

UNDERGRADUATE EDUCATION

Vice Provost for Undergraduate Education: John Bravman

Web Site: <http://undergrad.stanford.edu/>

As the chief academic officer for undergraduate education, the Vice Provost initiates policies and programs, assesses and manages continuing programs, oversees curricular innovation, and coordinates the undergraduate activities of the three Schools (Humanities and Sciences, Earth Sciences, and Engineering) which offer undergraduate majors and minors. The Center for Teaching and Learning, Diversity Outreach, Freshman and Sophomore Programs, the Freshman Dean's Office, Introduction to Humanities, New Student Orientation/Approaching Stanford, Program in Writing and Rhetoric, Stanford Writing Center, Undergraduate Advising and Research, and Writing in the Major report to the Vice Provost of Undergraduate Education.

CENTER FOR TEACHING AND LEARNING

Associate Vice Provost for Undergraduate Education and Director:
Michele Marinovich

Senior Associate Director (Science and Engineering): Robyn Wright
Dunbar

Associate Director (Humanities): Mariatte Denman

Associate Director (Social Sciences and Technology): Marcelo
Clerici-Arias

Academic Technology Specialist: Jeremy Sabol

Assistant Director for Academic Support: Adina Glickman

Tutor Coordinator: Amy Chambers

Administrators: Joanne David, Cristen Osborne, Linda Salser

Oral Communication Program Director and Senior Lecturer: Doree
Allen

Oral Communication Specialist: Jennifer Hennings

Lecturers: Thomas Freeland, Joyce Moser, Marianne Neuwirth, Leslie
Townsend, James Wagstaffe, Randall A. Williams

Department Offices: Sweet Hall, 4th floor

Oral Communication Program: Meyer Library 123

Mail Code: 94305-3087

Center Phone: (650) 723-1326

Email: TeachingCenter@stanford.edu

Web Site: <http://ctl.stanford.edu>

The Center for Teaching and Learning is a university-wide resource on effective teaching and public speaking for faculty, lecturers, and teaching assistants and on both effective learning and public speaking for undergraduates and graduate students.

SERVICES TO UNDERGRADUATES AND GRADUATE STUDENTS

CTL provides resources for students who want to enhance their study approaches and clarify their learning strategies. Through courses, individual counseling, and workshops, CTL helps students build skills that are the foundation for continuous improvement and lifelong learning.

Free tutoring is available to undergraduates in several subjects; see <http://tutoring.stanford.edu> for details on where and when tutors can be found. Students qualified for tutoring may apply to be tutors and, if accepted, may take CTL's course on tutoring; the application process takes place in February.

SERVICES TO FACULTY, LECTURERS, AND TEACHING ASSISTANTS

CTL provides the Stanford community with services and resources on effective teaching. Our goals are: to identify and involve successful teachers who are willing to share their talents with others; to provide those who are seeking to improve their teaching with the means to do so; to acquaint the Stanford community with important innovations and new technologies for teaching; to prepare new teachers for their responsibilities; to contribute to the professional development of teaching assistants; to expand awareness of the role of teaching at research universities; and to increase the rewards for superior teaching.

CTL also has responsibility for helping teaching assistants (TAs) with their preparation for and effectiveness in teaching, and for helping departments with designing effective TA training programs. Programs include: videotaping, microteaching, and consultation; small group and other forms of mid-quarter evaluation; workshops and lectures; a handbook on teaching and a library of teaching materials; quarterly teaching orientations; an informative quarterly newsletter; and work with individuals, groups, and departments on their specific needs. For further details, see CTL's teaching handbook or the CTL brochure, both available by calling (650) 723-1326, or see <http://ctl.stanford.edu>.

For questions or requests, email TeachingCenter@stanford.edu.

