

FIRST YEAR SEMINAR COURSE PROPOSAL
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

COURSE NUMBER:	FSEM 100		
COURSE TITLE:	THE SECRETS OF SLEEP: SLEEP DEPRIVATION AND COLLEGE LIFE		
SUBMITTED BY:	Hilary Stebbins	DATE:	9/30/2013
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			X

COURSE DESCRIPTION. In the space below, provide a one to two sentence description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the “Eagle Essentials” booklet).

This course will explore what sleep is, why we do it, and will emphasize the implications of sleep-deprivation in a college-aged population.

RATIONALE. Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

This is a seminar course that will be primarily discussion based. Students will receive specific guidance on how to read scientific journal articles and formulate discussion points so that they can contribute to class discussion in a constructive and consistent manner. While a book will be used to provide the basic framework of the course, students will be required to read at 1-3 primary source articles per week related to the topic of sleep/sleep-deprivation. The articles chosen for this seminar are meant to encourage exploration of the topic of sleep deprivation as they encourage critical thinking regarding the applications of basic research to real-world problems. The topics covered in this course are also meant to serve as a starting point for students to explore the literature and develop their own theses regarding a topic of their interest related to sleep or sleep deprivation. One requirement of students will be to form a thesis argument, and to research and write a final paper on their topic. Students will complete and receive feedback on written assignments throughout the semester designed to inform this final paper. In addition, students (in groups) will be expected to develop some educational tool related to their topic that would be appropriate for dissemination among their peers. Each group will present to the class on their topic and educational tool at the end of the semester.

SYLLABUS. *Attach a course syllabus.*

SUBMIT this form and attached syllabus electronically as one document to **John P. Broome** (jbroome@umw.edu). All submissions **must** be in electronic form.

FSEM 100: The Secrets of Sleep: Sleep Deprivation and College Life Fall 20XX

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Course Description: Sleep is something that every human must do daily. However, our society (and college students in particular) is becoming increasingly sleep-deprived. This course will explore what sleep is, why we do it, and will emphasize the implications of sleep-deprivation with a focus on college-aged populations. The format of the course will be primarily discussion-based. In addition, you and your group members will be charged with identifying a particular issue related to sleep-deprivation (e.g. effects on cognitive performance) and will be required to develop some educational tool related to your topic that is aimed at your college aged peers. You will also write a final research paper related to your topic.

Course Objectives:

*In concordance with the **first-year seminar learning outcomes** this course will:*

1. utilize active, discussion-based, participatory learning
2. be exploratory in nature, rather than just presenting conclusions
3. have students read primary sources, not simply textbooks
4. have students synthesize material from multiple sources to develop their own views on the topic
5. be capped at 15 students

*This course will emphasize the **following student learning outcomes**. As part of this course students will:*

1. utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments
2. improve development and organization of written arguments
3. demonstrate the ability to edit and revise in the writing process
4. apply the basic theories and principles of oral communication
5. communicate effectively in a variety of settings, including public speaking and group discussion

Required Texts:

Lockley, S. W., & Foster, R. G. (2012). *Sleep: A very short introduction*. New York: Oxford Press.

Much of your reading will be primary source articles (see course outline below) that will be posted on canvas.

Grading: The breakdown of grade assignments is detailed below. At mid-semester an unsatisfactory midterm report will be submitted for those who have an average that falls in the D or F range.

≥ 93% A (unusual excellence)	≥ 73%	C (average quality)
≥ 90% A-	≥ 70%	C-
≥ 87% B+	≥ 67%	D+
≥ 83% B (distinctly above average)	≥ 60%	D (below-average quality)
≥ 80% B-	< 60%	F (failure – no course credit)
≥ 77% C+		

Assignments & Assessment:

Course Engagement: 20% of course grade

This is a seminar course. That means that the class is discussion based and that your participation will be crucial for the success of the course. Class time will not be devoted to lecture but rather will be based on discussions of primary source articles that we read and apply to your own project and paper ideas. You will be expected to contribute to class discussion on a consistent basis. This includes asking questions, answering questions, expanding on another person's comments, constructively disagreeing with someone's comments, and making connections among multiple comments and/or the readings. Every week I will ask you to reflect on both the quantity and especially the quality of your contributions to the class discussion and I will provide feedback on these reflections so that you can adjust your engagement if needed. Remember that in order to contribute to the class discussion you must be present (both physically and mentally). You must also come prepared having done the reading and completed all assigned discussion questions. This means that while I do not formally grade attendance or your completion of the discussion questions, missing class and not doing the assignments will impact your overall engagement grade. The rubric for your weekly reflection is posted on canvas.

