

California State University, Long Beach  
Appendix 2.03a  
Undergraduate Syllabi

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## MATH 310 – HISTORY OF EARLY MATHEMATICS, SECTION 01 (3 UNITS)

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TuTh 9:30-10:45am ◦ LA5-243 ◦ Fall 2019 ◦ Section 1

|             |   |         |              |
|-------------|---|---------|--------------|
| Instructor: | Dr. Joshua Chesler                              | Office: | F03 – 109    |
| Email:      | josh.chesler@csulb.edu                          | Phone:  | 562.985.1554 |
| Office Hrs: | Mo 12:30-1:30, W 11:30-12:30, or by appointment |         |              |

### Optional Text

The lectures loosely follow *A History of Mathematics: An Introduction* (3<sup>rd</sup> Edition) by Victor Katz. The text is not required, but may be useful. If you have it, make note of the following:

- A useful timeline begins on page 939.
- A pronunciation guide is on p. 961.
- A list of websites of interest is on pp. 946-947.

### Class Content

We will cover highlights of ancient, medieval, and early modern mathematics through the beginnings of Calculus. The focus will be on both learning history and engaging deeply with mathematics.

### Expected Student Learning Outcomes

A major goal of this course is for you to grow in mathematical maturity by investigating the history of mathematics, communicating about and with mathematics, and making meaningful mathematical connections to your own mathematical experiences. Students completing this course are expected to be able to:

- ask and answer significant questions about the history of mathematics;
- describe the major mathematical developments in the cultures of Ancient Egypt, Babylonia, and Greece; Medieval China, India, and the Islamic world; and of the Europe in the Middle Ages, Renaissance, and early modern times.
- describe the development of number systems, geometry, proof, algebra, analytic geometry, early calculus;
- explain the relationship between the development of mathematics and cultural, social, philosophical, religious, and scientific contexts;
- be able to solve mathematical problems from the societies whose mathematical history is covered in the course;
- and connect historical mathematics to modern treatments of mathematics.

### Catalog Description

Prerequisite/Corequisite: At least one of MATH 224 or MATH 233 or MATH 247.

History of mathematics through seventeenth century, including arithmetic, geometry, algebra, and beginnings of calculus. Interconnections with other branches of mathematics. Writing component; strongly recommended students enrolling have completed the G.E. A.1 requirement.

### Tentative Schedule

The course is divided into 3 parts. Below are **estimates** for when we'll be covering them

- I. Ancient Mathematics (Weeks 1-6). Egypt, Mesopotamia, Greece, Euclid

- II. Medieval (and more ancient) Mathematics (Weeks 6-11): China, India, Islamic World, Europe, Americas, and beyond
- III. Early Modern Mathematics (Weeks 11-15): Renaissance, 17th century, origins Calculus

We'll have 3 exams this semester, plus a final exam. Exam dates will be roughly around weeks 5, 9, and 13. Though, this is **subject to change**.

### **Standards for Mathematical Practice**

This course will be conducted within the guidelines of the following mathematical practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Administrative Details

#### **Attendance and Missed Assignments/Exams**

Students are expected to attend every class. If you miss a day on which a graded homework, quiz, or test is due for a reason which is documented and "excused" (as defined in the CSULB Catalog) then you will be given a chance to make up the work. Otherwise, you will get zero points for that assignment. It is the student's responsibility to keep informed of any announcements, syllabus adjustments, or policy changes made during scheduled classes.

#### **Enrollment**

A few important notes about enrollment:

- No instructor or office staff can add or change a class for you. Only YOU, THE STUDENT, can add or change classes in YOUR schedule. You may either add classes on-line through your MyCSULB account or in person at Enrollment Services during the registration period.
- Each student is responsible to check their MyCSULB account weekly to be certain that the Class Schedule listed accurately reflects the courses s/he is enrolled in for the current semester. Students should also check for any notices the University has sent to them.

#### **Accommodation**

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university-verified disability. This must be done no later than two weeks from the date the course begins.

#### **Office Hours**

Any office hour may be canceled due to illness or necessary appointments. Students should therefore not depend upon a faculty member being in his/her office for any particular office hour. Students should consequently secure any necessary signatures or other such requirements well in advance of any deadline.

### **Withdrawal**

It is the student's responsibility to withdraw officially from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Students should consult the CSULB Enrollment Services website for registration information:

<http://www.csulb.edu/enrollment-services/key-dates-and-deadlines>

### **Campus Closures**

Academic Affairs Monthly Calendars (includes holidays, etc.):

[http://www.csulb.edu/divisions/aa/calendars/academic\\_affairs/](http://www.csulb.edu/divisions/aa/calendars/academic_affairs/)

### **Cheating and Plagiarism**

Although students are encouraged to work together, the work you turn in must be products of your own intellectual activity. Cheating and plagiarism are serious academic offenses. Students should read the section on cheating and plagiarism in the CSULB Catalog:

<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#cheating-and-plagiarism>

### **Email, BeachBoard, & Piazza**

I may communicate via email either to the whole class or to individual students. It is required that you *check and read your email regularly* (I will use the email account listed in myCSULB). We will also be making use of BeachBoard and Piazza – this will be explained in more depth in class.

### **Student Supports**

As members of The Beach community, we practice tolerance and denounce hate and prejudice. Our classroom will strive to be a place of mutual respect where the focus is on learning and student success. The CNSM is committed to providing a safe and positive learning environment and has established a zero-tolerance policy for any sexual/gender-based misconduct, including, but not limited to sexual harassment, assault, relationship violence or stalking for all faculty, staff, and students.

- A list of student supports, including tutoring, can be found at:  
<http://web.csulb.edu/~jchesler/mted/studentresources.html>
- The following entities at CSULB have been established to provide support and assistance for victims of sexual harassment and assault: Title IX Office, CSULB University Police Department, The Women's & Gender Equity Center, the Counseling & Psychological Services (CAPS) Office, and Student Health Services. Links to these entities may be found on the website listed above.
- For more information regarding CSULB's policies on sexual misconduct and discrimination, see:  
<http://www.csulb.edu/titleix>

## Assessment and Grading

### **Homework**

Your grade on a homework may be determined by (1) completeness, and/or (2) your grade on a subset of the assigned problems which I'll grade more carefully (the size of this subset may vary; it may be zero, the size of the entire set, or something in between). Alternatively, your grade on a homework may be determined by a homework quiz (to be described in class). Since I usually will not grade every homework problem it is your responsibility to seek help for problems which you don't understand; e.g., come to office hours, discuss with classmates. Piazza will be used for students to provide each other with assistance, feedback, and solutions. **Late**

**homework will not be accepted.** Exceptions will only be made for a reason which is documented and “excused” as defined in the *CSULB Catalog*. More details about HW expectations will be given in class.

### Quizzes

In-class quizzes (perhaps unannounced) will be given.

### Project

We may do one short project so that you may explore, more deeply, something from the history of mathematics.

### Exams

There will be multiple in-class exams and a comprehensive final exam. The final exam will be on Tuesday, December 17 from 10:15AM to 12:15PM in our usual classroom.

### Missed Exams or Quizzes

If you are absent on the day of a quiz or exam then you will get zero points. Exceptions will only be made for a reason which is documented and “excused” as defined in the *CSULB Catalog*.

### Extra Credit

There will be no extra credit.

### Quality of Written Work

One of the goals for this course is for you to develop your ability to communicate mathematical ideas effectively. Collaboration on homework is allowed and encouraged, but it is essential that you write your own solutions. All solutions must be sufficiently explained and assignments must be stapled when turned in. I will explain in more detail exactly what it means to be a sufficient. The most important aspect of an explanation is *not* a description of the steps you used in solving a problem, but rather explanation of your thought process and justification of the steps you used.

Homework problems are generally graded on a 5 point scale. The following is a rubric which is more applicable to some question-types than others. But it should provide a sense for what I value.

- **5 points.** Answer is correct, labeled if appropriate. The answer is well organized, grammatically correct, and easy to follow. Each key claim is supported with a reason or justification. The writing shows clear evidence that the author is thinking about and understands the mathematical concepts involved in the problem. Solution shows confidence in one’s own work and mathematical thinking.
- **4 points.** Answer is generally correct, may have minor computational or communication issues. Evidence of understanding of the key concepts is evident and reasonably clear explanations are presented.
- **3 points.** The answer is generally on track. Understandings of the main elements of the problem are evident, but explanations may not be clear. At this level, solutions may focus on describing steps that were taken rather than the reasons for why the steps were taken or how it is relevant to the overall problem.
- **2 points.** The answer is incorrect, but the work showed some understanding of the problem. The explanation shows some elements of understanding, but gets derailed due to evident lack of understanding of key elements of the question.

- **1 point.** Answer is incorrect, but there is evidence of work beyond simply copying the problem. Student skips several steps and gives no indication for how one step leads to another. A correct answer without any work shown will be at this level.
- **0 points.** No evidence of understanding beyond simply copying the given information.

**Course Grades**

|                               |           |
|-------------------------------|-----------|
| Homework / Quizzes / Projects | 19% total |
| In-Class Exams (3)            | 20% each  |
| Final Exam                    | 21%       |

The following cutoffs will be used to determine your letter grade: 90% for an A, 80% for a B, 70% for a C, 60% for a D.

**LEADERSHIP AND MOTIVATION IN ORGANIZATIONS**  
HRM 446 – Spring 2019

**Professor:** Dr. Wendell Nekoranec  
**Phone:** 402.680.9339  
**Class Room:** CBA 110  
**Time:** TuTh 2:00pm-3:15pm  
**Email:** Wendell.nekoranec@csulb.edu  
**Office:** CBA 325  
**Office Hours:** Monday and Wednesday: 2:30pm-3:15pm; 6:00pm-6:45pm  
 Tuesday and Thursday: 1:00pm-1:45pm -- If you have questions **call** or email me

This course will address leadership theories and look at a number of models organizations use to develop leadership candidates as well as support with the long-term development of leaders in general. The focus in the course will analyze and understand these theories so you as a potential or existing leader/manager take from any theory key components to incorporate into your management/leadership practices and style. The outcome that I want for each of you will personally build your knowledge, skills, and abilities (KSAs) about leadership theories and practices to strengthen behaviors when leading people in general and being challenged by tough situations in which you create a positive environment and outcome.

On a weekly basis, reading a chapter will provide either a summary or detailed review of the many theories that you need to understand and consider for functioning as an effective manager/leader. The history of leadership development from Burn's influential book *Leadership* (1978) will be addressed to deepen your understanding in what is leadership as it shows up in the first reading assignment.

The weekly chapter reading will emphasize getting to know leadership material in detail along with sharing the influences on your understanding, thinking, behavior, and action. Sharing your personal understanding of the material with ideals and experiences about application will be greatly encouraged to help us understand your insights and behaviors to increase your effectiveness when leading people. As an upper-level undergrad student, I expect you to use the class to develop your ability to lead people in conversations about business topics, leadership being one important business topic.

I want you to use this class for self-development around making yourself an effective and engaging manager/leader. I want the material in the course to affect your behaviors about working with others to be true to yourself. I want you to walk away from the course with a stronger awareness of the power of your behaviors that can affect staff and others in business, or any organization, by living from a value system and leadership style that captures elements of the reading material so you become more engaging and dynamic with your personality in business.

In the end, I want you to better understand that your value system and personality make you present all the times to others, so use the course material and discussions to further develop your ability to lead from the heart and head, or head and heart, depending on your personality, with a focus on others and the situation to generate the best outcome possible.

#### COURSE OBJECTIVES

**At the end of the course you will be able to address the following:**

- List characteristics of management and leadership models
- Explain behaviors appropriate for managing and leading followers
- Discuss the use of power, influence, ethics, motivation, and change as a manager/leader
- Design a personal management development plan when you enter a management position

#### DELIVERABLES

The assignments will help you understand leadership theories along with stating personal learning and development goals to become a more effective manager/leader. The following breakdown uses multiple learning tools to capitalize on individual learning and behavior development.

**Three one-page memos (30%)** – These three full-page memos will help you see your developing understanding about managing and leading others with a reflective tone and spirit. These memos need to strongly include a self-evaluation component with little focus in the beginning about book and lecture content. **Due dates do not change.**

### Memo One (10%) – Due: January 31

You will submit your first full one-page memo on where you think and write about leadership as you know it right now, citing traits and skills you see in a manager/leader, and what you believe how a person managing of others should act as manager/leader. Cite behaviors you see or believe a manager can act from your experience. Your grade will be determined by the clarity in content and writing a full page memo. The purpose of writing the first memo will generate the following learning outcomes:

#### Learning Objectives for This Activity:

- Tell the reader about your initial understanding for leading and motivating people.
- Recall experiences of working with a manager/leader that positively affected your developing thoughts and behaviors to become a manager.
- Label behaviors you see as important to your personality for managing/leading others.

