
Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area Evol, Ecology & Organismal Bio
Fiscal Unit/Academic Org Evolution, Ecology & Org Bio - D0390
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5610
Course Title Translating Evolution
Transcript Abbreviation Translating Evol
Course Description Hands-on study of the theory and practice of informal science education, with an emphasis on the translation of concepts and research on evolutionary biology to non-specialist audiences
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites EEOB 3310 or Biology 1114 or 1114H and 3 additional credit hours in biological sciences
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 26.1310
Subsidy Level Doctoral Course
Intended Rank Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Identify diverse platforms and methods for informal science communication
- Recognize and be able to defend the rationale for and impact of informal science education.
- Explain and apply examples of assessment for informal science education products.
- Collaborate with natural history scientists and representatives of partner organizations to identify ways in which the scientists' research can be translated for the audience of the partner organization.
- Develop and demonstrate an outreach product for a partner organization that uses research findings of the scientist
- Propose refinements to and an assessment plan for their outreach product

Content Topic List

- Goals of Informal Science Education
- Role of Museums in Informal Science Education
- Myths and Misconceptions about Evolution
- Assessing Success in Informal Science
- Telling a story: using narratives and storytelling to communicate science with non-expert audiences
- Grant writing and peer review of grants
- Myth of the "General Public": Understanding your audience

Sought Concurrence

Yes

Attachments

- 2 19 18 Letter of Commitment - Translating Evolution.pdf
(Other Supporting Documentation. Owner: Hamilton, Ian M)
- List of units for concurrence for EEOB 5610.docx
(List of Depts Concurrence Requested From. Owner: Hamilton, Ian M)
- concurrence aaep.pdf
(Concurrence. Owner: Hamilton, Ian M)
- Concurrence_Form_EEOB 5610 Pharmacy.pdf
(Concurrence. Owner: Hamilton, Ian M)
- Concurrence_Form_10-15-15 EEOB Earth Sciences.pdf
(Concurrence. Owner: Hamilton, Ian M)
- Psychology concurrence.pdf
(Concurrence. Owner: Hamilton, Ian M)
- EHE concurrence.pdf
(Concurrence. Owner: Hamilton, Ian M)
- CLSE concurrence.pdf
(Concurrence. Owner: Hamilton, Ian M)
- EEOB 5610SYLLABUS.revised.docx
(Syllabus. Owner: Hamilton, Ian M)
- EEOB curriculum maps with 5610.xlsx: Curriculum map
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)

Comments

- Although SENR and Communication have missed the March 5 request, we are still expecting some feedback from those units.

A letter of support from COSI has been attached as "Other Supporting Documentation" *(by Hamilton, Ian M on 03/13/2018 10:42 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hamilton, Ian M	03/13/2018 10:43 AM	Submitted for Approval
Approved	Hamilton, Ian M	03/13/2018 10:44 AM	Unit Approval
Approved	Haddad, Deborah Moore	03/13/2018 12:14 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	03/13/2018 12:14 PM	ASCCAO Approval



February 19, 2018

Dr. Steve Fink
Associate Executive Dean for Curriculum & Instruction
College of Arts and Science
114 University Hall
The Ohio State University
Columbus OH 43201

Frederic M. N. Bertley, Ph.D.
President & CEO
bertley@cosi.org
614.629.3230

Dear Dean Fink,

This letter serves to substantiate our commitment to collaborate with Drs. Meg Daly and Katherine O'Brien in "Translating Evolution." This new course in EEOB uses the new American Museum of Natural History exhibits of COSI as a laboratory in which to learn techniques of informal science education. We are committed to providing access to these students, and our Education and Floor Experiences staff are experienced in working with student volunteers and in communicating with faculty about student progress and activities.

This course is part of a larger initiative to solidify and extend collaboration between COSI and the OSU Museum of Biological Diversity. Other elements of this collaboration include workshops on evolution and comparative biology for COSI staff and collaborative programming like talks and content interpretation in support of our exhibits. Consequently, our staff and the personnel of the MBD are in regular contact, developing relationships that will support the proposed class and enable new activities in the future. We are excited about building this partnership and look forward to welcoming the first group of students in spring 2019.

