISTANCE) and occupancy modeling (program PRESENCE)
3	*Field:* Acoustic recording surveys (birds, bats) *Lab:* Processing and interpreting acoustic recording data (anurans, birds, bats) using program AUDACITY
4	*Field:* Capturing bats using mist-nets, aging & sexing bats *Lab:* Estimating species richness using EstimateS & SPADE (use bat and bird data collected in field)
5	*Field:* Roost counts of bats and capturing bats at roosts using harp traps *Field:* Pitfall traps for capturing herps and small mammals
6	*Lecture/lab:* Aging and sexing songbirds and waterfowl *Field (weekend trip):* Capturing songbirds using mist-nets, banding (marking) birds, estimating condition using body fat and blood metabolites (blood sampling), aging and sexing songbirds

7 *Field:* Capturing game birds using walk-in traps (doves) and swim-in traps (waterfowl); aging and sexing doves and waterfowl
Lab: Introduction to capture-mark-recapture methods for population and survival estimation
8 *Field:* Small mammal trapping (Sherman traps and cage traps); ear-tagging, aging and sexing small mammals (mice, voles, squirrels)
Lab: Trapping arrays – density vs. abundance estimation
9 *Field:* Medium mammal trapping (cage traps/live traps) (raccoons, opossums, skunks, mink and muskrat)
Lab: Estimating population size and survival using capture-mark-recapture analyses in program MARK (use long-term small mammal or songbird dataset)
10 *Field:* Estimating small mammal (squirrel) movement using a spool-and-line technique
Lab: Quantifying habitat use and behavior via movement patterns
11 *Field:* Wildlife radiotelemetry (manual and automated) and biangulation/triangulation
Lab: Home range analysis (program BIOTAS) and activity estimation
12 *Field:* Deer check station; age and sex determination, condition assessment, wildlife disease sampling
Lab: Tracking stations and animal sign (scat, tracks, etc.) surveys
13 *Field:* Camera traps
Lab: Quantifying camera data
14 *Field:* Vegetation measurements and habitat assessment
Lab: Calculating habitat indices from vegetation measurements
15 *Field:* Behavioral observations (e.g., focal animal observations)
Lab: Summarizing behavioral data

Note that in addition to the 3 hour lab period, the two 50-min lecture periods are combined to provide greater scheduling flexibility, opportunities to work on quantitative analyses in the lab, and/or additional opportunities to gain experience with techniques in the field.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

A significant proportion of EIU undergraduate and graduate students are interested in wildlife (e.g., game species, endangered species), because they are an integral part of our society and have much value in terms of resources, ecosystem services, and recreation. Many EIU students are interested in pursuing careers in wildlife ecology, management or conservation in the public or private sector (e.g., government agencies, academic institutions and non-governmental/nonprofit organizations). To satisfy the needs and interests of our students and prepare them for such careers, the Department of Biological Sciences offers a rich curriculum in wildlife and ecology-oriented courses, including Wildlife Techniques (currently listed as BIO 5372). As a 5000 level course, Wildlife Techniques traditionally has been aimed at graduate students with little participation by undergraduates. The objective of this course proposal is to replace BIO 5372 with BIO 4850, so that it is readily available to undergraduate students. This change will allow our department and the university to fill an important gap in our current undergraduate curriculum, while maintaining our ability to properly prepare graduate students for entry into these careers. Wildlife Techniques, like Conservation Biology (BIO 4814), Wildlife Ecology and Management (BIO 4842) and taxonomically focused classes like Ornithology (BIO 4954) and Mammalogy (BIO 4956), is a central course for preparing undergraduate students for entry into state and federal Wildlife or Natural Resource agencies (e.g., Illinois DNR, US Geological Survey, US Fish and Wildlife Service, etc.), non-governmental organizations (The Nature Conservancy), and graduate programs in

wildlife ecology, resource management, conservation biology and ecology. All of these other key wildlife-related courses are currently offered at the 4000 level. Without a suitable course in Wildlife Techniques, undergraduate students are improperly prepared for these wildlife-oriented careers or programs and, consequently, are less competitive than their peers graduating from other wildlife programs in the country. A review of major wildlife ecology programs in the United States revealed that the majority of them offer at least one undergraduate course in Wildlife Techniques, either solely or in combination with Wildlife Ecology and Management. Offering a course dedicated entirely to Wildlife Techniques is preferable because students complete the course with more extensive hands-on experience with the techniques, which take ample practice to master. Additionally, like Vertebrate Natural History (BIO 3950), Wildlife Techniques addresses many different taxa in the same course, encouraging students to broaden the scope of their expertise and facilitating their understanding of broad utility/application of particular techniques to a multiple taxonomic groups.

a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
   N/A

b. **If the course or some sections of the course may be technology delivered, explain why.**
   N/A

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
   The level of this course will change from a 5000 level course to a 4750-4999 level course. The revised level of this course and prerequisites are in accord with other similar courses in the wildlife ecology and general ecology curriculum (BIO 4812 Fisheries Ecology and Management, BIO 4818 Conservation Biology, BIO 4842 Wildlife Ecology and Management, BIO 4950 Ichthyology, BIO 4952 Herpetology, BIO 4954 Ornithology and BIO 4956 Mammalogy).