### Memo Two (10%) – Due: March 26

You will submit a second full one-page memo where you begin to address content from the book, lectures, and discussion that you see as important behavior for a successful manager. As you reflect on writing this memo, begin to translate material from the class into your thoughts, and maybe experience, about managing and leading others. I want to read about how you personalize the course material into your understanding of how you will manage/lead others. The purpose of writing the second memo will generate the following learning outcomes:

#### Learning Objectives for This Activity:

- Sketch out a plan to begin to use course content in managing/leading others.
- Analyze course content to a manager/leader you know to affect your behavioral development.
- Differentiate between you as a manager and a leader.
- Identify ways you will motivate followers as a manager/leader.

### Memo Three (10%) – Due: May 2

You will submit a third full one-page memo where you reflectively summarize the course content, identifying key behaviors you will practice as an emerging manager. You will include two development steps to turn theory into practice when you become a manager. You will incorporate reflection into your paragraph content where you begin to think about how you will behave as a leader in different situations with different personality types. The purpose of writing the third memo will generate the following learning outcomes:

#### Learning Objectives for This Activity:

- Review important course content you want to use to enhance your managing/leading style.
- Create an emerging set of actions that describes your few core competencies as a manager/leader.
- Evaluate yourself in relations to the first two memos to describe the *take-aways* from the course.

### The Reflective Component to the Three One-page Memos

These memos will contain a reflective component (see pp. 52-55, "Reflection and Leadership Development") throughout them where you talk about content in relations to yourself, not about yourself as an object detached from yourself. You are the manager/leader you want become, so talk about yourself directly in relation to **knowledge**, **skills**, and **abilities**. Your style becomes you, which is you, and looks at these three components as developing features to your style, which you want to make unique, authentic, ethical, emotional, caring, direct, action-oriented, and more. You add to this list. Use this writing time to set new directions on yourself.

#### Reflection Description

A reflective memo/paper is a form of writing that examines and observes the progress of the writer's individual anticipated or perceived thoughts, emotions, and actions in relation to an article, situation, and/or class discussion. While reflective writing explains and analyzes the personal development and beliefs of the writer, the writer will also discuss future goals with perceived application to one's behavior through the desire to increase knowledge, skills, and abilities (KSAs) with the direct intention to influence the writer's attitude in life and work experience.



## Exams

Four multiple-choice exams will be given in the course. Material will come from the book and lecture clarification. You collect your study guide by gathering information from lecture presentations and instructor comments. In a business environment, people provide information for you to collect, so you collect it for yourself that reflects your learning style. The purpose of the exams will generate the following learning outcomes:

### Learning Objectives for This Activity:

- Memorize key leadership terms used in work environments
- Define leadership concepts
- Name leadership models used to build follower support
- Describe leadership theories for personal development

## Participation

**Participation:** *to take part in; to have a part or share in something;* **Engage:** *to hold the attention of, to induce to participate; to do or take part in something;* **Pertinent:** *having a clear decisive relevance to the matter in hand.*  
Merriam-Webster Dictionary

I want you to participate and be engaged in class where I see you paying attention, taking notes, asking questions, and answering comments made in class. In a business environment you need to pay attention for recognition as a contributing employee. I want you to start in this class as working on participating.

At the end of each class session, I will assign a score (0-4) around your participation, as any manager or project manager would do in determining your participation in a meeting situation or project. In a business meeting or working on a project team, people come prepared to discuss agenda content to work for a solution. At the end of the course, I will total your class-by-class participation and attendance scores, and determine a grade for attendance and participation grade.

**I determine your participation score at the end of each class.** Anytime during the course, contact me before or after class, in my office, or call me about your weekly scores.

### Behaviors for Demonstrating Participation and Engagement

- 4/A – making many (3-4+) pertinent comments and asking pertinent questions; >90% of the time participating and engaging the class and recording notes about class material and lecture; <5% of the time engaged in computer activity demonstrating no participation and engagement. Behaviors demonstrate stellar active participation and engagement.
- 3/B – making some (2-3) pertinent comment or asking some pertinent questions; >80% of the time participating and engaging the class and recording notes about class material and lecture; <15% of the time engaged in computer activity demonstrating no class participation and engagement. Behaviors demonstrate consistent active participation and engagement.
- 2/C – not making a comment or asking a question; > 60% of the time listening attentively in class and recording class information on a computer or notebook; an emerging pattern of attention to an electronic device showing behaviors and facial expressions not reflective of class participation and engagement. Behaviors demonstrate partial active participation and engagement.
- 1/D – <20% of class time participating and engaging in class; >80% of the time engaged in computer activity demonstrating no class participation and engagement. Behaviors demonstrate minimal active participation and engagement.
- 0/F – no obvious participation or engagement in class; >90% of the time engaged in computer activity demonstrating no class participation or engagement. Behaviors demonstrate no active participation and engagement.
- NB: if you make 2-3 comments or ask questions, thinking you earned a 3/B and returned to solidly interacting with your computer (returned to a checking out status), you cancelled out or reduced your perceived active participation grade to one or two lower scores than your anticipated effort may generate

with non-class participation on your computer. **The underlying message of this metric system reflects ongoing class participation throughout the course.**

Application of a daily class grade rests on evidence of behaviors described above and interpretation of behaviors by the instructor.

**Use of Electronics during Class Discussions:** The scientific evidence is clear: Multitasking generally reduces performance of all tasks involved, regardless of the individual's perception of such performance. Therefore, with the exceptions of (a) medically required electronics and (b) notebooks/laptops used only for note-taking or reading notes attached to a reading assignment, no electronics and digital devices (cell phones, iPods, video, gaming, readers, texting, and internet access of any kind, such as IMing, Facebook, Twitter, email, internet browsing, etc.) will be permitted in class. Violations with this classroom policy will require a discussion with me.

### Attendance (Attendance is Mandatory)

Class grade for attendance reflects the number of times you attended class compared to the number of classes for the semester, minus finals week, e.g., 30 times you attended class for 30 class sessions = 100 point score; 26 times you attended class for 30 class sessions = 86 point score; 21 times you attended class for 30 class sessions = 70 point score; 13 times you attended class for a 30 class sessions = 43 point score; etc...

**I record attendance at the end of each class.** In the beginning of a course I will take use the roster to learn each student's name, so don't confuse this activity of learning each student's name by reading names at the beginning of the roster for taking attendance. **Again, I record attendance at the end of each class.** Anytime during the course, contact me before or after class, in my office, or call me about your weekly scores.

### Excused Absences – [CSULB Link](#)

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

1. Illness or injury to the student with medical documentation
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation with documentation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused. Faculty members may require students to provide documentation for excused absences.

### Grading per Assignment and Due Date

| GRADING CRITERIA PER ASSIGNMENT |                   |                         |            |
|---------------------------------|-------------------|-------------------------|------------|
| Activity                        | Weighted Averages | Due Date                | Points     |
| <b>Three Memos</b>              | <b>31%</b>        |                         |            |
| -- Memo #1                      | 10%               | January 31              | 100        |
| -- Memo #2                      | 10%               | March 26                | 100        |
| -- Memo #3                      | 11%               | May 2                   | 100        |
| <b>Exams</b>                    | <b>49%</b>        |                         |            |
| -- #1 – Chapters 1-4            | 12%               | February 14             | 100        |
| -- #2 – Chapters 5-8            | 12%               | March 14                | 100        |
| -- #3 – Chapters 9-12           | 12%               | April 18                | 100        |
| -- #4 – Chapters 13-16          | 13%               | May 16, 12:30pm         | 100        |
| <b>Participation</b>            | <b>10%</b>        | <b>Throughout class</b> | <b>100</b> |
| <b>Attendance</b>               | <b>10%</b>        | <b>Throughout class</b> | <b>100</b> |

## GRADING

To determine your final grade, I use the digit (e.g., 86.79%) in the “Final Calculated Grade” column, which shows the weighted total of your work throughout the course. To make sure you see the correct four-digit grade (xx.xx%), use a PC or Mac so you see what I see. Cell phones can provide incorrect grade information. I do not round up or down, I don’t curve, and I don’t assign extra credit, since in business you need to do work right the first time.

Next, to achieve the grade you want to earn at the end of the course, you start earning your final grade the first day of class by how you approach assignments, study for exams, and attend and participate in class. I will talk to you about your grade and the assignments during the course, so don’t come to me after the course closes or after posting the final exam wanting to improve your grade. You own control of your grade from the start. Check your grades.

You need to become proactive with self-learning and communication as a learning tool in school to apply in business. I will be available to help guide you and offer learning and practice suggestions around the content I will present in class during office hours. We can easily arrange a time to focus on course material during office hours – individually or with the team when dealing with written assignments. I find speaking to you the best form of communication in a college learning environment.

I don’t accept late assignments. Turn them in on the date due at the beginning of class. Failure will result in a zero for the assignment. Final grades will be posted within 48-hours after the final exam.

| Letter Grade | Points       |
|--------------|--------------|
| A            | 90-100       |
| B            | 80-89.99     |
| C            | 70-79.99     |
| D            | 60-69.99     |
| F            | Less than 60 |

### Required Text

Hughs, Richard, L., Ginnett, Robert, C., & Crupy, Gordy, J. (2012). *Leadership: Enhancing the Lessons of Experience*, (8 ed.). New York, McGraw Hill Education. ISBN: 978-0-07-786240-4.

### Schedule & Reading Assignments

|             |  |
|-------------|--|
| January 22  | Introduction and Chapter 1, What Do We Mean by Leadership? |
| January 24  | Chapter 1  |
| January 29  | Chapter 2, Leadership Development                          |
| January 31  | Chapter 2 – <b>First Reflection Memo Due</b>               |
| February 5  | Chapter 3, Skills for Developing Yourself as a Leader      |
| February 7  | Chapter 3  |
| February 12 | Chapter 4, Power and Influence                             |
| February 14 | <b><u>Exam #1</u></b>                                      |
| February 19 | Chapter 5, Values, Ethics, and Character                   |
| February 21 | Chapter 6, Leadership Attributes                           |
| February 26 | Chapter 6  |
| February 28 | Chapter 7, Leadership Behaviors                            |
| March 5     | Chapter 7  |

|                                 |   |
|---------------------------------|---|
| March 7                         | Chapter 8, Skills for Building                                    |
| March 12                        | Chapter 8   |
| March 14                        | <b><u>Exam #2</u></b>   |
| March 19                        | Chapter 9, Motivation, Satisfaction, and Performance              |
| March 21                        | Chapter 10, Groups, Teams, and Their Leadership                   |
| March 26                        | Chapter 10 – <b>Second Reflection Memo Due</b>                    |
| March 28                        | Chapter 11, Skills for Developing Others                          |
| <b>April 1-5 – Spring Break</b> |   |
| April 9                         | Chapter 11  |
| April 11                        | Chapter 12, The Situation   |
| April 16                        | Chapter 12  |
| April 18                        | <b><u>Exam #3</u></b>   |
| April 23                        | Chapter 13, Contingency Theories of Leadership                    |
| April 25                        | Chapter 13  |
| April 30                        | Chapter 14, Leadership and Change                                 |
| May 2                           | Chapter 14 – <b>Third Reflection Memo Due</b>                     |
| May 7                           | Chapter 15, The Dark Side of Leadership                           |
| May 9                           | Chapter 16, Skills for Optimizing Leadership as Situations Change |
| May 16                          | <b><u>Exam #4</u></b> , 12:30pm                                   |

#### **Sensitivity of Course Material**

Some of the materials covered in this class are of a sensitive nature, and as such, may lead to emotional discussions and possibly cause us to experience some internal conflict. With that in mind, there are a few rules I would like us to follow:

1. All comments made in this class will be confidential.
2. Don't say or do anything that feels uncomfortable to you.
3. Take care of yourself. If you have been hurt or offended, let me and/or the class know.
4. **RESPECT THE OPINIONS OF OTHERS.** You can learn from them, and in thinking intellectually provide a new solution to a situation – the task of a manager/executive. One quote I tell others: You are only as good as your last idea, so what is your next last idea?

Finally, all of us have opinions. As your instructor, I realize the material I choose and the discussions I lead may cause my opinions to be evident. I will share my opinions in class. However, your opinions may be different than mine. This is fine. Opinions which do not match mine will not negatively affect your final grade. It is the process that counts (e.g., how you write your paper, and the logic and arguments you use to support your positions). I encourage healthy dialogue with multiple perspectives.