Best Regards,

A handwritten signature in blue ink, reading 'Frederic Bertley', with a long, sweeping flourish extending to the right.

Translating evolution
EEOB 5610
Spring 2019

3 credit hours

Time : TBD

Place: TBD

Instructor Info:

Marymegan Daly
daly.66@osu.edu
Office hours: By appointment

Katherine O'Brien
obrien.758@osu.edu
Office hours: By appointment

Overview: This is a hands-on study of the theory and practice of informal science education, with an emphasis on the translation of concepts and research on evolutionary biology to non-specialist audiences.

Course Objectives and Learning Outcomes: This course is a practicum that provides hands-on training in informal education about evolution. The focus is on the programs and exhibits of the Center of Science and Industry (COSI @ <http://cosi.org/>). Students will spend a significant portion of their time at COSI actively engaged in demonstrations about evolution and natural history, and learn how to measure outcomes for these efforts. In successfully completing this course, students will learn to:

Identify diverse platforms and methods for informal science communication

Recognize and be able to defend the rationale for and impact of informal science education.

Explain and apply examples of assessment for informal science education products.

Collaborate with natural history scientists and representatives of partner organizations to identify ways in which the scientists' research can be translated for the audience of the partner organization.

Develop and demonstrate an outreach product for a partner organization that uses research findings of the scientist.

Propose refinements to and an assessment plan for their outreach product.

Prerequisites: Students are required to have successfully completed EEOB 1114 or its equivalent. Exceptions to this will be granted at the discretion of the instructors.

Course Materials: Course materials, reading assignments, homework, activities, etc. will be available on the course web site on Carmen (carmen.osu.edu). In addition, every student will be expected to have available a rigorous introductory biology textbook targeted for science majors to use as a reference book. Any recent edition of Campbell's Biology is an appropriate reference work.

Course Requirements: This course requires a large time commitment and a willingness to take responsibility for doing independent and collaborative work. In addition to regular class meetings, you will schedule time at COSI to learn about, observe, and practice informal science education within the context of specific exhibits. Your final grade will reflect both your participation in all required activities and the quality of your performance in those activities. Note, you must meet with Drs. Daly and O'Brien during the first week of the class to set up your individualized schedule and requirements for the semester. **You must complete CITI training.**

Final Grade:

Attendance and Participation (15%)

Assignments (25%)

COSI observations (10%)

Grant Proposal (20%)

Final Interactive (30%)

Grades will be assigned based on percentage of points earned: **A** (93-100); **A-** (90-92.9); **B+** (87-89.9); **B** (83-86.9); **B-** (80-82.9); **C+** (77-79.9); **C** (73-76.9); **C-** (70-72.9); **D+** (67-69.9); **D** (60-66.9); **E** (59.9-0).

• *Attendance (15% of your grade).* You are expected to attend all scheduled classes AND your independently scheduled COSI hours. For in-class hours, please note that you must not only attend, but be a prepared and an active participant in class. In addition, you will also be scheduling hours to work at COSI. In general, you will be working 15 - 25 hours with or at COSI over the semester. See the scheduling handout for full instructions about how to choose your hours and use the hours tracking program.

It is UNACCEPTABLE for you to skip class or to skip your scheduled COSI hours. You will have some control over when to schedule your COSI times and you are expected to choose times that you can make. If you miss more than two class meetings or two COSI shifts you may lose ALL of your attendance points. All explanations for absences must be submitted to the instructors via the email function on Carmen ONLY. You MUST indicate the date(s) you missed/will miss AND provide an explanation and documentation with the submission. Absence explanations must be submitted in advance or within 24 hours after any absence (later than 24 hours after any absence will not be accepted). We make every effort to respond to absences quickly; all absences will be reviewed & responded to within 24 hours.

• *Assignments (25% of your grade).* Over the semester, there will be a variety of assignments for you to turn in. These will each be graded based on whether you turned them in on-time and made a good-faith effort to do them right. These will help us identify skills for which you need support, scaffold your progress with readings and with the development of your interactive, and allow us to assess your attainment of the learning goals. These assignments are described in detail on the Carmen site and deadlines are listed in the schedule below.

