***Teaching Faculty Proposal for a First-Time or One-Time Course***

For courses to be taught only once, use this form. If your first-time course is likely to be a regular offering, you may use this form or the long-term form. If you choose this form, the long-term form will be required the second time you teach the course. It is assumed that courses being taught a second time are to become a regular part of the curriculum.

Please complete this form and submit it to the Curricular Policy Committee (CPC) for review at least 1.5 semesters prior to the desired semester of course implementation. Once completed, email your proposal as an attachment to the convener of CPC to begin the approval process.

[Please note that special topics courses (numbered 282, 382, or 482) that do not carry general education designations, which are assumed to be one-time courses, do not need CPC approval. Please submit special topics course information directly to the Registrar’s office once you have coordinated implementation with your department and any cross-listed departments.]

*Curriculum Guide Information*

* Course department & number: Physics 110
* Cross-list(s):
* Course title: Science and Pseudoscience
* Instructor: Michael Lerner
* Credits (credits must be equivalent to seat-time, with the exception of laboratories, which receive 1 cr for ≥1 hr of seat-time): 3
* Course description: What is pseudoscience, and how can we distinguish it from science? Why do people believe in mind reading? Alien abduction? Human-induced climate change? Perpetual motion machines? You will develop an understanding of what exactly it is that we call “science,” and the critical thinking skills necessary to evaluate (and debunk!) outlandish claims on your own.
* General Education attributes: Scientific Inquiry
* Prerequisites: None
* Cap (maximum number of students): 20

*Context & Rationale*

* Semester and year of proposed implementation: Fall 2015
* Academic level of the course and description of the students for whom this course is intended, including rationale for any prerequisites: Open to any and all
* Place of this course in department and/or program curricular map(s) and goals: General science education, as well as preparation for using this as an ES1 topic in Fall 2016.
* Estimated number of hours per week you expect students to work in this course, both in and out of class: 9
* If you are seeking General Education designation(s) for your course, consult the Curriculum Guide (<http://www.earlham.edu/curriculum-guide/general-education-program/>) and describe the course content and approach that fulfill the General Education goals and the goals of the individual requirement(s): The course will require at least one investigative project. The focus of the course. Understanding what makes science science, fits perfectly with the first two bullet points listed at the end of the SI description. Although the students will not be required to collect their own data, their ability to distinguish between science and pseudoscience will be directly tied to their ability to evaluate the theoretical analysis and data collection of others.
* If you are seeking a course cap (maximum number of students), provide the rationale for this decision: I'm seeking a cap of 20 students for at least two reasons: first, I want the class to have a meaningful discussion component that involves all students. Second, this will be my first time teaching a course that involves a significant number of essays, and I want to make sure that I have enough time to provide meaningful feedback.

Instructor’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date\_\_\_\_\_\_\_\_\_\_\_

Department Convener’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_\_\_\_\_

Cross-list Dept. Convener’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_\_\_\_\_