**Students with Disabilities:** Students with disabilities are responsible for informing me within the first two weeks of the term of the need for accommodation for their disabilities. The university advises such students to seek assistance from Disabled Students Services (DSS) on campus. As soon as DSS determines a student's specific needs and communicates those needs to me, or sets up items for you, the accommodations will be implemented.

### **Withdrawal Policy**

It is your responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses. Students are responsible for determining the deadline to withdraw from a class without a "W." Withdrawal from a course after that date requires the signature of the instructor and the department chair. A "W" will appear on your transcript. See the schedule of courses for more information.

### **Academic Integrity**

All students are expected to comply with the CSULB Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be subject to the procedural process outlined in the CSULB Catalog. Cheating in any form will not be tolerated. This includes plagiarism. Decisions on repercussions for cheating will be made on a case-by-case basis, and will depend on the seriousness of the event. No recording devices of any kind (including phones) can be used during exams. Definitions and policies on cheating and plagiarism can be found at the following: <http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>

### **Disabled Student Services Office (DSS)**

The Disabled Student Services Office provides certification for students with disabilities and helps arrange relevant accommodations: Disabled Student Services. Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (DSS) each semester. A letter of verification for approved accommodations can be obtained from DSS. Please be sure to provide your instructor with DSS verification of accommodations as early in the semester as possible. The phone number for DSS is (562) 985 5401. The email address is the following: [dss@csulb.edu](mailto:dss@csulb.edu).

**BIOLOGICAL CHEMISTRY (CHEM 441B)**  
**Spring 2020; Section 01; #3548**  
**TTh 12:30-1:45 pm, Room: HSCI-103**

*Biochemistry* is the study of the Chemistry of Life – it aims at exploring how life becomes possible by obeying the chemical and physical laws of the inanimate world. It is not just about memorizing structures and pathways; but to understand how these structures and pathways allow communication at the cellular, organ and organism level leading to a fully functional biological system capable of many amazing things including the cognitive abilities that will help you understand this course!

**CHEM441B** is the second half of the two-semester biochemistry course offered by the department of Chemistry and Biochemistry. The topics covered in this course build up on those taught in CHEM441A. Therefore, it is very important for you to review CHEM441A material regularly. Like the last semester, this semester too we will continue to explore the chemistry of life by asking and answering the questions – how it works and why it matters – for each of the topics covered in the course.

**Prerequisites**

CHEM 441A (with a grade of C or higher)

**Your Instructor**

Name: Dr. Deepali Bhandari  
Office: MLSC 233  
Tel: (562) 985 2053  
Email: [deepali.bhandari@csulb.edu](mailto:deepali.bhandari@csulb.edu)  
Office hours: Wednesday/Thursday 2:00-3:00 PM

**Required Textbook**

Miesfeld and McEvoy, Biochemistry, Edition 1

The textbook is available through the university bookstore and comes bundled with the online resources (including Smartwork 5) from the publisher. Please note that access to Smartwork 5 is required for the homework that will be assigned as a part of the course.

**Course Objectives and Learning Outcomes**

**Specific Course Objectives:** CHEM 441B is the second half of the two-semester biochemistry course. In the first semester of the series (CHEM441A), you learned about water, nucleic acids, amino acids and sugars; protein structure and function; biochemical techniques used to study nucleic acids and proteins; how enzymes work and common catalytic strategies; common signaling mechanisms; membrane transport; and the energy conversion pathways including glycolysis, citrate cycle and oxidative phosphorylation. In this semester, we will focus on the biochemistry and molecular biology of DNA replication, RNA and protein synthesis. We will also study photosynthesis; the pentose phosphate pathway; gluconeogenesis; glycogenesis and glycogenolysis; metabolism of lipids, amino

acids and nucleotides; and integration of metabolic pathways.

**Specific Learning Outcomes:** At the end of this course, the successful student will be able to –

- Describe and explain the molecular machinery and mechanisms of DNA replication
- Describe and explain the molecular machinery and mechanisms of RNA synthesis and processing
- Describe and explain the molecular machinery and mechanisms of protein synthesis, post-translational modifications and transport
- Explain the principles of photosynthesis and carbon assimilation in plants
- Draw out the pentose phosphate pathway and explain why is it important for the cell
- Draw out the steps of gluconeogenesis and explain under what physiological conditions will gluconeogenesis occur
- Explain the steps of and the purpose glycogenesis (glycogen synthesis) and glycogenolysis (glycogen breakdown) serve in animals
- Draw out lipid metabolism pathways, describe their regulation and explain how lipid metabolism is linked to carbohydrate metabolism
- Draw out the metabolic pathways involved in synthesis and degradation of amino acids and nucleotides
- Explain how major metabolic pathways are integrated and how they operate on cellular, organ, and organismal levels
- Demonstrate the complex integration of the different metabolic pathways on a poster

### Tentative Course Outline

| Topic  | Chapter                 |
|--|-------------------------|
| Photosynthesis   | 12                      |
| Carbohydrate Structure and Function                              | 13                      |
| Carbohydrate Metabolism  | 14                      |
| Lipid Structure and Function                                     | 15                      |
| <i>Exam 1</i>  |                         |
| Lipid Metabolism   | 16                      |
| Amino Acid Metabolism  | 17                      |
| Nucleotide Metabolism  | 18                      |
| Metabolic Integration  | 19                      |
| <i>Exam 2</i>  |                         |
| DNA Replication  | 20                      |
| RNA Synthesis and Processing                                     | 21                      |
| Protein Synthesis, Post-translational Modification and Transport | 22                      |
| <i>Exam 3</i>  |                         |
| <i>Final Exam</i>  | <i>ACS Biochemistry</i> |

The weekly teaching schedule for the course will be provided in the first week of classes.

## Websites

### 1. Course Website

Course information (Lectures, Term project instructions, Study guides) and announcements will be posted on Beachboard throughout the semester. You can access this site through your MyCSULB portal. If you need assistance, contact the Help Desk (<http://helpdesk.csulb.edu>; [helpdesk@csulb.edu](mailto:helpdesk@csulb.edu); 562-985-4959).

### 2. Homework Website

This course will be using the SmartWork 5 (SW5) module of the textbook for on-line homework assignments. Deadlines for the homework are usually one week after completion of a chapter, no extensions will be granted.

## Quizzes, Term Project and Exams

Quizzes: There will be 5 quizzes and the best 4 (each 15 points) will be included in the final score. There will be no make-up quizzes. A missed quiz will automatically be considered the dropped quiz.

Term Project: Students will be required to prepare and submit a poster diagramming and integrating the major mammalian metabolic routes. The project will be carried out in groups of two and the detailed instructions will be uploaded on Beachboard.

Exams: There will be 4 exams - three mid-term and one final. The final exam will be ACS Biochemistry.

Students are required to bring a scientific calculator for quizzes and exams. Programmable calculators will not be allowed under any circumstances. The Examination/Quiz dates will be announced in the first week of classes. ***Students must plan activities and trips during the semester such that they do not conflict with the quiz/examination dates.***

Final Exam: The ACS Biochemistry exam will test your knowledge of the material learned throughout CHEM441A and B.

**Make-up Exam Policy** - Make-up exams will be granted **ONLY** in case of **(1)** serious medical emergencies and **(2)** travel to a scientific conference. In all such cases, the student must contact me **BEFORE** the day/time of the scheduled exam. In addition, you must present proof of travel or verifying documents from your physician before a make-up exam will be allowed.

## Grading Scheme

Mid-term exams (2 best scores + 1/2 of worst score) 250

Final exam 100

Quizzes 60

Homework 40

Term Project 50

**Total 500**



### Score Grades

A ( $\geq 89\%$ )

B (76 – 88%)

C (64 – 75%)

D (45 – 63%)

F ( $\leq 44\%$ )

### Accommodation of a disability

Students with disabilities should contact Disabled Student Services (Brotman Hall 270) or call 562-985-5401 to review and address their academic accommodation requests.

### Course Withdrawal Policy

It is the student's responsibility to withdraw from classes. Instructors do not have any obligation to drop students who do not attend courses.

Withdrawals after the first two weeks of instruction and prior to the final three weeks of instruction are allowed only for serious and compelling reasons. Please be advised that poor academic performance or poor time management is not justification for withdrawing from classes. A withdrawal petition must be approved by the course instructor and the CNSM Associate Dean.

Withdrawals during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawals in this category will involve total withdrawal from the campus. Withdrawal petition must be approved by the course instructor and the CNSM Associate Dean.

Please visit <https://web.csulb.edu/colleges/cnsm/advising/withdrawals.html> for the full CNSM Withdrawal Policy.

### Cheating and Plagiarism

Cheating and plagiarism are serious violations of university policy. Students are expected to understand and abide by this policy, which is stated clearly in the university catalog. Cheating on exams will not be tolerated. **First offense: zero score on that exam. Second offense: F grade for the course and an accompanying report to the associate dean.**

### Excused Absence

Accommodations will be made for completion of assignments and exams during an excused absence. For the definition of an excused absence see the "General Regulations and Procedures" section of the CSULB catalog.

### Student behavior

Please be aware that the University policy states: *"If a student displays disruptive behavior that substantially interferes with the educational environment, the Professor can ask the student to leave class for that period"*. Students may use laptops or tablets in class to take notes or view lecture material. Phones should be silenced during class and turned off during exams. Students using their laptops, tablets, or communication devices for any reason during exams and quizzes will receive a **ZERO** score on that test.

### **Zero-Tolerance for Sexual/Gender-based Harassment**

The CNSM is committed to providing a safe and positive learning environment and has established a zero-tolerance policy for any sexual/gender-based misconduct, including, but not limited to sexual harassment, assault, dating violence, stalking for all faculty, staff, and students.

*The following entities at CSULB have been established to provide support and assistance for victims of sexual harassment and assault:*

- *Equity & Diversity for Title IX needs:* <http://www.csulb.edu/equity-diversity/title-ix>
- *CSULB University Police Department:* <https://www.csulb.edu/university-police/title-ix>
- *The Women's & Gender Equity Center:* [http://web.csulb.edu/divisions/students/wrc/sexual\\_assault/](http://web.csulb.edu/divisions/students/wrc/sexual_assault/)
- *The Counseling & Psychological Services (CAPS) Office* <http://web.csulb.edu/divisions/students/caps/>
- *Student Health Services:*[http://web.csulb.edu/divisions/students/shs/sexual\\_assault.htm](http://web.csulb.edu/divisions/students/shs/sexual_assault.htm).

*More information regarding CSULB's policies on sexual misconduct and discrimination can be found at:* <http://www.csulb.edu/titleix>.

*As members of The Beach community, we practice inclusion and denounce hate and prejudice. Our classroom will strive to be a place of mutual respect where the focus is on learning and student success.*

### **How to complete this course successfully?**

In order to understand the material covered in this course and earn a good grade, you should:

1. Attend classes (physically and mentally)
2. Read your textbook and look at the lecture notes before coming to class
3. (Please) Ask questions if something is not clear
4. Actively participate in class discussions
5. Study regularly (if possible, make study-groups) and be disciplined about it
6. Not give up!
7. Visit my office hours with any questions/doubts that you could not ask/clarify during class
8. Ask for help before it is too late! I am here to help you
9. Be passionate about learning and believe in yourself
10. Remember that every expert was once a beginner! (a quote by Helen Hayes)

*Let the joy of learning begin....*

*Looking forward to teaching you!*

**DANC 200                      Ballet History in Western Culture (3 units)                      SPRING 2019**

Meeting Times and Location: DCS-103 (Classroom); Monday, Wednesday: 9:30-10:45am

Instructor: Lorin Johnson, Professor

Assistant Dean, College of the Arts

Email: [lorin.johnson@csulb.edu](mailto:lorin.johnson@csulb.edu)

Phone: (562) 985-7039

Office: F204

Office Hours: Wednesdays, 10:45-11:45am.

**Catalog Description for DANC 200**

Prerequisites: Any GE Foundations Course. Historical survey of the cultural development of ballet from the Renaissance to the early 20<sup>th</sup> century in Europe and Russia, including in the United States until 1950.