- Five (5) Journal entries ("write-ups" in the schedule below) (10%)
- Stats primer homework (5 %)
- COSI Reflection Paper (5 %)
- Comments on other's work at the gallery walk (5%)

- *COSI Observation (10% of your grade)*. Part of your COSI responsibilities involve talking to the visitors at COSI. You will be observed by an instructor at COSI interacting with visitors and will be evaluated on whether (and how effectively) you implement the practices and strategies that have been discussed in class. The hours at COSI are the basis of some of the assignments and are necessary to inform your final project design.

- *Grant Proposal and Gallery walk (20% of your grade)*. Each student will submit a proposal for an interactive installation from a list of possible topics (topics not on the list can be discussed with the instructors and used with written approval). Each student will produce a written grant proposal that describes the need, implementation and assessment/outcomes for your project. Each student will prepare a summary of his/her idea to workshop with the class; a subset of these will be developed by small groups. This assignment is described in detail on the Carmen site and deadlines are listed in the schedule below.

- *Final Interactive (30% of your grade)*. As a group, you will build and demo your interactive. The final project should contain an artist statement, learning goals, a script, a list of materials, and a contributions statement that outlines what each group member contributed. Individual grades will be assigned for this project. The assignment is described in detail on the Carmen site and deadlines are listed in the schedule below.

Technology: This course requires computer use, access to a statistical package (R, MS Excel, JMP etc.), and internet access. We will post assignments, readings, web sites, grades, & other information for the class on Carmen. Periodic announcements will be sent via email using the email address linked to your Carmen account (this is almost always your OSU email address). **We expect you to check this email address once a day and to respond promptly to any email requests you receive.**

Books and Other Resources: We will provide you with PDF copies of the required readings. We will use several excerpts from a few books; these are referred to by title in the Schedule below.

- [The Participatory Museum](#), Nina Simon (2010)
- [The Grant Application Writer's Handbook](#), The National Science Foundation (2017)
- [Surrounded by Science](#), Marilyn Fenichel and Heidi Schweingruber (2010)

Statement on Disabilities and Accommodation: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct:

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying work of another student, possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered and "excuse" for academic misconduct. If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report our suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and/or suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Grievances and Solving Problems:

According to University Policies (available from the Division of Student Affairs), if you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice by speaking first with the professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

Statement on Diversity:

The Department of Evolution, Ecology, and Organismal Biology Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based on protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. If you experience or witness discrimination, you are encouraged to report it to the instructors so that they can address unacceptable behavior or remediate unacceptable situations.

Sexual misconduct/relationship violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Safe Ride Service:

Safe Ride (614-292-3322) is a service provided to university students, faculty, and staff who would like safe transportation across campus. Rides are scheduled on a first-come first-serve basis. Phone lines open at 7pm and rides are available until 3am. For more information and service boundaries, please visit <https://dps.osu.edu/safe-ride>.

Topics and Schedule At a Glance

week	topic	Assignment due
Jan 7	Goals and structure of the course	
Jan 14	Goals of Informal Science Education	Journal #1
Jan 21	Role of Museums in Informal Science Education	Journal #2
Jan 28	Myths and Misconceptions about Evolution	Journal #3
Feb 4	Intro to COSI	
Feb 11	Assessing Success in Informal Science	Journal #4
Feb 18	Telling a story	Statistics worksheet
Feb 25	Grant writing	
Mar 4	Peer Review of grants	Grant proposal
	Spring Break	
Mar 18	Work week -COSI	Gallery walk
Mar 25	Myth of the “general public”	Journal #5
April 1	Present with COSI personnel	Draft for Interactive
April 8	Work week -COSI	
April 15	Showcase interactives	Interactive
Final		Final write-up of Interactive

Schedule In Detail (with assignments)