   BIO 3950 is a prerequisite for this course. BIO 4850 is designed to provide students with the skills and experience necessary to study wildlife and requires that students already possess basic skills in the identification of wildlife (amphibians, reptiles, birds and mammals) and a basic understanding of wildlife natural history. BIO 4850 also will include analytical methods for studying wildlife, so experience with quantitative analyses (e.g., Biostatistics BIO 4750 is recommended).

   BIO 3800 is a prerequisite for this course, because BIO 4850 will build on foundational concepts, such as population estimation learned in BIO3800. BIO 4850 conceptually and mathematically develops some of these basic concepts further for specific application to problems in surveying wildlife.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
   a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
      This course is a reworking of the materials covered in BIO 5372. That course will be removed from the catalog when this new course is approved. Furthermore, it will eliminate the need to teach a special topics course in Wildlife Techniques aimed at undergraduate students, such as the BIO 3960 Special Topics: Fish and Wildlife Techniques offered in Fall 2012. The proposed course does not substantially duplicate any other existing course. BIO 4850 will introduce students to common field, lab and analytical techniques commonly used in wildlife biology and provide them opportunity to master their hands-on skills with the techniques. While other courses, such as

Ornithology (BIO 4954) and Mammalogy (BIO 4956) may employ such techniques as a way to expose students to particular taxonomic groups or species, in those courses the emphasis is on species identification and natural history and students have little, if any, opportunity to gain hands-on experience using the technique to answer biological questions. In BIO 4850, on the other hand, the emphasis is on the technique itself, particularly providing students ample opportunity to employ the technique (field, lab, analytical) so that they become comfortable with its application.

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
BIO 5372

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

This course will be an approved elective for undergraduate students in the Biological Sciences.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

This course will be an approved elective for graduate students in the Biological Sciences.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
The course will be taught by Dr. Jill Deppe or any qualified member of the Biological Sciences Department.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:
A course fee of $65 will be charged to the students. Because this class requires weekly travel to local field sites and at least one weekend trip, we will require reliable fleet vehicles. Additionally, while the Department already posses most of the equipment required for the course, expendable supplies such as bait for traps, replacement parts for traps, mist-nets (which deteriorate over time and need to be replaced) and batteries for cameras and acoustic recorders are required to successfully implement the techniques. A fee of $65 is comparable to that associated with Herpetology (BIO 4952), which also requires similar demands in terms of travel and supplies. The existing fee for BIO 5372 is $30, which was approved in 2003. Based on expenses incurred during Fall 2012 when BIO 5372 was last taught, the $30 fee is severely inadequate. Attempting to offer Wildlife Techniques with a course fee of $30 would reduce the overall quality and quantity of experience available to the students.

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Text:

- Silvy, N. J., Ed. 2012. The Wildlife Techniques Manual: Research, 7th Ed. Johns Hopkins University Press, Baltimore, MD.

Supplemental Readings:

- Alldredge, K. H. Pollock, T. R. Simons, J. A. Collazo and S. A. Shriner. 2007. Time-of-detection method for estimating abundance from point-count surveys. The Auk 124:653-664.
- Bibby, C. J., N. D. Burgess, D. A. Hill, and S. H. Mustoe. 2000. Bird Census Techniques. 2nd Ed. Elsevier, London, UK.
- Blumstein, D. T., D. J. Mennill, P. Clemins, L. Girod, K. Yao, G. Patricelli, J. L. Deppe, A. H. Krakauer, A. Kirschel, C. Clark, K. A. Cortopassi, S. F. Hanser, B. McCowan, D. J. Mennill, and A. Mantik Ali. 2011. Acoustic monitoring in terrestrial environments: applications, technological considerations, and prospectus. *Journal of Applied Ecology* 48: 758-767.
- Bowlin, M. S., W. W. Cochran, and M. C. Wikelski. 2005. Biotelemetry of New World thrushes during migration: physiology, energetics and orientation in the wild. Integrative and Comparative Biology 45:295-305.
- Buckland, S. T., D. R. Anderson, K. P. Burnham, and J. L. Laake. 1993. Distance Sampling: Estimating Abundance of Biological Populations. Chapman and Hall, London.
- Celis Murillo, A., J. L. Deppe, and M. F. Allen. 2009. Using soundscape recordings to estimate species abundance, richness, and composition. *Journal of Field Ornithology* 80:64-78.
- Chao, A., and T. J. Shen. 2010. Program SPADE (Species Prediction and Diversity Estimation). Program and User's Guide published at http://chao.stat.nthu.edu.tw.
- Colwell, R. K. 2005. EstimateS: Statistical estimation of species richness and shared species from samples. Version 7.5 User's Guide and application published at: http://purl.oclc.org/estimates.
- Corn, P. S., and R. B. Bury. 1990. Sampling methods for terrestrial amphibians and reptiles. U.S. Department of Agriculture, Forest Service General Technical Report PNW-GTR-256.
- Fair, J., E. Paul, and J. Jones, Eds. 2010. Guidelines to the Use of Wild Birds in Research, 3rd Ed. Washington, D.C.: Ornithological Council.
- Farnsworth, G. L., K. H. Pollock, J. D. Nichols, T. R. Simons, J. E. Hines, and J. R. Sauer. 2002. A removal model for estimating detection probabilities from point-count surveys. The Auk 119:414-425.
- Jones, C., W. J. McShea, M. J. Conroy, and T. H. Kunz. 1996. Chapter 8: Capturing mammals. pp. 115-155 in D. E. Wilson, F. R. Cole, J. D. Nichols, R. Rudran, and M. S. Foster, Eds., Measuring and monitoring biological diversity: Standard methods for mammals. Smithsonian Institution Press, Washington, D.C.
- Kays, R, Tilak, S., Crofoot, M., Fountain, T., Obando, D., Ortega, A., Kuemmeth, F., Mandel, Jamie., Swenson, G., Lambert, T., Hirsch, B., & Wikelski, M. (2011). Tracking animal location and activity with an Automated Radio Telemetry System in a Tropical Rainforest. The Computer Journal, 1-18.
- Kays, R., B. Kranstauber, P.A. Jansen, C. Carbone, M. Rowcliffe, T. Foundtain, and S. Tilak. 2009.

Camera traps as sensor networks for monitoring animal communities. The 34th IEEE Conference on Local Computer Networks.

- Nichols, J. D., J. E. Hines, J. R. Sauer, F. W. Fallon, J. E. Fallon, and P. J. Heglund. 2000. A double-observer approach for estimating detection probability and abundance from point counts. Auk 117:393–408.
- Otis, D. L., K. P. Burnham, G. C. White, and D. R. Anderson. 1978. Statistical inference from capture data on closed animal populations. Wildlife Monographs, no. 62.
- Pyle, P. 1997. Identification Guide to North American Birds, Part I: Columbidae to Ploceidae. Slate Creek Press, Point Reyes Station, CA.
- Pyle, P. 2008. Identification Guide to North American Birds, Part II: Anatidae to Alcidae. Slate Creek Press, Point Reyes Station, CA.
- Ralph, J. C., J. R. Sauer, and S. Droege, Eds. 1995. Monitoring bird populations by point counts. U.S. Department of Agriculture, Forest Service General Technical Report PSW-GTR-149.
- Sikes, R. S., W. L. Gannon, and Animal Care Use Committee of the American Society of Mammalogists. 2011. Guidelines of the American Society of Mammalogists for the use of wild mammals in research. Journal of Mammalogy 92: 235-253.
- Thomas, L., S. T. Buckland, E.A. Rexstad, J. L. Laake, S. Strindberg, S. L. Hedley, J. R. B. Bishop, T. A. Marques, and K. P. Burnham. 2010. Distance software: design and analysis of distance sampling surveys for estimating population size. Journal of Applied Ecology 47:5-14.
- White, G. C., D. R. Anderson, K. P. Burnham, and D. L. Otis. 1982. Capture–recapture removal methods for sampling closed populations. Los Alamos National Laboratory Publication LA-8787-NERP, Los Alamos, New Mexico.
- Wilson, D. E., F. R. Cole, J. D. Nichols, R. Rudran, and M. S. Foster. 1996. Measuring and monitoring biological diversity: standard methods for mammals. Smithsonian Institution Press, Washington, D.C.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: April 4, 2014

Date approved by the college curriculum committee: April 18, 2014

Date approved by CAA:

Date approved by CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in

mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student Success Center		Career Services	Disability Services
http://www.eiu.edu/~success/	http://www.eiu.edu/~counsctr/	http://www.eiu.edu/~careers/	http://www.eiu.edu/~disablty/
581-6696	**581-3413**	**581-2412**	**581-6583**