Leading class discussion 15% of course grade

You and your group will work together to read a research article related to your topic and will present the information in that article to the class. You will be responsible for leading the class in a discussion about the article and helping to facilitate connections to other course material. I will require that you write discussion questions that I will post on canvas so that your classmates will come prepared to have a successful discussion. You and your group should plan to meet with me at least *48 hours* before your presentation to discuss how you plan to conduct the class as well as to provide me with a structured outline/hand out of the session. The timing of your group presentation will depend on your topic. A grading rubric for this assignment is on Canvas.

Final Research Paper: 25% of course grade

You will write an 8-10 page paper on your group topic (a rubric will be available on canvas). While you and your group members will be writing on the same topic, your specific thesis and focus can (and should) be different and the paper should be completed individually. You should not share literature with your group members or use each other as reviewers. This paper should be more than a summary of the articles you read. Rather, you should have a specific thesis or argument that you are trying to support. You must cite at least 6 peer-reviewed journal articles (in addition to articles assigned for class). You should work to synthesize information across articles to support your argument. I will require you to visit the writing center to obtain feedback on this paper *prior* to turning in your draft on the peer-review workshop. I will also expect that your paper demonstrates an integration of the feedback that you received from me and your peers for the writing assignments leading up to the final paper. **Your final paper will be due by _____ on _____ (your final exam period). If I do not have your paper by this time and date I will deduct 10 percentage points. I will continue to deduct 10 points for each additional day that your paper is late, including weekends.**

Individual paper components: 20% of course grade

There will be four smaller written assignments designed to build up to your final paper (a rubric for each assignment will be available on canvas). While not all of these assignments will be direct drafts of your

final paper, each will be designed to advance you toward the goal of formulating a thesis and supporting it with literature. While you and your group members will be writing on the same topic, these papers should be completed individually and you should not share literature with your group members or use each other as reviewers.

Paper 1: Article literature review (5%) – this 2-page paper will require that you thoroughly summarize two relevant articles (not ones covered in class) relevant to your topic

Paper 2: Article critique (5%) – this 2-page paper will require that you critique an article relevant to your topic. This critique will involve identifying both strengths and weaknesses of the research questions, design, and conclusions.

Paper 3: Thesis outline (5%) – This outline will require that you develop an appropriate thesis related to your topic. You should outline each argument that you plan to make in your final paper related to your thesis and note how you will incorporate your literature to support your arguments.

Paper 4: Paper draft (5%) - This will be a first draft of your final paper for the course. It should come as close to the requirements of the final paper as possible so that you can receive the most thorough feedback from both your peers and myself.

Final Project and Presentation: 20% of course grade

Project (10%) - One of the big goals for this course is for you and your group to develop some way to disseminate the information on your topics to a broader audience. For example, you may choose to design a brochure or pamphlet, create an instructional video, or work with some organization to do a presentation to a group (specific dorms, clubs, etc.) on your topic. The goal is to increase awareness of the role of sleep (and sleep deprivation) on our physical, mental, and cognitive functioning. We will talk much more about this project as the semester progresses and will work as a class to develop a rubric and expectations for these projects.

Presentation (10%) –You will have an opportunity to share the information your group learned from your research project with the class. Your goal should be to provide your peers with the new information you have obtained in the most interesting way possible rather than simply giving an exhaustive recitation of the studies you have read. In addition, you should integrate your final project into this presentation. You should meet with me *1 week* before your presentation to discuss how you plan to conduct the class as well as provide me with an outline of your presentation. You are required to visit the speaking center to obtain feedback on this presentation prior to giving it in class. A rubric for grading the presentation will be available on Canvas.

Classroom Policies: I am typically pretty laid back about classroom policies and request only two things of you:

- 1) **Speaking and writing** - Although FSEMs are not designated as speaking or writing intensive, they are designed to give you practice developing these skills. Therefore, both your speaking and writing will be graded on content, organization, and clarity. You are encouraged to use the speaking and writing center resources to improve your in speaking and writing on all assignments. However, you are **required** to obtain feedback from the speaking center on your research project presentation prior to giving it in class as well as from the writing center on your APA style research report prior to submitting the initial draft.

