

Eastern Illinois University
New Course Proposal
EIU 4198G, Mischievous Molds, Honors

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** EIU 4198G
2. **Title (may not exceed 30 characters, including spaces):** Mischievous Molds, Honors
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 4-0-4
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** Spring 2012
7. **Course description (not to exceed four lines):**

An introduction to fungi and their role in nature and in shaping past and present civilizations. Emphasis on the historical, economic, social and practical significance of fungi as decomposers of organic matter, as pathogens of plants and animals, as food and as sources of mind-altering chemicals.

8. **Registration restrictions:**

a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

None

b. **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.

Completion of 75 semester hours and admission to the University Honors College.

c. **Who can waive the prerequisite(s)?**

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None

e. **Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated to a maximum of _____ hours or _____ times.

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

None

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

Biological Sciences majors are excluded

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] General education, senior seminar, honors, writing intensive

10. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

a. To achieve goals of general education and university-wide assessment, students will:

- participate in class discussions on the role of fungi in nature (depth of content knowledge; critical thinking and problem solving; oral communication)
- examine the historical, economic and social significance of fungi in shaping past and present human civilizations (depth of content knowledge: problem solving and critical thinking; oral communication)
- develop an appreciation of fungi as decomposers of organic matter, as pathogens of plants and animals, as food and as sources of mind-altering chemicals (depth of content knowledge; critical thinking and problem solving)
- prepare a term paper on an individual research project in the format of a scientific publication (depth of content knowledge; critical thinking and problem solving; scholarship through research; written communication).
- present an oral summary of an individual research project (depth of content knowledge; critical thinking and problem solving; scholarship through research; oral communication).

b. To achieve goals for learning at the graduate level, students will: N/A

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

	Short Writes (10%)	Reflective Essays (20%)	Class Participation (20%)	Term Paper (30%)	Oral Presentation (20%)
role of fungi in nature	X	X	X	X	X
examine significance of fungi	X	X	X	X	X
develop an appreciation of fungi	X	X	X	X	X
prepare a term paper				X	
present an oral summary					X

3. Explain how the instructor will determine students' grades for the course:

The following grading scale will apply: 100-90% = A; 89-80 = B; 79-70% = C; 69-60% = D; 59% or less = F

Course grades will be based on:

- Short writes (10) = 10%
- Reflective Essays (10) = 20%
- Classroom participation = 20%
- Term paper = 30%
- Oral Presentation = 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.):

This course will not be technologically delivered

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.

This course is not numbered 4750-4999.

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 *.) This course is writing intensive. In addition to weekly writing assignments, students will write a term paper that will be returned for revision. Writing comprises 60% of the student's grade.

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	Lecture and discussion topic
1	Introduction; classification and naming of fungi
2	What fungi do and how they do it
3	Fungi as pathogens of food crops
4	Fungi as agents of catastrophic tree diseases

- 5 Wood decay
- 6 Ergot of grain crops
- 7 Mycotoxins: Toxic by-products of fungal growth
- 8 Mycoses – Fungal diseases of humans
- 9 Medicinal molds
- 10 Yeasts for baking and brewing
- 11 Edible and poisonous mushrooms
- 12 Hallucinogenic mushrooms
- 13 Symbiotic relationships of fungi with plants; Interactions of fungi and insects
- 14 Student presentations
- 15 Student presentations

PART IV: PURPOSE AND NEED

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

- 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.**

EIU 4198G will satisfy the requirements of an Honors Senior Seminar. This course will allow non-majors to develop an appreciation for the impact of fungi in the historical, economic and social development of past and present civilizations. Students will develop an appreciation for fungi as decomposers of organic matter, as pathogens of plants and animals, as food and as sources of mind-altering chemicals. In addition, the course will allow students to draw on their educational background to better understand the role of fungi in the world.

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

Not technology delivered.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a general education course that will satisfy the requirements of an Honors Senior Seminar. Completion of 75 semester hours and admission to the University Honors College.

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.**
- 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.**

This course is similar to BIO 4942 (*Mycology*) an elective course for Biological Sciences majors which includes a laboratory component but does not focus on the historical, economic and social impact of fungi on past and present civilizations.

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 is a general education course that will satisfy the requirements of an Honors Senior Seminar. Biological Sciences majors are excluded.

- 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.** N/A

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:** This course will be taught by Dr. Andrew Methven or any qualified Biological Sciences faculty member.

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. N/A

- 2. Additional costs to students:** None

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):**

Hudler, GW. 1998. *Magical Mushrooms, Mischievous Molds*. Princeton University Press, Princeton, New Jersey.

Dugan, FM. 2008. *Fungi in the Ancient World. How Mushrooms, Mildews, Molds, and Yeast Shaped The Early Civilizations of Europe, the Mediterranean, and the Near East*. The American Phytopathological Society, St. Paul, Minnesota.

Money, NP. 2007. *The Triumph of the Fungi*. Oxford University Press, New York, New York.

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. A community college course will not be judge equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school:	7 February 2011
Date approved by College of Science Curriculum Committee:	25 February 2011
Date approved by the Honors Council (<i>if this is an honors course</i>):	3 March 2011
Date approved by CAA:	24 March 2011

*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).

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