Week 1 Goals and Structure of this Course

- **Before you come:** Nothing to prepare.
- **In class:** Introduction to course and all course requirements
What's on Carmen and how to work with it
Museums as a part of science education
Overview of human research ethics
Start your CITI/COI Training (see handout for directions)
- **Turn in:** Nothing to turn in

Week 2 Goals of Informal Science Education

- **Before you come:** Complete your CITI/COI Training (see handout for directions)
Read "Of course Scientists Can Communicate"
Read Part 1 pages 1-34 of "Surrounded by Science"
- **In class** Informal Science: Discuss reading
What are we supposed to be accomplishing with our outreach?
What makes informal science different from science education?
- **Turn in:** 1) Complete CITI/COI. *We will check that you did this online.*
AND
2) Journal entry #1 prompt: addressing personal experience with informal science ed

Week 3 Role of Museums in Informal Education

- **Before you come:** Read "The Museum Visit: an experience, not a lesson"
Read "The Convergence of Informal Science Education and Science Communication"
Read "Understanding and Engagement in Places of Science Experience: Science Museums, Science Centers, Zoos, and Aquariums"
- **In class** Rise of museum - the gilded age
The shifting purpose of museums
What is a Juicy Question and how do we engage people?
- **Turn in:** Journal entry #2 prompt: museums and memory

Week 4 Myths and Misconceptions about Evolution

- **Before you come:** Read: Williams 2009 “Belief versus acceptance: Why do people not believe in evolution?”
Read: “A conceptual guide to natural history museum visitors’ understanding of evolution”
- **In class** History of evolution and natural history
Common misconceptions
Hands-on demos to overcome misconceptions
Exploring your favorite story
- **Turn in:** Journal #3 prompt “favorite evolution story”

Week 5 Introduction to COSI at COSI!!!!

- **Before you come:**
Read Ch 1 (“The principles of participation”) in The Participatory Museum
Visit COSI website, review their program offerings, mission statement, etc.
- **In class** COSI Onboarding
Tour of Natural History Exhibits and of COSI
Tour of demos on the floor
Overview of COSI programs
- **Turn in:** Nothing to turn in. BUT start thinking of ideas for our interactive project

Week 6 Assessing Informal Education

- **Before you come:** Read: “Crafting Museum Experiences in Light of Research on Learning: Implications of the National Research Council’s Report on Informal Science Education”
Read Ch 10 (“Evaluating impact”) in The Participatory Museum and pp 103-118 in Surrounded by Science
optional: “Statistical Literacy”
- **In class** **qualitative and quantitative research methods**
model survey formation
discuss observational studies
place of evaluators in museum experiences
- **Turn in:** Journal 4 prompt “COSI experience”

Week 7 **Telling a Story**

- **Before you come:** “The Particular Aspects of Science Museum Exhibits That Encourage Students’ Engagement”
“The importance of Storytelling in science”
“Using narratives and storytelling to communicate science with non-expert audience”
- **In class** Basics of storytelling
 introduction into template
 - in class writing activity-
Simplified “not dumbed down”
Go back to our favorite evolution story and revise
- **Turn in:** 1) Statistics worksheet
 AND
 2) Last week to meet to talk about project idea

Week 8 **Grant Writing**

- **Before you come:** Kelsky, “The Professor is in foolproof guide to grant writing”
Russell & Morrison, The Grant Application Writer's Workbook
- **In class** Why we write grants
 Types of granting agency
 Format of our class grant
 Telling a compelling story
 Making Figures that inform and interest
- **Turn in:** nothing to turn in

Week 9 **Peer Review of Grants**

- **Before you come:** Finish strong draft of your grant (see week 8 content)
- **In class** Overview to grant selection process
 workshop grants in small groups
- **Turn in:** Your grant proposal

Week 10 **SPRING BREAK**

Week 11 Workshop week

- **Before you come:** Read the executive summaries on carmen
- **In class** Gallery walk and determine which projects will be done for interactives through review board
- **Turn in:** Gallery walk notes **and** rankings worksheet (end of week)