ORAL COMMUNICATION PROGRAM

The Oral Communication Program at CTL provides opportunities for undergraduates and graduate students to develop or improve their oral communication skills. Courses and workshops offer a comprehensive approach to speech communication, including training in the fundamental principles of public speaking and the effective delivery of oral presentations. The goal is to enhance students' general facility and confidence in oral expression. The program also provides innovative, discipline-based instruction to help students refine their personal speaking styles in small groups and classroom settings. Those interested in individualized instruction or independent study are invited to visit the program's central office in Meyer Library, room 123, where trained student tutors, multimedia, and instructional resource materials are available on an ongoing basis. To schedule an appointment, see <http://speakinghelp.stanford.edu>. For further details, call (650) 725-4149 or 723-1326 or see <http://ctl.stanford.edu>.

COURSES

All courses listed with CTL promote acquisition of public speaking skills and/or teaching excellence.

CTL53. Working Smarter—College-level strategies and skills in time management, reading, speaking, writing, and test preparation. Students explore learning preferences to develop strategies in different academic settings.
2 units, Sum (Staff)

CTL 56. Building a Successful Academic Career—For freshmen in expanded advising programs. Techniques for honing academic skills for college, and applying those skills to better define intellectual identity in academic pursuits. May be repeated for credit.
1 unit, Aut, Win (Williams, R)

CTL 60/160. Investigating Stanford's Treasures—Private tours of some of Stanford's greatest resources led by Stanford experts; students interview the experts and introduce them to the class at the site. One hour of class discussion per week. Tours may include Jasper Ridge Biological Reserve, Memorial Church, Special Collections, and the Martin Luther King, Jr., Papers Project.
1-2 units, Aut (Moser, J)

CTL112/212. Conquering Speech Fright—Techniques of effective oral presentation and strategies for reducing speech anxiety and enhancing self-confidence and enjoyment.
2 units, alternate years, not given this year

CTL 115/215. Voice Workshop—Focus is on breath, voice production, expansion of vocal range and stamina, and clarity of articulation. Geared toward public speaking including presentations, lectures, and job talks. May be taken in conjunction with CTL 117.

1-2 units, Aut, Win, Spr (Freeland, T)

CTL 116A. The Language of Film Noir: From Bogart to Pulp Fiction—The quintessential American film genre which combined femmes fatales, anti-heroes, lost dreams, violence, and a distinct style of expression. Film viewings, student oral presentations, and analyses of films.

1-2 units, alternate years, not given this year

CTL 116B. Screwballs and the Language of Laughter: American Comic Film from Chaplin to Present—A sampling of American comic masterpieces including silent movies, 30s screwball films, and works by Billy Wilder, Woody Allen, and contemporary film makers. Film viewings, student oral presentations, and analyses of films.

1-2 units, Win (Moser, J)

CTL 117/217. The Art of Effective Speaking—The principles and practice of effective oral communication. Through formal and informal speaking activities, students develop skills framing and articulating ideas through speech. Strategies for speaking extemporaneously, preparing and delivering multimedia presentations, formulating persuasive arguments, refining critical clarity of thought, and enhancing general facility and confidence in oral self-expression.

3 units, Aut (Freeland, T), Win (Allen, D)

CTL 118. Public Speaking: Romancing the Room—A practical approach to the art of public speaking. Emphasis is on developing skills in speech types including impromptu, personal experience, interviewing, demonstration, persuasive, and special occasion. Materials include videotape, texts of famous speeches, and a final dinner program of speeches. Students evaluate presentations by others. \$55 materials fee.

3 units, Sum (Wagstaffe, J)

CTL 119. Oral Communication Tutor Teaching Practicum—Seminar. For students with a strong background in public speaking who wish to train as public speaking tutors for CTL's Oral Communication Program. Readings, exercises, and supervised teaching refine speaking skills. Preparation to serve as a peer tutor in a variety of academic disciplines. Prerequisite: consent of instructor.

1-3 units, Aut (Allen, D; Hennings, J), Spr (Hennings, J)

CTL 120. Peer Tutor Training—Goal is to help students become effective peer tutors for course material already mastered by articulating aims; developing practical tutoring skills including strategies for drop-in sessions; observing experienced tutors; discussing reading assignments; role playing; and reflecting on experiences as a peer tutor intern. Prerequisite: consent of instructor.