**Course Content**

DANC 200 fulfills a General Education C-3 category (Other Humanities.) The course explores ballet's historical development within western culture (primarily Western Europe, Russia and the United States), examining performance and theater codes and conventions in relation to their cultural and historical context. The course traces the development of ballet from social/court dances of the Renaissance in Western Europe through early 20<sup>th</sup> century modernism in Europe, Russia and the United States. A major component of the course will also be developing writing skills and information literacy for research. Students will interface with University library materials and resources, including a tutorial and follow-up assignments gained at assisting students with strong research skills. *The instructor of this course will make the course syllabus and materials accessible to all students, including print and e-versions, as per University policy.*

**Required Texts**

1. Lee, Carol. *Ballet in Western Culture: a History of its Origins and Evolution*. New York: Routledge, 2002.
2. Kant, Marion, ed. *Cambridge Companion to Ballet*. New York: Cambridge University Press, 2007.

**Student Learning Outcomes**

Upon completion of this course, successful students will be able to:

1. Demonstrate the ability to analyze and articulate in writing important developments related to the history of ballet, including applying relevant content in regards to the theatrical codes and conventions of ballet. Demonstrate the ability to synthesize examples from the historical content of ballet history into clear, articulate prose and to critically discuss ballet against the background of western culture.
2. Demonstrate the ability to analyze and appropriately reference credible and/or relevant sources to support ideas in writing appropriate to the context of ballet's historical development from a cultural perspective, including issues related to gender, sexuality, race and aesthetics.
3. Demonstrate the ability to gather information, organize and present information using both print and digital technologies and sources. Demonstrate the ability to correctly and effectively use citations and references in ways that are true to their original context and which demonstrates a full understanding of the ethical and legal restrictions on the use of published information.
4. Demonstrate the ability to analyze and articulate through oral communication important developments related

to the cultural history of ballet, and to synthesize issues related to gender, sexuality, race and aesthetics as they come into play against the background of western culture.

## **Course Requirements**

### **Attendance**

Regular class attendance and punctuality are imperative. Experience has shown that good grades are strongly correlated with attendance, practice and participation. Each student is allowed three absences during the semester without impact to their grade. Each absence beyond these three without documentation in accordance with University excused absences will drop the student's final course grade by a half letter grade (5%). Students will be allowed one tardy during the semester. Otherwise, arriving more than five minutes late will result in a 1-point deduction per instance from the overall course grade.

According to university policy, there are extenuating circumstances that define excused absences in cases such as severe injury, loss of a family member, religious holidays, etc. If the student feels that she/he has missed/will miss a class that falls into this category, the student should immediately meet with the instructor to arrange completion of missed assignments. *The student must provide the instructor with documentation for this type of absence to be considered excused or to request a makeup assignment.* Students can review university absence policy in the CSULB catalog. It is the student's responsibility to inform the instructor of any disability that would require accommodation in class. Please read the CSULB attendance policy carefully. It can be found at: [http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2001/01](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01)

### **Participation**

Students are expected to have completed assigned readings in advance of lectures and to participate orally during each class. Participation during lectures and discussions will be graded as 5% of the total course grade according to the following criteria: 5%--student participated weekly throughout the semester by contributing to discussions with thoughtful ideas; 4%--student participated most weeks during the semester by contributing to discussions with ideas; 3%--student occasionally participated; 2%--student rarely participated; 1%--student almost never contributed except when prompted; 0%--student never participated.

### **Writing Skill Development Assignments**

Students are required to complete two writing assignment geared toward further developing skills in written communication. These assignments will be short-essay papers on relevant course content to be used both in-class and for instructor feedback on English writing mechanics and clarity of written communication.

- Writing Assignment #1 is due in Week 5
- Writing Assignment #2 is due in Week 12 (doubles as Research Paper proposal)

A detailed guideline will be posted on Beachboard. Both assignments equal 10% of the total course grade.

### **Information Literacy Assignments**

Students will be expected to engage with Beachboard, the library database, the Internet, and possibly other forms of technology, such as digital presentations, audio/interviews, blogs and/or video as they develop their skills in information gathering and citing relevant materials.

Students are required to complete two Information Literacy Assignments:

- Assignment on information gathering (following library tutorial) is due in Week 4.
- Assignment on citing relevant information is due in Week 8.

Detailed guidelines for these assignments will be posted on Beachboard. Both assignments equal 10% of the total course grade.

## Course Exams

Students are required to take three exams during the semester to assess their knowledge of course content. These exams may contain short essay questions, multiple choice and true/false questions. Each exam is worth 15% of the total course grade. *Students may use their notes and books from class during the exams.*

Exam #1 in Week 6.

Exam #2 in Week 10.

Exam #3 during final exams week (see schedule).

## Group Project

Students are required to organize and present a group presentation on a topic relevant to the course using google slides: <https://www.google.com/slides/about/>. A detailed guideline for this assignment will be posted on Beachboard. Group presentations will take place during Weeks 10 and 11 and are 10% of the total course grade.

## Research Paper

Students are required to write a 6-8 page research paper with citations, references and bibliography in Turabian style. A detailed guideline for this assignment will be posted on Beachboard.

This assignment is due on Wednesday, 5/15 and is 20% of the total course grade.

## Grading

|                                       |             |
|---------------------------------------|-------------|
| Participation                         | 5%          |
| Writing Skill Development Assignments | 10%         |
| Information Literacy Assignments      | 10%         |
| Group Oral Presentation               | 10%         |
| Exam #1                               | 15%         |
| Exam #2                               | 15%         |
| Exam #3                               | 15%         |
| Course Research Paper                 | 20%         |
| <b>Total</b>                          | <b>100%</b> |

### The final course grade is based on the following scale:

90-100% = A (mastery of relevant course standards); 80-89% = B (above average proficiency of the relevant course standards)

70-79% = C (satisfactory proficiency of the relevant course standards); 60-69% = D (partial proficiency of the relevant course standards); Below 60% = F (little or no proficiency of the relevant course standards)

### University Withdrawal Policy

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair, and is permissible only for serious and compelling reasons. Please read the CSULB attendance policy carefully. It can be found at: [http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2001/01](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01).

The deadline to withdraw from classes for the spring semester 2019 without a "W" is Feb. 4.

### Makeup Policy

The late submission of assignments and make up work is only allowable by the instructor provided the student submits the proper documentation for a University excused absence. Makeup assignments will not be provided for unexcused absences. If you intend to have extended absences you should speak to me about the feasibility of keeping up with the course. Please refer to the current California State University, Long Beach Catalog of Graduate and Undergraduate Studies and the Academic Senate website for campus guidelines and policy statements.

### Cheating and Plagiarism

In accordance with University policy, the consequences for cheating and/or plagiarism on any exam or assignment will be a zero (grade of "F"). Written work that you hand in is assumed to be original unless your source material is documented appropriately. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Cheating and plagiarism are serious academic offenses. Students should read the section on cheating and plagiarism in the CSULB catalog.

### Special Needs Statement

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability.

**Course Schedule of Topics, Assignments and Exams**  
(subject to change)

**Week 1**

Wednesday, 1/23: Syllabus; General discussion on ballet's norms/traditions/aesthetics

**Week 2**

Monday, 1/28: What is "classical" in western culture? Greek and Roman dance and theatrical conventions

Reading: Lee (text) preface and pp. 1-5; Hayes Greek (online PDF); Hayes Roman (online PDF)

Wednesday, 1/30: Medieval religious and ancient sacred dances

Reading: Lee (text) pp. 5-14; Hayes (online PDF) pp. 159-173; 200-216

Video: Christian dance (Dancing #3); Mevlevi dervishes; sacred dances

**Week 3**

Monday, 2/4: Library Tutorial Session (Meet with Leslie Andersen at Library, Spidell 1, Room 116)

*Literacy Assignment #1 handed out (due in class Monday, 2/11)*

Wednesday, 2/6: Class codes of Italian Renaissance court dance; Humanism and European secular dance

Readings: Lee (text) pp. 14-36; Kant (text) pp. 9-18 (Nevile)

Video: Renaissance dance (Fabritio Caroso, Cesare Negri); *Romeo and Juliet* ballroom scene

**Week 4**

Monday, 2/11: From Italy to France--*Ballet de cour* as political performance

Class Discussion Day--Make sure you have done your readings in advance

Reading: Lee (text) pp. 37-48; Kant (text) pp. 19-31 (Nordera)

Libretto of *Ballet Comique de la Reine* (online PDF)

Video: 16<sup>th</sup> C. pre-classic dances

*Literacy Assignment #1 due in class*

*Writing Skill Development Assignment #1 handed out (due Wednesday, 2/20)*

Wednesday, 2/13: The institution of ballet under King Louis XIV and the Royal Academy

Reading: Lee (text) pp. 48-85

Video: Documentary on King Louis XIV, Feuillet (Dancing #6)

**Week 5**

Monday, 2/18: Baroque ballet continued

Video: *Le Roi danse*

Wednesday, 2/20: Opera ballet and challenges outside the Academy (*ballet d'action*, Noverre, Weaver, Sallé)

Class Discussion Day--Make sure you have done your readings in advance

Reading: Lee (text) pp. 86-117; Kant (text) pp. 87-97 (Chazin-Bennahum)

Handout—"Letters on Dancing and Ballets" by Noverre

*Writing Skill Development Assignment #1 due on Beachboard by 11pm*

**Week 6**

Monday, 2/25: *Ballet d'action* continued; Dauberval's pre-revolutionary *La Fille mal gardée*;

Review for Exam #1

Video: *La Fille mal gardée*

Wednesday, 2/27: **EXAM #1**

**Week 7**

Monday, 3/4: Post-revolutionary ballet as public art in the new Republic of France

Discuss Project Presentation groups

Reading: Lee (text) pp. 118-132; Kant (text) pp. 98-109 (Baxmann)

Wednesday, 3/6: French Romanticism in ballet, *La Sylphide*; Discussion of Lit #2

Reading: Lee (text) pp. 133-151; Kant (text) pp. 184-197

Video: *La Sylphide*

*Literacy Assignment #2 handed out in class (due Wednesday, 3/13)*

**Week 8**

Monday, 3/11: *Giselle*, gender and ballet as “female”

Finalize Project Presentation groups and topics.

Reading: Lee (text) pp. 151-163; Kant (text) pp. 113-125 (Cordova)

Video: *Giselle*

Wednesday, 3/13: The re-interpretation of Romantic Ballet in Denmark by Bournonville

In class work on group projects

Reading: Lee (text) pp. 164-180; Kant (text) pp. 126-137 (Christensen)

Video: Bournonville class exercises, *William Tell pas de deux*

*Literacy Assignment #2 due on Beachboard by 11pm*

**Week 9**

Monday, 3/18: Western European ballet is imported to Imperial Russia; Marius Petipa and Czarist spectacle

Reading: Lee (text) pp. 181-219; Kant (text) pp. 151-163 (Garafola)

Video: Petipa excerpts

Wednesday, 3/20: Rethinking Petipa: *The Sleeping Beauty*; Review for Exam #2

Class Discussion Day--Make sure you have done your readings in advance

Reading: Interview with Alexei Ratmansky (online PDF)

**Week 10**

Monday, 3/25: **EXAM #2**

Wednesday, 3/27: *In-class group presentations*

***Spring Break: April 1-7***

**Week 11**

Monday, 4/8: The Russian avant-garde, “isms” and machine dances

Reading: Lee (text) pp. 219-225; pp. 301-311; Kant (text) pp. 212-223 (Scholl)

*Writing Assignment #2 handed out in class (due Monday, 4/15)*

Wednesday, 4/10: *In-class group presentations*

**Week 12**

Monday, 4/15: Modernism in European ballet; the Franco-Russian Ballets Russes of Diaghilev

Reading: Lee (text) pp. 226-253; Garafola (online PDF)

*Writing Assignment #2 due on Beachboard by 11pm.*

Wednesday, 4/17: Ballets Russes continued

Video: Ballets Russes documentary film

**Week 13**

Monday, 4/22: Individual meetings about research paper proposals

Wednesday, 4/24: Ballet “Americana” and Russian émigrés in the United States

Reading: Lee (text) pp. 254-270; pp. 312-334

**Week 14**

Monday, 4/29: George Balanchine comes to America

Reading: Lee (text) pp. 270-276, 324-326; Kant (text) pp. 224-236 (Butkas),

Brenda Dixon Gottschild, “Stripping the Emperor: The Africanist Presence . . .”