- 2) **Be professional and show respect for myself and your classmates** – Being a professional and courteous student includes doing things such as reading and following directions, responding to feedback, proofreading, and interacting with people in the class with respect. Please do not engage in activities that will make learning difficult for you or your classmates (and teaching difficult for me!) such as using your cell phone during class (**no texting!**), reading non-course related materials, and especially talking. I am okay with you eating in class as long as it is not distracting for myself or other students.
- 3) **Make an effort** – my job here is to help you understand the material in question and to provide feedback on your projects, but your job is to come to class fully prepared to do your best to engage in the learning experience. Please know that I will do everything possible to help you reach your potential in this course. I am available whenever you want help, advice or just to talk about things. Stay engaged in the course and remember to keep an open line of communication between us. I will give you all of the help you ask for, but I can't help if I don't know you need it.

Academic Honesty and the Honor Code: I strongly encourage you to familiarize yourself with UMW's honor code (information can be found at <http://students.umw.edu/fredericksburghonorcouncil/guidebook-and-constitution/>). You are expected to follow the Honor Code and to endorse this statement: "I hereby declare, upon my word of honor, that I have neither given nor received unauthorized help on this work." on assignments and exams. Any occurrence of cheating or plagiarism will result in a report to the honor council. Please be especially careful with things such as proper citations when writing your final research paper and article reviews as well as making sure independent components are truly done independently.

Students with Disabilities: If you have a disability that may impact your ability to carry out the work assigned in this course, contact the Office of Disability Resources, 209 George Washington Hall, (540) 654-1266, TTY: (540) 654-1102. The purpose of the Office of Disability Resources is to guide, counsel and assist students with disabilities. If you receive services through the office and it is determined that you require accommodations for this class, **you should make an appointment to speak to me as soon as possible**. All information about your disability and documentation of your disability are confidential.

Course Outline

**Please note that all specific reading assignments and discussion guidelines will be posted on a class-by-class basis on canvas under “assignments”.*

Week	Reading and Assignments
<p>Week 1:</p> <p>Course introduction Seminar expectations</p> <p>An overview of sleep</p>	<p>The Socratic method: What is it and how to use it in the classroom (Reich, 2003)</p> <p>How to read a journal article (Morling)</p> <p>Chapter 1: Sleep through the ages</p> <p>Sleep We Have Lost: Pre-industrial Slumber in the British Isles (Ekirch, 2001)</p> <p><i>Topic Assignments – please note that when you will be expected to develop a discussion guide and lead the class discussion will depend on your assigned topic</i></p>
<p>Week 2:</p> <p>The basics of sleep part 1</p> <p>Research tools/Library visit</p>	<p>Chapter 4 (pages 47 – 58): The reasons for sleep</p> <p>Why we sleep: The temporal organization of recovery (Mignot, 2008)</p> <p>How to use psychINFO (Morling)</p>
<p>Week 3:</p> <p>The basics of sleep part 2</p>	<p>Chapter 2 (pages 7 – 23): Sleep generation and regulation</p> <p>Larks and owls and health, wealth, and wisdom (Gale & Martyn, 1998)</p> <p>Chapter 2 (pages 24 – 36): Sleep generation and regulation</p> <p>Daily activities and sleep quality in college students (Carney et al., 2006)</p> <p><i>Article Summary Due</i></p>
<p>Week 4:</p> <p>Article summary peer review</p> <p>Disruptions of sleep</p>	<p>A Quick Guide to Writing a Solid Peer Review (Nicholas, 2011)</p> <p>Chapter 6: When sleep suffers</p> <p>Sleep Patterns and Predictors of Disturbed Sleep in a Large Population of College Students (Lund et al., 2010)</p> <p>Effects of a Structured Problem-Solving Procedure on Pre-Sleep Cognitive Arousal in College Students With Insomnia (Carney & Waters, 2006)</p>