1 unit, Aut (Glickman, A)

CTL 125. From the Page to the Stage: The Performance of Literature—The oral interpretation of literature as performance art and mode of literary analysis. Focus is on contemporary and local expression including topics such as the Spoken Word Collective at Stanford, the ensemble performance of short works of fiction by San Francisco's Word for Word Performing Arts Company, and the storytelling art of Awele Makeba which combines theater, oral history, and music. No performance experience necessary.

3 units, alternate years, not given this year

CTL 130. Beyond Stereotype Threat: Claiming a Rightful Place in an Academic Community—(Same as PSYCH 125.) Stereotype threat as mitigating the quality of a student's test performance; its impact on academic success at Stanford. How to reduce the impact of stereotype threat on Stanford students.

2-3 units, Win (Glickman, A)

CTL 175. Intertextuality, Interpretation, and Performance—Literary and performance theories from the late 20th century to the present. The performative link between writing and speech. Students apply theories in critical writings, performances, and intertextual assemblages. How to find and refine one's own voices in writing and vocality.

4 units, not given this year

CTL 177. Performance of Power: Oratory and Authority from the Ancient World to the Postmodern—Speech as action has long been seen as essential to leadership. Theories and examples of oratory, from Aristotle to George W. Bush, assessing each as model of voice-activated authority. The impact of mass media technologies as they transform the public space of oratory.

4 units, Win (Freeland, T)

CTL 199/299. Independent Study—Special study under lecturer direction, usually leading to a written report or an oral presentation. Prerequisite: consent of instructor.

1-3 units, Aut, Win, Spr, Sum (Staff)

CTL 201. Science Course Design—(Same as GES 201.) For students interested in an academic career and who anticipate designing science courses at the undergraduate or graduate level. Goal is to apply research on science learning to the design of effective course materials. Topics include syllabus design, course content and format decisions, assessment planning and grading, and strategies for teaching improvement.

2-3 units, Aut (Wright-Dunbar, R)

CTL 219. Oral Communication for Graduate Students—Graduate student speaking activities such as teaching (delivering lectures, guiding discussion, and facilitating small groups), professional presentations and conference papers, and preparing for oral exams and defenses. In-class projects, discussion, and individual evaluation assist students in developing effective techniques for improving oral communication skills.

1-3 units, Sum (Allen, D)

CTL 225. Teaching Development Series—Teaching and academic career topics from CTL's workshops series. Documented participation in a minimum of 10 hours required for credit. Offerings vary quarterly. See <http://ctl.stanford.edu> for current information. May be repeated for credit. Prerequisite: consent of instructor.

1 unit, Aut, Win, Spr (Staff)

FRESHMAN AND SOPHOMORE PROGRAMS

*Assistant Vice Provost and Program Director: Sharon Palmer
Associate Director and Academic Technology Specialist: Dena DeBry
Academic Technology Specialist: Carlos Seligo
Oral Communication Lecturer: Joyce Moser
College Programs Associate: LaCona Woltmon
Administrators: Gari Gene, Mona Kitasoe, Jasmine Lu, Gary Matsumura
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Phone: (650) 723-4338
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Web Site: <http://fsp.stanford.edu>*

Freshman and Sophomore Programs (FSP), a division of the office of the Vice Provost for Undergraduate Education, sponsors and supports Freshman-Sophomore and Potter Colleges, as well as Stanford Introductory Seminars, including Freshman Seminars, Sophomore Seminars and Dialogues, and Sophomore College. FSP also coordinates initiatives that encourage faculty and students to build on relationships formed in introductory seminars by forming on-going mentoring and research partnerships based on their shared intellectual interests. FSP is located on the fourth floor of Sweet Hall. For detailed information, see the web site or contact the office.

FRESHMAN-SOPHOMORE COLLEGE AND POTTER COLLEGE

The Freshman-Sophomore College at Sterling Quad is a residence for approximately 180 freshmen and sophomores interested in broad intellectual exploration of the liberal arts and sciences. Potter College is designed to create an interdisciplinary community of upper-class students engaged in intellectual exploration with a focus on writing, public speaking, honors, and research.