Video: Balanchine documentary

Wednesday, 5/1: (TBD) Post-modern ballet

Reading: Lee (text) pp. 277-301; Kant (text) pp. 272-290

Video: Forsythe, McGregor

**Week 15**

Monday, 5/6: (TBD) European Dance-Theatre in ballet

Video: Petit, Kylian, Ek

Wednesday, 5/8: Wrap up, Review for Exam #3

***Research Papers Due on Wednesday, 5/15 by 11pm in Dropbox***

***Final Exam (EXAM #3): Friday, 5/17 8:00-10:00am***



## **DANC 470B                      BALLET PEDAGOGY (3 units)      FALL 2018**

Course Meeting Times: Monday, Wednesday 9:00-10:40am, Friday 1:00-1:50pm

Meeting Location: DCS-123 (Studio 1)

Instructor: Lorin Johnson, Professor

Email: [lorin.johnson@csulb.edu](mailto:lorin.johnson@csulb.edu)

Phone: (562) 985-7039

Office: F204

Office Hours: Monday, Wednesday 10:45-11:45am; Friday 11:30-12:30pm; by appointment.

### **Catalog Description for DANC 470B**

Prerequisite: Upper division standing, or consent of instructor. Methods of teaching dance technique for studios, recreation departments, companies, secondary schools, colleges, and universities. Emphasis on teaching teenagers and adult beginners. Letter grade only (A-F). (1 hour seminar, 4 hours studio)

### **Course Content**

This course will explore practical and theoretical material related to pedagogical techniques for teaching ballet. This semester, the course connects to DANC 113 (Beginning Ballet for non-majors), in which all 470B students will demonstrate, teach and mentor. Friday sessions will be used to discuss theoretical material related to teaching ballet in other contexts as well as preparing for assignments in DANC 113. Students will have regularly required readings, quizzes, and exams, both theoretical and practical.

*The instructor of this course will make the course syllabus and materials accessible to all students, including print and e-versions, as per University policy.*

### **Required Texts**

- 1) Foster, Rory. *Ballet Pedagogy* (University Press of Florida, Gainesville: 2010)
- 2) Course Reader for DANC 470B, Fall 2018
- 3) Grant, Gail. *Technical Manual and Dictionary of Classical Ballet*, Third Edition (Dover Publications, Inc., New York: 1982)

### **Materials**

Students must purchase a ringed binder to contain all class assignments, handouts as well as the final project. You will also need a notebook to record class observations.

### **Student Learning Outcomes**

Upon completion of this course, successful students will be able to:

- i. Demonstrate practical skills for teaching ballet technique to beginning-intermediate level students of ballet in middle and high school, higher education, and private dance conservatories.

- ii. Organize and analyze content and develop material for teaching a ballet technique class in various contexts (pre-professional studio, higher education, etc.) with students of various ages.
- iii. Demonstrate familiarity with various methods of teaching classical ballet as well as contemporary methodologies.
- iv. Demonstrate knowledge of French ballet terminology in accordance with an internationally recognized ballet curricula (Cecchetti, Vaganova, ABT NTC, etc.)
- v. Successfully create lesson plans of class progressions, syllabi and assessment tools in alignment with a personal teaching philosophy.

## **Course Requirements**

### **Attendance**

Due to the practical nature of the dance laboratory, regular class attendance and punctuality are imperative. You are allowed to miss two of the 113 Labs during the semester. After this, each absence will lower your grade a half letter grade (5%). You may miss one Friday session. After the one Friday absence, additional absences will lower your final grade a half letter grade (5%). Arriving tardy to either a Friday lecture or 113 Lab (even by a couple of minutes) will lower your grade by one point from your overall grade for each instance. *Note: For Labs, you must be in the studio ready to participate by 9am! If you are not in the room when I begin, you are tardy.*

According to university policy, there are extenuating circumstances that define excused absences in cases such as severe injury, loss of a family member, religious holidays, etc. If the student feels that she/he has missed/will miss a class that falls into this category, the student should immediately meet with the instructor to arrange completion of missed assignments. *The student must provide the instructor with documentation for this type of absence to be considered excused or to request a makeup assignment.* Students can review university absence policy in the CSULB catalog. It is the student's responsibility to inform the instructor of any disability that would require accommodation in class.

Please read the CSULB attendance policy carefully. It can be found at:

[http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2001/01](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01)

### **Dress Code**

Since you are setting an example as a teacher in the 113 Labs, you are required to dress in neat and appropriate dance clothing for each lab so that the beginning ballet students can learn from your demonstrations. Additionally, you need to be well groomed with hair away from your face and no excessive jewelry. For the labs, you should dress as if teaching a ballet class in a professional setting (You may wear either jazz or flat ballet shoes—not socks only.)

### **Written Assignments**

You are required to complete two Written Assignments based on the readings. These account for 20 percent of the total grade.

Written #1 DUE Week 2

Written #2 DUE Week 7

### **Practical Assignments**

You are required to participate in four Practical Assignments, which will be conducted during our Friday lecture time. These account for 20 percent of the total grade.

Practical #1 DUE Week 3

Practical #2 DUE Week 5

Practical #3 DUE Week 9

Practical #4 DUE Week 10

### **Quizzes**

Students will take two quizzes during the semester, evaluating their knowledge of ballet terminology and methodology in terms of the purpose and progression of ballet exercises. These quizzes will be a mix of multiple choice, fill-in-the-blank, true/false, oral pronunciation and short essay. Each quiz is worth 10 percent of the total grade.

Quiz #1 is during Week 4

Quiz #2 is during Week 8

### **Classroom Teaching Evaluation**

In Week 12 of the semester, students will be evaluated on their teaching of a portion of the class in DANC 113. This evaluation is cumulative in terms of requiring students to incorporate information and skills covered thus far in the semester. Each student's grade will be graded based on: clarity of goals in their written plan; clarity of physical demonstration while using verbal cues; musicality and interaction with live accompanist; ability to give individual and group corrections; the appropriateness/kinesthetic safety of the exercises in accordance to stated objectives.

This assignment is worth 20 percent of the total grade.

### **Final Project**

As a final project, you will create a cohesive semester/term syllabus and four week plan (including weekly goals of progressions) for: 1) A beginning class of adults; 2) An intermediate class of students ages 14-18. In addition, you will create two complete notated classes for one of the groups above. A teaching philosophy will also be included in your packet, including references to sources on ballet pedagogy. This Final Project will be contained in your course binder and presented orally in class on the Final Exam date.

This assignment is worth 20 percent of the total grade

### **GRADING/EVALUATION**

|                                  |            |
|----------------------------------|------------|
| 1) Written Assignments (2 x 10)  | 20 percent |
| 2) Practical Assignments (4 x 5) | 20 percent |
| 3) Quiz #1                       | 10 percent |
| 4) Quiz #2                       | 10 percent |
| 4) Classroom Teaching Evaluation | 20 percent |
| 5) Final Project                 | 20 percent |
| <u>Total: 100 percent</u>        |            |

**The final course grade is based on the following scale:**

90-100% = A (mastery of relevant course standards)

80-89% = B (above average proficiency of the relevant course standards)

70-79% = C (satisfactory proficiency of the relevant course standards)

60-69% = D (partial proficiency of the relevant course standards)

Below 60% = F (little or no proficiency of the relevant course standards)

**University Withdrawal Policy**

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair, and is permissible only for serious and compelling reasons. Please read the CSULB attendance policy carefully. It can be found at:

[http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2001/01](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01).

The deadline to withdraw from classes for the Fall Semester 2018 without a "W" is Sept. 10.

**Makeup Policy**

The late submission of assignments and make up work is only allowable by the instructor provided the student submits the proper documentation for a University excused absence. Makeup assignments will not be provided for unexcused absences. If you intend to have extended absences you should speak to me about the feasibility of keeping up with the course. Please refer to the current California State University, Long Beach Catalog of Graduate and Undergraduate Studies and the Academic Senate website for campus guidelines and policy statements.

**Special Needs Statement**

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability.

## SCHEDULE OF READINGS/ACTIVITY

### **Week 1 (8/27): Introduction**

No class meeting on Monday (Syllabus w/Beg Ballet). Meet Wednesday, 10:15-10:40am in Studio 1 to discuss syllabus. Meet Friday, 1:00-1:50pm to discuss Written Assign #1.

LABS: Pedagogy students do not attend Beg Ballet this first week (only Wed at 10:15).

### **Week 2 (9/3—no class Monday): Historical Lineage and Curricula of Classical Ballet**

Reading: Foster, pp. xv-19; Course Reader, Reading #1.

FRIDAY: WRITTEN ASSIGN. #1 IS DUE

LABS: Pedagogy students participate in ballet class on Wed only (dress appropriately)

### **Week 3 (9/10): The Language of Ballet / the Syllabus**

Reading: Foster, pp. 22-40; Course Reader, Reading #2.

FRIDAY: PRACTICAL ASSIGN: #1 IS DUE

LABS: Students are placed in mentor groups.

### **Week 4 (9/17): Terminology, Positions, Purpose of Exercises**

FRIDAY: QUIZ #1 in classroom (if available, TBA)

LABS: demonstrating barre combinations; study outside class time for Quiz.

### **Week 5 (9/24): Progression of Exercises in Ballet**

Reading: Foster, pp. 40-53; Course Reader, Reading #3.

FRIDAY: PRACTICAL ASSIGN. #2 IS DUE

LABS: demonstrating center combinations

### **Week 6 (10/1): Teaching Beginning Students, Curriculum and Progression**

Reading: Course Reader, Reading #4. (ABT Curriculum for beginners)

FRIDAY: Lecture on ABT NTC, Primary-Level 3

LABS: general corrections

### **Week 7 (10/8): Curriculum and Progression, continued . . .**

FRIDAY: WRITTEN ASSIGN. #2 IS DUE

LABS: individual corrections; assist Beg Ballet students with midterm prep.

### **Week 8 (10/15): Ballet Vocabulary and Pronunciation**

FRIDAY: QUIZ #2 in classroom

LABS: (Monday only) assist with midterm prep; Use Wednesday Lab time for Quiz study.

**Week 9 (10/22): How to Teach Fundamental Concepts**

Reading: Foster, pp. 54-78; Course Reader, Reading #5.

FRIDAY: PRACTICAL ASSIGN. #3 IS DUE

LABS: tactile corrections

**Week 10 (10/29): Use of Music in Ballet Class**

Reading: Foster, pp. 79-89; Course Reader, Reading #7.

FRIDAY: PRACTICAL ASSIGN. #4 IS DUE

LABS: working with an accompanist (separate meet with accompanist on Wed?)

**Week 11 (11/5): Good Practices/Using Imagery**

Reading for Monday: Foster, pp. 96-117, Course Reader, Reading #6.

Reading for Wednesday: Foster, 118-120; Course Reader, Reading #8.

FRIDAY: Discussion of this week's LABs

LABS: Monday—good practices demonstration; Wednesday—using imagery.

**Week 12 (11/12): Practice Teaching Evaluations**

FRIDAY: Discussion of practice teaching

LABS: Class on Monday (Veteran's Day) is held on Tuesday!

Practice Teaching Evaluations on Tues and Wed (Class plans due before you teach).

**Week 13 (11/19) FALL BREAK (no classes the entire week)**

Reading: Course Reader, Reading #9 (Prepare for Final Projects)

**Week 14 (11/26) Beyond Tradition: Contemporary Methods in Ballet**

Reading: Course Reader, Reading #10 (Prepare for Final Projects)

FRIDAY: Discussion on contemporary methods/assessment

LABS: assessment/placement rubrics and strategies

**Week 15 (12/3) Teaching Careers in Dance; K-12 Education**

FRIDAY: Lecture on teaching careers and K-12 opportunities

LABS: assist with final exam prep in Beginning Ballet

**Week 16 (12/10): Final Projects**

LABS: Do not attend class on Monday (DANC 113 Final Exam)

Your Final Project will be presented during our Final Exam Time: Friday, Dec. 14, 2:45-4:45pm. Please see the guidelines on Beachboard for detailed information.