<p>Week 5:</p> <p>Sleep and physical health</p>	<p>Chapter 7 (89 – 99): Sleep and Health</p> <p>Sleep quality versus sleep quantity: Relationships between sleep and measures of health, well-being and sleepiness in college students (Pilcher et al., 1997)</p> <p>Association between Reduced Sleep and Weight Gain in Women (Patel et al., 2006)</p> <p><i>Article Critique Due</i></p>
<p>Week 6:</p> <p>Article Critique Peer Review</p> <p>Sleep and mental health</p>	<p>Chapter 7 (99 – 106): Sleep and Health</p> <p>Subjective sleep, depression and anxiety: inter-relationships in a non-clinical sample (Mayers et al., 2009)</p> <p>Sleep and Circadian Rhythms in Bipolar Disorder: Seeking Synchrony, Harmony, and Regulation (Harvey, 2008)</p>
<p>Week 7:</p> <p>Sleep and academic performance</p>	<p>Circadian Phase Preference in College Students: Relationships With Psychological Functioning and Academics (Taylor et al, 2011)</p> <p>Class Start Times, Sleep, and Academic Performance in College (Onyper et al, 2012)</p> <p><i>Final Project Proposal Due</i></p>
<p>Week 8:</p> <p>Sleep, Dreaming, and Memory</p>	<p>No Class: Monday/Tuesday (Fall Break!)</p> <p>The REM sleep-memory consolidation hypothesis (Siegel, 2001)</p> <p>What are the memory sources of dreaming? (Nielsen & Stenstrom, 2005)</p>
<p>Week 9:</p> <p>Sleep and its relation to cognitive processing</p>	<p>How sleep deprivation affects psychological variables related to college students' cognitive performance (Pilcher & Walters, 1997)</p> <p>The Effects of Total Sleep Deprivation on Cerebral Responses to Cognitive Performance (Drummond & Brown, 2001)</p> <p>Visual discrimination learning requires sleep after training (Robert et al., 2000)</p>
<p>Week 10:</p> <p>Sleep and Society: Caffeine</p>	<p>Chapter 8 (108 – 111): Sleep and Society</p> <p>Adolescents Living the 24/7 Lifestyle: Effects of Caffeine and Technology on Sleep</p>

<p>Sleep and Society: Alcohol</p>	<p>Duration and Daytime Functioning (Calamaro et al, 2009)</p> <p>Alcohol Consumption, Sleep, and Academic Performance Among College Students (Singleton & Wolfson, 2009)</p> <p>Moderate sleep deprivation produces impairments in cognitive and motor performance equivalent to legally prescribed levels of alcohol intoxication (Williamson & Feyer, 2000)</p> <p><i>Thesis outline due</i> <i>Final project progress report</i></p>
<p>Week 11:</p> <p>Thesis outline peer review</p> <p>Sleep and Society: Driving</p>	<p>Chapter 8 (103 - 108): Sleep and Society</p> <p>Vehicle accidents related to sleep: a review (Horn & Reyner, 1999)</p> <p>Impairment of driving performance caused by sleep deprivation or alcohol: a comparative study (Fairclough et al., 1999)</p>
<p>Week 12:</p> <p>Sleep and Society: Shift work and school time</p>	<p>Chapter 9 (119 – 122; 130 - 138): The 24-hour society</p> <p>Adolescent Sleep Patterns, Circadian Timing, and Sleepiness at a Transition to Early School Days (Carskadon et al., 1998)</p> <p>School Start Times and the Sleep–Wake Cycle of Adolescents (Kirby et al., 2011)</p> <p><i>Final presentation outline due</i></p>
<p>Week 13:</p> <p>Sleep and Society: Jet Lag</p>	<p>Chapter 9 (122 – 130): The 24-hour society</p> <p>Jet-lag and shift work: (2) therapeutic use of melatonin (Arendt, 1998)</p> <p>How To Travel the World Without Jet lag (Eastman & Burgess, 2009)</p> <p><i>First Paper Draft due</i></p>
<p>Week 14:</p> <p>Peer review on final papers</p>	<p>No Classes: Wednesday November 27 and Friday November 29 (T-day Break!)</p>
<p>Week 15:</p> <p>Project presentations</p>	<p><i>Final projects due</i></p>
<p>Final Exam Period:</p>	<p>Final papers due. Please note that you <u>must</u> turn in a hard copy of your final</p>

	papers in person. 10 points will be deducted if you miss the deadline and I will continue to deduct 10 points for every day your turn in you paper late.
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