STANFORD INTRODUCTORY SEMINARS

Stanford Introductory Seminars (SIS) provide opportunities for first- and second-year students to work closely with faculty in an intimate and focused setting. These courses aim to intensify the intellectual experience of the freshman and sophomore years by allowing students to work with faculty members in a small group setting; introducing students to the variety and richness of academic topics, methods, and issues which lie at the core of particular disciplines; and fostering a spirit of mentorship between faculty and students. Over 200 faculty from more than 60 departments take part in the introductory seminars programs. The courses are given department credit and most count towards an eventual major in the field. Most also fulfill General Education Requirements (GERs).

Some faculty who have taught Freshman Seminars or Sophomore College volunteer to continue working with their students through a formal advising relationship during the students' sophomore year.

FRESHMAN SEMINARS AND SOPHOMORE SEMINARS AND DIALOGUES

Freshman Seminars and Sophomore Seminars and Dialogues are offered in many disciplines throughout the academic year. Freshman preference seminars are typically given for 3-4 units to a maximum of 16 students, and generally meet twice weekly. Although preference for enrollment is given to freshmen, sophomores and first-year transfer students may participate on a space-available basis and with the consent of the instructor. Sophomore preference seminars and dialogues give preference to sophomores and first-year transfer students, but freshmen may participate on a space-available basis and with the consent of the instructor. Sophomore preference seminars are given for 3-5 units to a maximum of 14 students, while sophomore preference dialogues take the form of a directed reading, and are given for 1-2 units to a maximum of 5 students. All seminars require a brief application. For a list of introductory seminars offered in 2006-07, see the "Stanford Introductory Seminars" section of this bulletin. For an application or more information see the SIS annual course catalogue, published each September, or <http://introsems.stanford.edu/>.

SOPHOMORE COLLEGE

Sophomore College offers sophomores the opportunity to study intensively in small groups with Stanford faculty for several weeks before the beginning of Autumn Quarter. Students immerse themselves in a subject and collaborate with peers, upper-class sophomore assistants, and faculty in constructing a community of scholars. They are also encouraged to explore the full range of Stanford's academic resources in workshops and individually. At its best, Sophomore College is characterized by an atmosphere of intense academic exploration. Each Sophomore College course enrolls twelve to fourteen students, who live together in a Stanford residence and receive two units of academic credit. Eligible students will have been enrolled for no more than three academic quarters; be sophomores in the Autumn Quarter during which the college is offered; be in good academic standing; and have completed at least 36 units of academic work by the end of the Spring Quarter preceding the college. Students must also have an on-campus housing assignment for the ensuing academic year. Admitted students who are found to have academic standing problems after the completion of Spring Quarter may have their admission revoked. The Sophomore College program fee covers tuition, room, board, books, and class-required travel. The total fee is \$1300, but all students automatically receive an \$800 scholarship. Each student pays the remaining \$500, which is included in the University Bill. Students are also responsible for travel to campus (or to another site for some off-campus

seminars), phone, network activation fees, and other personal expenses. Courses are announced in March, and applications are due in April. For a list of Sophomore College Seminars offered in 2006-07, see the courses in the "Stanford Introductory Seminars" section of this bulletin. For more information or to apply, see <http://soco.stanford.edu/>.

FRESHMAN DEAN'S OFFICE

Assistant Vice Provost and Dean of Freshmen and Transfer Students:
Julie Lythcott-Haims

Offices: Sweet Hall, 1st floor and basement
Phone for freshmen and transfer students: (650) 723-7674
Phone for parents: (650) 725-0649
Email: frosh@stanford.edu
Web Site: <http://frosh.stanford.edu/>

The Freshman Dean's Office welcomes and integrates freshmen into Stanford by providing programs, services, and assistance from acceptance of admission through the end of the first undergraduate year. It addresses students' individual transitional needs, connects students to resources and opportunities, and cultivates an understanding of Stanford's history and traditions. The office is also a resource for transfer students and parents.