**Recommended Reading** (excerpts from some of these texts are in your course reader)

- Bales, Melanie and Nettle-Fiol, Rebecca. *The Body Eclectic: Evolving Practices in Dance Training* (University of Illinois Press, Chicago: 2008)
- Beaumont, Cyril W. and Idzikowski, Stanislas. *The Cecchetti Method of Classical Ballet* (Dover Publications, Inc., New York: 2003)
- Blasis, Carlo. *The Code of Terpsichore*, First Edition in English (James Bullock, London: 1928)
- Bruhn, Erik and Moore, Lillian. *Bournonville and Ballet Technique* (Dance Books, Alton: 2005)
- Franklin, Eric. *Dance Imagery for Technique and Performance* (Human Kinetics, Champaign: 1996)
- Grieg, Valerie. *Inside Ballet Technique* (Princeton Book Company, Pennington: 1994)
- Homans, Jennifer. *Apollo's Angels: A History of Ballet* (Random House, New York: 2010)
- Kostrovitskaya, Vera S. *100 Lessons in Classical Ballet* (Limelight Editions, New York: 1995)
- Kostrovitskaya, Vera and Pisarev, Alexei. *School of Classical Dance* (Dance Books, London: 1995)
- Lawson, Joan. *Classical Ballet: Its Style and Technique* (Adam & Charles Black, London: 1960)
- Lawson, Joan. *The Principles of Classical Dance* (Alfred A. Knopf, New York: 1980)
- Lawson, Joan. *Teaching Young Dancers: Muscular Co-ordination in Classical Ballet*, 2<sup>nd</sup> Ed. (Theatre Arts Books, New York: 1984)
- Messerer, Asaf. *Classes in Classical Ballet* (Doubleday and Company, Inc., New York: 1975)
- Paskevskaya, Anna. *Both Sides of the Mirror: the Science and Art of Ballet* (Princeton Book Company, Pennington: 1992)
- Paskevskaya, Anna. *Ballet Beyond Tradition* (Routledge, New York: 2005)
- Schorer, Suki. *Suki Schorer on Balanchine Technique* (Alfred A. Knopf, New York: 2000)
- Tarasov, Nikolai I. *Ballet Technique for the Male Dancer* (Doubleday & Company, Inc., New York: 1985)
- Vaganova, Agrippina. *Basic Principles of Classical Ballet* (Dover Publications, Inc., New York: 1969)
- Warren, Gretchen. *The Art of Teaching Ballet: Ten Twentieth-Century Masters* (University Press of Florida, Gainesville: 1996)
- Warren, Gretchen. *Classical Ballet Technique* (University of South Florida Press, Tampa: 1989)

**California State University, Long Beach**  
**College of Education**  
**Department of Liberal Studies**

**L/ST 111 – Critical Thinking and Public Education**

**Fall 2017**

Thursdays 12:30pm to 3:15pm

Class meets in EED-041

**Instructor:** Dr. Lidiana Portales Blair  
**Office:** ED2-210  
**Office Hours:** Thursdays 3:15-4:15, Tuesdays 3:00-4:00, and by appointment  
**Email:** Lidiana.PortalesBlair@csulb.edu  
(Please allow 24 hours for a response)

**College of Education Vision & Mission Statement**

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**Catalog Course Description**

Prerequisite/Corequisite: ENGL 100 or GE Composition (Area A1)

Introduction to critical thinking; analysis of historical, contemporary and global views of public education.

Development of seminar skills: preparation of analytical essays and oral presentations, examination of models and techniques of reasoning applied to issues in education.

Letter Grade Only (A-F)

**Course Description and Objectives**

Introduction to critical thinking; analysis of historical, contemporary and global views of public education.

Development of seminar skills: preparation of analytical essays and oral presentations, examination of models and techniques of reasoning applied to issues in education.

Letter Grade Only (A-F)

**Student Learning Outcomes:**

Upon completion of the course, students will be able to demonstrate critical thinking skills as applied to important issues in public education. Students will be able to:

**SLO 1: Explanation of issues and use of evidence**

- a) Clearly state, comprehensively describe, and critically consider an issue/problem related to public education
- b) Take information from a variety of sources with enough interpretation and evaluation to develop a comprehensive analysis or synthesis
- c) Thoroughly question the viewpoints of experts
- d) Demonstrate oral proficiency in arguments

**SLO 2: Critically Analyze a Text for Arguments**



- a) Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when presenting positions
- b) Understand ideological viewpoints when visible in texts

### **SLO 3: Position-taking**

- a) Take a specific position (perspective, thesis, or hypothesis), taking into account the complexities of an issue in public education
- b) Acknowledge the limits of a position (perspective, thesis, or hypothesis)
- c) Synthesize others' points of view within one's own position (perspective, thesis, or hypothesis)

### **SLO 4: Conclusions and related outcomes**

- a) Make conclusions and logical outcomes (or consequences and implications) that are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order
- b) Demonstrate understanding of how to use evidence across texts to synthesize and draw conclusions

### **SLO 5: Critical Thinking, Inquiry, and Analysis in Context: Current educational debates**

- a) Situate debates on critical issues in education in the broader global, historical, social, economic, and political contexts
- b) Engage in comparative analysis of education issues in multiple contexts
- c) Evaluate and analyze current issues and make arguments about those issues using evidence

### **Required Readings & Technologies**

We will read scholarly articles, book chapters, and journal and newspaper articles for this class. All course readings will be either be available on Beachboard as pdfs or will have links to websites. You are responsible for reading each piece—bring all readings to class, either as a printout or on a device.

BRINGING YOUR OWN DEVICE (laptop, tablet, smart phone) is highly suggested in order to participate in most class sessions. If this is not an option for you, please plan on sharing with classmates.

### **Course Policies**

#### **Policy on Attendance**

Attendance at all classes is expected. Students are expected to arrive on time and to refrain from leaving prior to the end of class. Being more than 15 minutes late, or leaving more than 15 minutes early will count as an absence. Students are expected to email the professor about any absences prior to the absence. If the absence counts as an excused absence (see below), it is the student's responsibility to provide documentation. **Students with three unexcused absences will have a full grade deduction in the final course grade. Students with four unexcused absences will have a two-grade deduction in the final course grade.**

As stated in university policy, the following counts as excused absences. Students must provide documentation, such as a doctor's note, to the professor:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like

3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

One absence per semester may be made up with the submission of an additional paper, at the discretion of the professor. Students must request the additional assignment from the professor.

#### **Policy on Late Assignments and Make-ups**

Late assignments, turned in after the due date stated in the syllabus, will **have a full letter grade deducted for every day that they are late**. No late assignments will be accepted **after a week**.

If you know in advance that you will be absent from class please talk to me. There are several key class periods (especially around the debate) that you should make every effort not to miss.

#### **Policy on Withdrawals**

University policy on withdrawals applies. Please refer to the current *California State University, Long Beach Catalog of Undergraduate And Graduate Studies* for more detailed guidelines. Do yourself a favor and be sure to follow these policies carefully.

#### **Policy on reasonable accommodations for students with disabilities**

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of Disabled Student Services on campus.

#### **Policy on Cheating and Plagiarism**

Liberal Studies students are held to a high standard of academic integrity and will pursue their academic and scholarly activities free from fraud and deception. Plagiarism and cheating are serious offenses that will not be tolerated by the Department of Liberal Studies. Such offenses are violations of university regulations. Plagiarism is defined in the *University Catalog* as “using the ideas or work of another person or persons as if they were one’s own, without giving credit to the source.” Cheating is defined as “the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by use of dishonest, deceptive or fraudulent means.” In Liberal Studies courses, actions of plagiarism or cheating will be subject to disciplinary action no matter the scale of the infraction. A single instance of plagiarism or cheating will result in a failing grade for the course (without the opportunity to withdraw), and a memo to this effect will be placed in the student’s file. If a second infraction occurs, the student’s case will be submitted to the University Office of Judicial Affairs. If students have any questions about academic integrity, they should consult the *University Catalog* or speak with their instructors.

#### **Assignments**

|  |     |        |
|--|-----|--------|
| Participation  | 50  | points |
| Includes participation in whole-class discussions, small-group discussions, and class work |     |        |
| Reading Notes  | 50  | points |
| Response Paper   | 100 | points |
| Mock Trial on Critical Issue in Public Education   | 100 | points |

|   |     |        |
|---|-----|--------|
| Argument Paper                                  | 100 | points |
| Media Group Project                             | 100 | points |
| Final Paper: Individual Critical Media Analysis | 100 | points |

\*Grade reduction possible if too many classes are missed, see attendance policy

#### **Grade Scale:**

|          |   |
|----------|---|
| 90-100 % | A |
| 80-89%   | B |
| 70-79%   | C |
| 60-69%   | D |
| 0-60 %   | F |

#### **Reading Notes**

All course readings are to be completed BEFORE the course date in which they are listed. Notes on assigned readings must be submitted to Dropbox on BeachBoard before class starts on the day readings are due. Reading notes should be one page (Times New Roman, 12 font, double spaced) in length and summarize the readings for that week and your reactions/response to the readings. Use the reading notes template to complete the reading notes (on BeachBoard).

#### **Response Paper**

Your first paper in this class will be a response to an educational issue in California as addressed in class and in course readings. Your paper will be your response to the issue of your choice and should be 2.5-4 pages in length. See BeachBoard for a full description of the assignment and the rubric.

#### **Mock Trial/Debate**

You will study a contemporary court case in California and be assigned a side (prosecutor or defendant). You will participate in a debate arguing your side. See BeachBoard for a full description of the assignment and roles.

#### **Argument Paper**

For this paper, you will choose one side of the issue and defend it: What is the current state of Common Core Education in the United States? Thus far, is it a success? Explain and defend in 2.5-4 pages. You must support your answer with sources from our course. See BeachBoard for a full description of the assignment and the rubric.

#### **Media Group Project**

You will work with a group to analyze a media representation for ways that educators are depicted in media. You may choose to analyze a film, documentary, book or long-form newspaper article. Your group will present their analysis to the class. See BeachBoard for a full description of the assignment and the rubric.

#### **Final Paper: Individual Critical Media Analysis**

In addition to the media analyzed by your group, you will analyze second source of media (film, documentary, book or newspaper article) and write a 3-4 page paper analyzing the depiction of educators. See BeachBoard for a full description of the assignment and the rubric.

**Guiding questions for Critical Thinking throughout our course:**

1. Who/what is present in this text/video/speech/etc.?
2. Who/what is missing?
3. What is the author trying to accomplish with this text/video/speech/etc.?
4. For whom was this text/video/speech/etc. written?
5. Who stands to benefit/be hurt by this text/video/speech/etc.?
6. How is language used in specific ways to convey ideas in this text/video/speech/etc.?
7. How do other texts/authors represent these ideas?
8. How could this text/video/speech/etc. be rewritten to convey a different idea?

Keep these in mind for all readings and discussions to help with reading notes and discussion preparation.

**Course Schedule**

*This schedule is subject to change at the instructor's discretion.*

**Section 1: Explaining Contemporary Issues in Education (SLO 1, 5)**

| <b>Week</b> | <b>Date</b> | <b>Topics</b>                       | <b>Readings</b><br>(All readings also available on BeachBoard)  | <b>Assignments Due</b>                                       |
|-------------|-------------|-------------------------------------|---|--|
| 1           | 1/25        | Course Overview & Logical Fallacies | All Course readings are to be completed BEFORE the course date in which they are listed.<br>1. In-class reading: <a href="https://yourlogicalfallacyis.com">https://yourlogicalfallacyis.com</a>  |  |
| 2           | 2/1         | Critical Thinking & Education Today | 1. hooks, bell. "Critical thinking". PDF on BB<br>2. hooks, bell. "Engaged Pedagogy". PDF on BB<br>3. "American Public Education: An origin story". PDF on BB and available here:<br><a href="http://www.educationnews.org/education-policy-and-politics/american-public-education-an-origin-story/">http://www.educationnews.org/education-policy-and-politics/american-public-education-an-origin-story/</a><br>4. "Achievement Gap" on BB and available here:<br><a href="https://www.edweek.org/ew/issues/achievement-gap/index.html">https://www.edweek.org/ew/issues/achievement-gap/index.html</a><br>5. High school and college rates:<br><a href="http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/">http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/</a> | Reading Notes #1 due to BeachBoard before the start of class |

|   |      |                        |   |  |
|---|------|------------------------|---|--|
| 3 | 2/8  | Current Events         | <p>1. Fensterwald, John, "Education Issues to Watch in 2018 – and Predictions of What to Expect"<br/> <a href="https://edsource.org/2018/california-education-issues-to-watch-in-2018-and-predictions-of-what-will-happen/592047">https://edsource.org/2018/california-education-issues-to-watch-in-2018-and-predictions-of-what-will-happen/592047</a></p> <p>2. "10 Reasons the U.S. Education System is Failing"<br/> <a href="http://blogs.edweek.org/edweek/education_futures/2015/08/10_reasons_the_us_education_system_is_failing.html">http://blogs.edweek.org/edweek/education_futures/2015/08/10_reasons_the_us_education_system_is_failing.html</a></p> <p>3. "School Vouchers" Video:<br/> <a href="https://www.youtube.com/watch?v=oYztfAf1Oyg">https://www.youtube.com/watch?v=oYztfAf1Oyg</a></p> <p>4. "A Mixed Bag on School Vouchers"<br/> <a href="https://www.usnews.com/news/education-news/articles/2017-06-26/on-private-school-vouchers-a-mixed-bag-of-research">https://www.usnews.com/news/education-news/articles/2017-06-26/on-private-school-vouchers-a-mixed-bag-of-research</a></p> <p>(Discuss Response Paper prompt in class.)</p> | Reading Notes #2 due to BeachBoard before the start of class |
| 4 | 2/15 | Drafting & Segregation | <p>Bring in a draft of your response paper (as a hardcopy) to share in class with peers.<br/> Print and bring the Peer Editing Worksheet (on BB) with you to class.</p> <p>1. Yoshiko Kandil, Caitlin, "Mendez vs. Segregation: 70 Years Later, Famed Case 'Isn't Just about Mexicans. It's about Everyone Coming Together'" (LA Times, April 17 2016)<br/> <a href="http://www.latimes.com/socal/weekend/news/tn-wknd-et-0417-sylvia-mendez-70-anniversary-20160417-story.html">http://www.latimes.com/socal/weekend/news/tn-wknd-et-0417-sylvia-mendez-70-anniversary-20160417-story.html</a></p> <p>2. Hannah-Jones, Nikole. (2015). Segregation Now. PDF and website:<br/> <a href="https://www.propublica.org/article/segregation-now-the-resegregation-of-americas-schools#intro">https://www.propublica.org/article/segregation-now-the-resegregation-of-americas-schools#intro</a></p>  | Bring draft of your response paper                           |