Week 12 Myth of the “General Public”: Understanding your audience

- **Before you come:** 139 -159 in Surrounded by Science
- **In class** Informal Science: *What are visitors trying to get out of COSI?*
 -visitor
 -after dark
 -other
 Go through types of outreach activities
 Discussion of final demo guidelines assignment
- **Turn in:** Journal #5 prompt your informal science outing

Week 13 Present drafts with COSI personal

- **Before you come:** Your draft should be ready to present to our COSI guests
- **In class** Workshop: everyone provide feedback on interactives
- **Turn in:** **DRAFT of interactives**

Week 14 Workshop Week

- **In class** Work on interactive
- **Turn in:** nothing to prepare

Week 15 Showcase Interactives

- **In class** Work on interactive
- **Turn in:** Final project with write-up with instructions

Concurrence for EEOB 5610, Translating Evolution was sought on Feb 19, 2018 from the following units. Units were requested to respond by March 5, 2018.

Earth Sciences

School of Communication

School of Environment and Natural Resources

Arts Administration, Education, and Policy

Center for Life Sciences Education

Psychology

Pharmacy

Education and Human Ecology

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Concurrence from AAEP

Savage, Shari

To: [Hamilton, Ian](#)
Cc: [Hutzel, Karen E.](#)

Wednesday, February 21, 2018 9:49 AM

You replied on 2/21/2018 12:52 PM.

Dear Ian,

As undergraduate chair in the Department of Arts Administration, Education & Policy, I am pleased to support this course and offer concurrence. While I appreciate the electronic signing option, my laptop refused to cooperate! Accept this old-school email as my response.

Best,
Shari



Shari L. Savage, PhD
Associate Professor | Assistant Department Chair
Undergraduate Education, Teaching & Assessment Chair
Department of Arts Administration, Education & Policy
231D Sullivant Hall | 1813 High Street
Columbus, OH 43210-1234
savage.12@osu.edu

[Reply](#) [Reply All](#) [Forward](#) [Chat](#)

Re: Concurrence Request: EEOB 5610, Translating Evolution

Bruno, John

To: [Hamilton, Ian](#)

Tuesday, February 20, 2018 10:24 AM

You replied on 2/20/2018 11:27 AM.

Hi Ian,

The Department of Psychology has no concurrence issues with the proposed EEOB5610 – translating evolution. It sounds like a good offering and we wish you well with its launching.

Best

John

From the desk of:

John P. Bruno, Ph.D.
Professor and Chair
Department of Psychology
The Ohio State University
Room 225 Psych Bldg.
(V) 614-292-3038
(F) 614-292-6798
[Www.psy.ohio-state.edu/bruno](http://www.psy.ohio-state.edu/bruno)

From: "Hamilton, Ian" <hamilton.598@osu.edu>
Date: Monday, February 19, 2018 at 10:47 AM
To: John Bruno <bruno.1@osu.edu>
Subject: Concurrence Request: EEOB 5610, Translating Evolution

Dear Dr. Bruno,

The Department of Evolution, Ecology and Organismal Biology is proposing a new course, EEOB 5610: Translating Evolution. This is a hands-on course in the methods and practices in informal education that focuses on communicating concepts and insights from evolutionary biology. The course aims to have students identify diverse platforms and methods for informal science communication; recognize and be able to defend the rationale for and impact of informal science education; and explain and apply examples of assessment for informal science education products. We will support them in using this foundation to collaborate with natural history scientists and representatives of partner organizations to identify ways in which the scientists' research can be translated for the audience of the partner organization and then develop and demonstrate an outreach product for a partner organization that uses research findings of the scientist. The students will integrate feedback and develop assessment plan for their outreach products. The prerequisites, course objectives, course learning outcomes, and the topic list are in the attached syllabus. We have developed the sample syllabus to focus on COSI, but envision the course involving other venues in some years, including the OSU Museum of Biological Diversity and the Grandview Heights Public Library "Natural Wonders" program.

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RE: Concurrence Request: EEOB 5610, Translating Evolution

Warnick, Bryan

To: [Hamilton, Ian](#)

Thursday, February 22, 2018 2:24 PM

You replied on 2/22/2018 2:52 PM.