UNDERGRADUATE ADVISING AND RESEARCH

Director: D. E. Lorraine Sterritt
Managing Director: Susie Brubaker-Cole
Senior Associate Directors: Renee Courey, Brian Thomas
Program Offices: Sweet Hall, first and fourth floors
Phones: (650) 723-2426; (650) 724-7562
Web Site: [Advising: http://uap.stanford.edu/](http://uap.stanford.edu/); [Research: http://urp.stanford.edu](http://urp.stanford.edu/)

The Office of Undergraduate Advising and Research (UAR) coordinates advising for students who have not declared a major, and helps all students, freshmen through seniors, develop their scholarly interests, including their participation in the creation of new knowledge at Stanford.

FRESHMAN AND SOPHOMORE ADVISING

The UAR helps students develop their scholarly interests through broad academic explorations and the declaration of a major. Freshmen are assigned to academic advisers according to their preliminary academic interest and their residence. Some freshmen receive enhanced academic support through participation in Expanded Advising Programs (EAP). Most sophomores who are undecided about their majors continue to work with their advisers from the first year. Some sophomores participate in the Sophomore Mentoring Program (SMP), which matches faculty mentors with students who have shared intellectual interests through a freshman seminar or sophomore college class. By the end of the sophomore year, undergraduates must declare a major. In junior and senior years, students are advised by faculty from the major department or program.

The UAR coordinates with faculty, staff, and students (peer mentoring staff) to address students' intellectual and developmental goals. The UAR staff includes professional advisers in Sweet Hall, Florence Moore, Stern, and Wilbur residence halls, and the Arillaga Family Recreation Center who meet with students individually to set academic goals and to devise strategies for achieving those goals. Because students' academic plans vary considerably, UAR advising focuses on extended one-on-one interactions between students and their advisers. UAR works with students to review their academic performance, help them identify additional opportunities, and overcome obstacles to academic success. The staff also coordinates a comprehensive array of academic advising programs and services designed to support and supplement the undergraduate curriculum.

FOUR-YEAR ADVISING

The UAR staff provides advising to all students, freshmen through seniors. These UAR advisers offer students help when the academic adviser is unavailable or when additional advice is needed. The UAR professional staff work closely with academic departments to identify and support students who are seeking outlets for excellence, as well as those with potential academic difficulty or who do not meet requirements for good academic standing. UAR staff work with any student to identify and overcome obstacles to academic success. Other UAR services include: assistance with curriculum planning; help with choosing a major; information on designing an individually designed major (IDM); advice on integrating research into an undergraduate program of study; academic and personal advising related to academic performance; and referrals to tutoring and learning skills, the Office of Accessible Education, and Counseling and Psychological Services. Reference guides to graduate and professional schools are available.

SUPPORT FOR STUDENTS APPLYING FOR MERIT-BASED SCHOLARSHIPS AND FELLOWSHIPS, AND POST-BACCALAUREATE STUDIES

UAR staff provide practical advice to Stanford undergraduates and recent graduates on how to prepare and apply for master's and doctoral programs, and professional schools. Along with the Overseas Resource Center, UAR staff help students to compete for merit scholarships and post-baccalaureate fellowships. The UAR offers workshops and individual consultations on choosing a graduate or professional school and fellowship program such as in law or the health professions, writing personal statements, soliciting letters of recommendation, and speaking in interviews. The UAR also administers campus nomination competitions for the Goldwater, Udall, Beinecke, Center for the Study of the Presidency, Jack Kent Cooke, Carnegie, and Truman scholarships.

UNDERGRADUATE RESEARCH

The UAR sponsors and supports programs that encourage undergraduates to work closely and individually with faculty on research, advanced scholarship, and creative projects. Programs are designed to serve students who are new to research, as well as those with considerable research experience who are able to take on advanced, independent projects.

STUDENT GRANT PROGRAMS

The UAR offers research grants to registered Stanford undergraduates. Grants support faculty-mentored research projects, and are typically used to pay for the research supplies, travel, and room and board. For the 2006-07 academic year, students have access to five grant programs:

Quarterly Grants provide for student projects that explore a topic of interest or contribute to the development of future intellectual pursuits. They are often used for smaller projects, preliminary research, and follow-up expenses associated with larger projects. Applications are considered in Autumn, Winter, and Spring quarters, and are usually due the fourth week of each quarter.