## Section 2: Teacher Evaluation and Unions/Class Debate (SLO 2)

| Week | Date | Topics | Readings | Assignments Due |
|------|------|--------|----------|-----------------|
|------|------|--------|----------|-----------------|

|   |      |                             |  |  |
|---|------|-----------------------------|--|--|
| 5 | 2/22 | Teacher Evaluation & Unions | <p>1. Resmovits, Joy, "What Exactly is an 'Ineffective Teacher?' California's definition doesn't include measures of performance." (LA Times, July 13, 2017.)<br/> <a href="http://www.latimes.com/local/education/la-me-california-ineffective-teacher-20170712-htmstory.html">http://www.latimes.com/local/education/la-me-california-ineffective-teacher-20170712-htmstory.html</a></p> <p>2. Tsai, Joyce, "Are Teacher Evaluations in California shortchanging kids?" (East Bay Times, July 29, 2016.)<br/> <a href="http://www.eastbaytimes.com/2016/07/29/are-teacher-evaluations-in-california-shortchanging-kids/">http://www.eastbaytimes.com/2016/07/29/are-teacher-evaluations-in-california-shortchanging-kids/</a></p> <p>3. Ed100. "Teachers' Unions: Don't Underestimate Them. What do Teacher Unions do, Anyway?"<br/> <a href="https://ed100.org/lessons/teacherunions">https://ed100.org/lessons/teacherunions</a></p> <p>4. "Teachers' Unions, Faulty Economics, and School Choice"<br/> <a href="https://www.forbes.com/sites/jeffreydorfman/2016/11/13/teachers-unions-faulty-economics-and-school-choice/-4b57d4f37c73">https://www.forbes.com/sites/jeffreydorfman/2016/11/13/teachers-unions-faulty-economics-and-school-choice/-4b57d4f37c73</a></p> <p>5. "Why Do Americans Love to Blame Teachers So Much?"<br/> <a href="https://www.theatlantic.com/education/archive/2014/09/the-war-on-teachers/379403/">https://www.theatlantic.com/education/archive/2014/09/the-war-on-teachers/379403/</a></p>  | Response Paper due to BeachBoard by midnight                 |
| 6 | 3/1  | Charter Schools             | <p>1. Zinshteyn, Mikhail, "Understanding California Charter Schools: A Quick Guide", (EdSource, July 20, 2017).<br/> <a href="https://edsources.org/2017/10-things-to-know-about-charter-schools/583984">https://edsources.org/2017/10-things-to-know-about-charter-schools/583984</a></p> <p>2. Strauss, Valerie, "A Dozen Problems with Charter Schools", (Washington Post, May 20, 2014).<br/> <a href="https://www.washingtonpost.com/news/answer-sheet/wp/2014/05/20/a-dozen-problems-with-charter-schools/?utm_term=.29308b470424">https://www.washingtonpost.com/news/answer-sheet/wp/2014/05/20/a-dozen-problems-with-charter-schools/?utm_term=.29308b470424</a></p> <p>3. Ozimek, Adam, "The Unappreciated Success of Charter Schools", (Forbes, January 11, 2015).<br/> <a href="https://www.forbes.com/sites/modeledbehavior/2015/01/11/charter-success/#66d539202dbf">https://www.forbes.com/sites/modeledbehavior/2015/01/11/charter-success/#66d539202dbf</a></p> <p>4. Hiatt, Fred, "School Choice for the Children Who Have None", (The Chicago Tribune, January 3, 2017).<br/> <a href="http://www.chicagotribune.com/news/opinion/commentary/ct-school-choice-charter-schools-poor-students-20170103-story.html">http://www.chicagotribune.com/news/opinion/commentary/ct-school-choice-charter-schools-poor-students-20170103-story.html</a></p> <p>5. Zinshteyn, Mikhail, "California's Largest Charter School Group Pushes Agenda with Money and People Power", (EdSource, May 3, 2017)<br/> <a href="https://edsources.org/2017/californias-largest-charter-group-pushes-its-agenda-with-money-and-people-power/581044">https://edsources.org/2017/californias-largest-charter-group-pushes-its-agenda-with-money-and-people-power/581044</a></p> <p>(Read the debate assignment: have first three choices ready before class for today: debate roles given in class)</p> | Reading Notes #3 due to BeachBoard before the start of class |

|   |      |        |  |              |
|---|------|--------|--|--------------|
| 7 | 3/8  | Debate | 1. Debate Readings<br>2. California Department of Education, Parent Empowerment Overview. <a href="http://www.cde.ca.gov/ta/ac/pe/">http://www.cde.ca.gov/ta/ac/pe/</a><br>3. Submit notes on debate readings to BeachBoard<br>(Time in class to prepare for debate) | Debate notes |
| 8 | 3/15 | Debate | MOCK TRIAL   |              |

**Section 3: Contemporary Issues in Education: Common Core, Testing, and International Comparisons (SLO 3, 4, 5)**

| Week | Date | Topics   | Readings   | Assignments Due  |
|------|------|----------|--|--|
| 9    | 3/22 | CCSS     | 1. Watch CCSS Video – Link on BeachBoard and here: <a href="http://www.cde.ca.gov/re/cc/tl/whatareccss.asp">http://www.cde.ca.gov/re/cc/tl/whatareccss.asp</a><br>2. “Kappa Delta Pi Common Core Standards” <a href="https://www.kdp.org/initiatives/pdf/CommonCore.pdf">https://www.kdp.org/initiatives/pdf/CommonCore.pdf</a><br>3. “Common Core Reading Pros and Cons” <a href="https://www.washingtonpost.com/news/answer-sheet/wp/2012/12/04/common-core-reading-pros-and-cons/?utm_term=.feeac91b0974">https://www.washingtonpost.com/news/answer-sheet/wp/2012/12/04/common-core-reading-pros-and-cons/?utm_term=.feeac91b0974</a><br>4. “The Pros and Cons of Common Core State Standards” <a href="http://www.teachhub.com/pros-cons-common-core-state-standards">http://www.teachhub.com/pros-cons-common-core-state-standards</a><br>5. Greene, Peter. (2015). Can we rescue the Common Core Standards from the Testing Machine? <i>Rethinking Schools</i> . PDF on BB and available here: <a href="http://www.rethinkingschools.org/archive/29_04/29-4_greene.shtml">http://www.rethinkingschools.org/archive/29_04/29-4_greene.shtml</a><br>6. Website exploration: <a href="http://www.corestandards.org/">http://www.corestandards.org/</a><br><br>(Discuss Argument Paper assignment)<br>(Review outline for argument paper) | Reading Notes #4 due to BeachBoard before the start of class |
|      | 3/29 |          | Spring Break   |  |
| 10   | 4/5  | Drafting | 1. Bring 3 articles on the Common Core, either pro or con<br><br>Draft Editing. No additional reading due.<br>1. Bring in a hardcopy of the draft of your argument paper.<br>2. Print and bring Peer Editing Worksheet with you to class.  |  |

|    |      |                |   |  |
|----|------|----------------|---|--|
| 11 | 4/12 | International  | <p>1. DeSilver, Drew. U.S. Students improving-slowly-in math and science, but still lagging internationally. PDF on BB and available here: <a href="http://pewrsr.ch/1Cpiejw">http://pewrsr.ch/1Cpiejw</a></p> <p>2. Rabinovitz, J. Poor ranking on international test misleading about US Student performance, Stanford researcher finds. PDF on BB and available here: <a href="http://news.stanford.edu/news/2013/january/test-scores-ranking-011513.html">http://news.stanford.edu/news/2013/january/test-scores-ranking-011513.html</a></p> <p>3. Sands, Gary, "Are the PISA Education Results Rigged?" (Forbes, Jan 4, 2017.)<br/> <a href="http://www.forbes.com/forbes/welcome/?toURL=http://www.forbes.com/sites/realspin/2017/01/04/are-the-pisa-education-results-rigged/&amp;refURL=https://www.google.co.uk/&amp;referrer=https://www.google.co.uk/">http://www.forbes.com/forbes/welcome/?toURL=http://www.forbes.com/sites/realspin/2017/01/04/are-the-pisa-education-results-rigged/&amp;refURL=https://www.google.co.uk/&amp;referrer=https://www.google.co.uk/</a></p> <p>(Review Media Project)<br/> (Group assignments given)</p> |  |
| 12 | 4/19 | Media Critique | <p>1. Movie Critiques and Movie Reviews – readings on BeachBoard</p> <p>2. Choose films</p> <p>3. Review outline of final paper</p> <p>(HOMEWORK: WATCH FILMS)</p>  | Argument Paper due to BeachBoard by midnight |

#### Section 4: Critical Analysis of Portrayals Teachers in Media (SLO 4, 5)

| Week | Date | Topics | Readings | Assignments Due |
|------|------|--------|----------|-----------------|
|------|------|--------|----------|-----------------|



|        |      |                         |   |  |
|--------|------|-------------------------|---|--|
| 13     | 4/26 | Media Project           | <p>1. "5 Bad Education Assumptions the Media Keeps Recycling"<br/> <a href="https://www.washingtonpost.com/news/answer-sheet/wp/2013/08/29/five-bad-education-assumptions-the-media-keeps-recycling/?utm_term=.db4880b32266">https://www.washingtonpost.com/news/answer-sheet/wp/2013/08/29/five-bad-education-assumptions-the-media-keeps-recycling/?utm_term=.db4880b32266</a></p> <p>2. "Why Teachers in Television need to be Incompetent or Inspiring"<br/> <a href="https://www.nytimes.com/2016/04/10/opinion/sunday/why-teachers-on-tv-have-to-be-incompetent-or-inspiring.html">https://www.nytimes.com/2016/04/10/opinion/sunday/why-teachers-on-tv-have-to-be-incompetent-or-inspiring.html</a></p> <p>3. "Teachers Say What's Wrong with Education in the U.S."<br/> <a href="https://www.youtube.com/watch?v=2qz7dysrSFw">https://www.youtube.com/watch?v=2qz7dysrSFw</a></p> <p>4. "Are Teachers Valued by Society?"<br/> <a href="http://www.ncee.org/wp-content/uploads/2016/04/SocietyValueTeachersFINAL-1.pdf">http://www.ncee.org/wp-content/uploads/2016/04/SocietyValueTeachersFINAL-1.pdf</a></p> <p>(Work in groups on projects)<br/>         (Set up Google Docs, make technology decisions, group strategy session and slide building)</p> | Reading Notes #5 due to BeachBoard before the start of class |
| 14     | 5/3  | Media Project           | <p>Group Presentations<br/>         All groups present their media critique PowerPoints</p>   |  |
| 15     | 5/10 | Drafting of final paper | <p>Draft Editing. No additional reading due.<br/>         1. Bring in a hardcopy of the draft of your final paper.<br/>         2. Print and bring Peer Editing Worksheet with you to class.</p>  |  |
| Finals | 5/17 | Final                   | <p>Final Exam Due ONLINE<br/>         Final exam must be submitted to BeachBoard between 12:30 and 3:15pm<br/>         No late submissions accepted. You must complete the final exam to pass the course.</p>   | Final Paper  |

*This schedule is subject to change at the instructor's discretion.*

# ORGANIC CHEMISTRY I (CHEM 220A)

FALL 2019, Tuesday and Thursday 8:00-9:15 AM, HSCI 105

**Instructor:** Jason Schwans, Ph.D.      **Office:** HSCI 354  
**Phone:** 562-985-7778      **Email:** [jason.schwans@csulb.edu](mailto:jason.schwans@csulb.edu)

**Office Hours:** Tuesday 9:30–10:30 AM (HSCI 354)  
Thursday 9:30–10:30 AM (HSCI 354)

**Text and Supplies:** Sorrell, Thomas N. “Organic Chemistry, 2<sup>nd</sup> ed.” and accompanying *Student Solution Manual*.