Hi Ian,

EHE has no objections to this course. Good luck moving forward.

-Bryan

From: Hamilton, Ian
Sent: Monday, February 19, 2018 10:42 AM
To: Warnick, Bryan <warnick.11@osu.edu>
Subject: Concurrence Request: EEOB 5610, Translating Evolution

Dear Dr. Warnick,

The Department of Evolution, Ecology and Organismal Biology is proposing a new course, EEOB 5610: Translating Evolution. This is a hands-on course in the methods and practices in informal education that focuses on communicating concepts and insights from evolutionary biology. The course aims to have students identify diverse platforms and methods for informal science communication; recognize and be able to defend the rationale for and impact of informal science education; and explain and apply examples of assessment for informal science education products. We will support them in using this foundation to collaborate with natural history scientists and representatives of partner organizations to identify ways in which the scientists' research can be translated for the audience of the partner organization and then develop and demonstrate an outreach product for a partner organization that uses research findings of the scientist. The students will integrate feedback and develop assessment plan for their outreach products. The prerequisites, course objectives, course learning outcomes, and the topic list are in the attached syllabus. We have developed the sample syllabus to focus on COSI, but envision the course involving other venues in some years, including the OSU Museum of Biological Diversity and the Grandview Heights Public Library "Natural Wonders" program.

This course has been developed to respond to graduate and undergraduate student interest in informal communication about science and to provide an initial experience for students considering careers in museums or science centers. We anticipate limiting enrollment to 24 students and would like to pilot the class in Sp 2019. Please review the attached syllabus and indicate (via the attached concurrence form or an email) your unit's position on the new course proposal by March 4, 2018. Please let me know if you have any questions whatsoever.

Thanks!
Ian

Ian M Hamilton
Associate Professor
Department of Evolution, Ecology and Organismal Biology
Department of Mathematics
Vice Chair of Undergraduate Studies, Evolution, Ecology and Organismal Biology
The Ohio State University

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RE: Concurrence Request, EEOB 5610: Translating Evolution

Breitenberger, Caroline

To: [Hamilton, Ian](#)
Cc: [Misicka, Matthew](#)

Wednesday, March 07, 2018 4:51 PM

You replied on 3/7/2018 7:22 PM.

Dear Ian.
First, I apologize for missing the deadline!

We concur with this course. I especially applaud the fact that it builds a relationship between OSU students and the greater Columbus community, which will benefit our students greatly!

Caroline



Caroline Breitenberger, Ph.D.
Director, Center for Life Sciences Education
Professor, Chemistry and Biochemistry
College of Arts and Sciences
260 Jennings Hall, 1735 Neil Avenue, Columbus, OH 43210
614-292-6945 Office / 614-292-4390 Fax
breitenberger.1@osu.edu clse.osu.edu

Buckeyes consider the environment before printing.

From: Hamilton, Ian
Sent: Monday, February 19, 2018 10:35 AM
To: Breitenberger, Caroline <breitenberger.1@osu.edu>
Subject: Concurrence Request, EEOB 5610: Translating Evolution

Dear Caroline,
The Department of Evolution, Ecology and Organismal Biology is proposing a new course, EEOB 5610: Translating Evolution. This is a hands-on course in the methods and practices in informal education that focuses on communicating concepts and insights from evolutionary biology. The course aims to have students identify diverse platforms and methods for informal science communication; recognize and be able to defend the rationale for and impact of informal science education; and explain and apply examples of assessment for informal science education products. We will support them in using this foundation to collaborate with natural history scientists and representatives of partner organizations to identify ways in which the scientists' research can be translated for the audience of the partner organization and then develop and demonstrate an outreach product for a partner organization that uses research findings of the scientist. The students will integrate feedback and develop assessment plan for their outreach products. The prerequisites, course objectives, course learning outcomes, and the topic list are in the attached syllabus. We have developed the sample syllabus to focus on COSI, but envision the course involving other venues in some years, including the OSU Museum of Biological Diversity and the Grandview Heights Public Library "Natural Wonders" program.

This course has been developed to respond to graduate and undergraduate student interest in informal