Major Grants support larger projects that will normally span several quarters. Funded projects typically culminate in an honors thesis or some other substantial capstone product that demonstrates a focused and intellectually rigorous perspective on the topic of interest. Major Grant proposals are subjected to an intensive review process that includes critical input from faculty in the appropriate departments. Applications are considered only in the spring, and are usually due the first week of the spring quarter.

Chappell Lougee Scholarships are available to sophomores pursuing projects in the humanities and social sciences. In addition to receiving a grant, recipients become members of a research and mentoring community that includes special events, preparation for a capstone project or honors, and fellowships and graduate school advising. Applications are usually due in the last week of classes in the Autumn Quarter.

Angel Grants assist students in producing a finished public creative work such as an art exhibit, film, stage production, or concert. There is no deadline; applications are accepted on a revolving basis.

Conference Travel Grants support students who have been invited to present their research at a professional or scholarly conference. The grants fund travel expenses to and from the conference, and normal conference registration. Students demonstrating financial need may also include conference-associated food and lodging in their budget. These applications are accepted on a revolving basis.

The application for any student grant consists of (1) a student-authored project proposal, including a line-item budget, and (2) a letter of support written by a qualifying member of the Stanford faculty. UAR may also consult student transcripts as well as outside faculty reviewers. Proposals are judged on intellectual significance, rigor and feasibility of project design, and evidence of student preparedness.

Major Grant and Chappell Lougee Scholarship recipients may include a stipend within their budget if they are dedicating full-time to their project over the Summer Quarter. These students may also request additional funding to help meet the Financial Aid Office's expected student contribution.

UAR also provides advising support for students considering a research grant. UAR staff members offer proposal writing and project design consultation as well as advice on administrative policies. Students can view sample proposals at the UAR office. For more information see the web site.

DEPARTMENTAL AND FACULTY SPONSORED RESEARCH OPPORTUNITIES

Departments, interdisciplinary programs, and Stanford research centers may apply through the UAR office for VPUE Departmental Grants for Undergraduate Research to support programs that provide undergraduates with close mentorship and training in scholarship and research. Typically, departments pair students with a faculty member or faculty-led research group according to their mutual scholarly interests. Students conduct substantive, directed research on a particular aspect of the faculty's research project, and they meet frequently with their faculty mentors to discuss progress and future directions for the project. The official request for proposals may be found on the faculty resources section of the UAR web pages. Students should check with UAR staff to determine which departments and centers currently sponsor research programs.

Individual faculty members may also apply through the UAR office for VPUE Faculty Grants for Undergraduate Research. Faculty Grants provide funding for undergraduates to work closely with faculty on a directed research project. Typical student research activities include conducting literature reviews, developing and conducting research surveys, collecting and analyzing data, aiding in the development of course materials, and conducting laboratory experiments. Faculty determine student participation in this program, so students should contact departments and faculty for more information. Faculty may obtain the official request for proposals on the faculty resources section of the UAR web site.

SUMMER RESEARCH COLLEGE

Summer Research College (SRC) is a residential program directed by UAR for students engaged in faculty-mentored research endeavors on campus over the summer.

SRC aims to foster close intellectual and social contact among students and faculty in an interdisciplinary residential community. During the day, students work with their faculty advisers or research groups campus-wide. In the evenings and on weekends, they have opportunities to share in research discussions, dinners with faculty guests, social and cultural activities, and other informal gatherings with fellow researchers.

SRC is not a source of funding for student research; it is a residential program intended to enrich undergraduates' summer research experience. Residents of SRC obtain funding through UAR and non-UAR funding programs. For more information about SRC, including registration procedures and college policies, see the UAR web site at <http://urp.stanford.edu>.

BING HONORS COLLEGE

The Bing Honors College brings students who are writing honors theses to campus in September before the start of the regular school year for a program of group and major-based activities. By concentrating solely on the thesis for nearly three weeks, the college participants begin the senior year with a commitment to independent scholarship in an atmosphere of shared intellectual purpose. The college sponsors crossdisciplinary forums, such as writing workshops and methodology panels, as well as residential activities, such as cultural and social outings, and a celebratory concluding event to which students invite their research advisers. Students participating in the college receive room and board, and access to computers.