ISBN: 9781891389474

An inexpensive molecular model set is highly recommended.

**Course Information on BeachBoard:** All announcements, homework problem sets, handouts, and other course information will be posted on BeachBoard (<http://beachboard.csulb.edu>). Please check the site regularly.

## Goals and Learning Outcomes

A primary goal of this course is to relate the structure of a compound to its reactivity and to introduce the theories developed to explain this reactivity. Throughout the course we will emphasize the importance of always asking “**why?**” a particular reaction proceeds in the observed manner. You should not memorize an enormous amount of material throughout this course. Rather, you should develop an understanding of the chemical and structural principles underlying the reactivity of organic compounds and apply these principles towards solving problems in organic chemistry. Problem solving is essential, as it is through this approach that one integrates multiple concepts to develop solutions to problems. Upon successful completion of the course, you will have a solid foundation in mechanistic organic chemistry. An understanding of the basic structures, properties, and reactivity of molecules will be a foundation for additional study in chemistry and biochemistry.

Upon successful completion of the course you will be able to:

- Provide common and IUPAC names for compounds up to the complexity required to name enols.
- Draw detailed 3D chemical structures using a variety of depictions.
- Predict the relative strength of acids and bases and predict the direction acid-base reactions.
- Apply stereochemistry to reaction outcomes.
- Apply kinetic and thermodynamic concepts to provide reaction coordinate diagrams including transition states and intermediate; apply these concepts to predicting the direction of equilibrium for reactions.
- Predict products and mechanisms for the following reaction types: electrophilic addition to alkenes/alkynes and conjugated systems, nucleophilic substitution, elimination reactions, and radical substitution.

Further, the problem solving skills developed in this course will be applicable throughout your scientific career. An additional goal for this course is for you to obtain an appreciation for why organic chemistry is an important topic for both physical and biological science majors.

### **Lectures**

It is my goal to help you learn effectively and understand the material. Lectures will cover the topics in the textbook, but sometimes with a different emphasis. The lectures and reading the textbook should complement each other, reinforce understanding, and identify topics that require further clarification.

### **Reading**

Reading the material in the text before our lecture is an excellent approach to increase your success in the course. Attending our lectures already prepared with an understanding of the introductory material presented in the textbook allows one to focus on the more challenging concepts and connections between concepts. Falling behind prevents one from taking the time needed to comprehend the material and continually make connections throughout the course –an important feature for success.

### **Homework Problem Sets**

Problems sets turned in for grading will be posted on BeachBoard. Problem sets will be posted one week before they are due. The problem set and due date will be announced in the lecture. Homework problem sets will be worth a total of 40 points.

### **Quizzes**

We will have nine quizzes worth 5 points each. The eight highest quiz scores will be included in your grade, i.e., the lowest quiz score will be dropped. A missed quiz will automatically be the uncounted quiz score. There will be no make-up quizzes.

### **Exams**

The approximate scheduled dates for exams (subject to change due to lecture progress) are indicated on the lecture schedule. You are strongly urged to plan activities and trips such that they do not conflict with the examination dates. The policy under “Class Attendance” in the university catalog will be followed for any make-up exam requests. You must contact me in person five days before the day of the scheduled exam and must also present verifying documentation from your physician, family member(s), and/or proof of travel prior to the exam date before a make-up exam is allowed.

### **Grading**

Your total course grade will be determined on the basis of:

#### Exams

- Three 100 point exams (3 x 100 points)
- One 120 point cumulative final exam (1 x 120 points)

#### Quizzes

- Eight 5 point quizzes (8 x 5 points)

#### Homework problem sets

- Ten 4 point homework problem sets (10 x 4 points)

Total = 500 points

Overall grades will be assigned according to the percentage scale (%):

|   |             |
|---|-------------|
| A | 85.0 – 100  |
| B | 75.0 – 84.9 |
| C | 65.0 – 74.9 |
| D | 55.0 – 64.9 |
| F | ≤54.9       |

### CHEM 224

Associated with our class is CHEM 224A (Organic Chemistry Recitation), a one-unit 50-minute weekly problem solving session emphasizing principles learned in our class. Together we will discuss chemistry in a small group environment using active learning strategies. You are highly encouraged to enroll, as this time presents an excellent opportunity to solve problems, ask questions, and reinforce concepts presented in the lecture. Please note that students repeating CHEM 220A are required to enroll in CHEM 224A.

#### Fall 2019 Lecture (Approximate) and Exam Schedule

| Week   | Date                  | Chapter                       | Topic   |
|--|-----------------------|-------------------------------|---|
| 1  | 8/27, 8/29            | 1, 2                          | Review; Structure and Bonding   |
| 2  | 9/3, 9/5              | 1, 2                          | Structure and Bonding   |
| 3  | 9/10, 9/12            | 3                             | Conformations   |
| 4  | 9/17<br><b>9/19</b>   | 4<br><b>Exam 1</b>            | Stereochemistry   |
| 5  | 9/24, 9/26            | 4, 5                          | Stereochemistry; Overview of Reactions and Mechanisms                                   |
| 6  | 10/1, 10/3            | 5, 6                          | Reactions and Mechanisms (continued); Substitution Reactions of Alkyl Halides           |
| 7  | 10/8, 10/10           | 6, 7                          | Substitution Reactions of Alkyl Halides (continued); Substitution Reactions of Alcohols |
| 8  | 10/15<br><b>10/17</b> | 7<br><b>Exam 2</b>            | Substitution Reactions of Alcohols (continued)  |
| 9  | 10/22, 10/24          | 8                             | Elimination Reactions of Alkyl Halides and Alcohols                                     |
| 10   | 10/29, 10/31          | 9                             | Addition Reactions of Alkenes and Alkynes   |
| 11   | 11/5, 11/7            | 9, 10                         | Alkenes and Alkynes (continued); Addition Reactions of Conjugated Dienes                |
| 12   | 11/12<br><b>11/14</b> | 10<br><b>Exam 3</b>           | Conjugated Dienes (continued)   |
| 13   | 11/19, 11/21          | 10, 11                        | Oxidation and Reduction Reactions   |
| 14   | 11/26<br>11/28        | 11<br>Thanksgiving – No Class | Oxidation and Reduction Reactions (continued)   |
| 15   | 12/3, 12/5            | 12                            | Free Radical Reactions  |
| <b>Final Exam: Thursday, December 12, 2019 8:00 AM – 10:00 AM (HSCI 105)</b> |                       |                               |   |

**Students with Disabilities**

Will be accommodated as per university policy. Please feel free to contact me so we can make arrangements.

**College Withdrawal Policy**

The College Withdrawal Policy is found on the CSULB website. Please note that 9/9/19 is the deadline to withdraw without a “W”; 11/15/19 is the last day to withdraw without the Dean’s signature; 12/9/19 is the last day to submit a Catastrophic Withdrawal request.

**Academic Honesty**

The highest standards of ethical conduct are expected. I will enforce all regulations outlined in the CSULB Catalog regarding cheating and plagiarism.

**Achieving Success in Organic Chemistry**

Effective studying is essential to doing well in organic chemistry. Effective studying means consistently spending time to read and review material, focusing on learning concepts (not memorizing), not getting behind, and doing problems. Working out problems is the most effective way to demonstrate to yourself that you have an understanding of the material. However, before addressing problems you should first study your lecture notes and text to ensure you understand the principles and concepts covered. After obtaining a solid understanding of the principles, you can then apply them towards solving chemistry problems. In addition, to be successful in organic chemistry you should not memorize solutions to particular questions. Instead, you should apply known concepts to predict structure, reactivity, and the connections between structure and reactivity. If you first invest the time to understand the principles of organic chemistry, then the time spent working out problems will solidify the concepts and allow you to make predictions and identify trends when answering questions. In addition, this approach will identify the concepts that remain unclear and you can then seek additional explanation and clarification.

*The CNSM is committed to providing a safe and positive learning environment and has established a zero-tolerance policy for any sexual/gender-based misconduct, including, but not limited to sexual harassment, assault, dating violence, stalking for all faculty, staff, and students.*

*The following entities at CSULB have been established to provide support and assistance for victims of sexual harassment and assault:*

*Equity & Diversity for Title IX needs: <http://www.csulb.edu/equity-diversity/title-ix>*

*CSULB University Police Department <https://www.csulb.edu/university-police/title-ix>*

*The Women's & Gender Equity Center, [http://web.csulb.edu/divisions/students/wrc/sexual\\_assault/](http://web.csulb.edu/divisions/students/wrc/sexual_assault/)*

*The Counseling & Psychological Services (CAPS) Office <http://web.csulb.edu/divisions/students/caps/>*

*Student Health Services: [http://web.csulb.edu/divisions/students/shs/sexual\\_assault.htm](http://web.csulb.edu/divisions/students/shs/sexual_assault.htm).*

*For more information regarding CSULB’s policies on sexual misconduct and discrimination:*

*<http://www.csulb.edu/titleix>.*

*As members of The Beach community, we practice tolerance and denounce hate and prejudice. Our classroom will strive to be a place of mutual respect where the focus is on learning and student success.*

BIOL 444/544

# Reproductive Biology

Fall Semester 2019 • Tuesdays & Thursdays 2:00pm – 3:00pm • AS 235



**Welcome to Reproductive Biology!** I'm so glad that you enrolled in the class! Prerequisites: BIOL 342 or 345 Physiology already completed with a grade of "C" or better. Not to be taken concurrently. I suggest completion of BIOL 340 Molecular Cell Biology for best results.

Instructor: Dr. Young • Office: Molecular Life Science Building 227 • Phone: 562-985-4859 • Email: [kelly.young@csulb.edu](mailto:kelly.young@csulb.edu) • Student Hours: after class - T/Th 3:00-4:15 & also by appointment- come by and let's make sure you are on the right track for success!

## **Course Description:**

Reproductive Biology 444 is designed to develop your understanding of human/non-human animal reproduction and stimulate interest in the dynamic field of reproductive biology. We will discuss reproductive strategies that have evolved in invertebrates and vertebrates, and will include discussion of the molecular, cellular, physiological, behavioral, ecological, public health and ethical aspects of reproduction.

## **Textbook and Readings**

Much of the course material will come from the class notes that you take during lecture along with the distributed powerpoints. In addition, the text *Essential Reproduction* (free e-copy available @CSULB library!) has been added to the course to give a solid background on many of the topics covered in the course. Reading assignments will come from the text, primary research articles, and also some pre-screened websites. You will not need to pay for these articles; they will be ready to download. Questions on the exams will be derived from the While You Are Studying questions, which can be answered with material from the lecture, lecture notes, Repro-to-Go recordings, or specified readings. To be successful, I suggest you complete all of the WYAS yourself before you work with your study group.

## **Student Learning Outcomes**

*This is a 400-level course, but you can do it!* By the semester's end, & with your effort you will be able to:

1. Explain enduring concepts of reproductive biology covered in class from the molecular, cellular, organismal, and population levels, as applicable.
2. Predict the outcome of diverse environments on reproductive function.
3. Interpret data from graphs, tables, diagrams, and written results from primary literature in the reproductive biology field.
4. Discuss the ethical challenges inherent in the field of reproductive science.
5. Apply the scientific method to demonstrate comprehension of how an experiment is planned and interpreted in reproductive biology field.

## **Learning Techniques**

Because we all have different learning styles, we will incorporate a number of learning techniques in BIOL 444/544 Reproductive Biology. The traditional lecture format will still be used to a small degree; however, in all the class meetings we will be involved in discussion groups, CAL Day Groups (see below), and/or assessment periods. Discussion of reproductive biology can be lively, totally engrossing, and fun—but your participation will determine if this class will fly by or drag on. I expect that each of us (this includes me) will arrive in class on time, prepared for the activity for the day, and ready to grow and learn.

**1. The Lecture:** Our lectures are interactive and require that you take notes on key points and ideas. I recommend rewriting your notes/answers to the study questions. I've found that students prefer full quality PDFs on full slides so you can view on your computer and print if/as many slides per page as you see fit (I can't post ppt due to copyright). I'll have the lecture PDF posted at least 24h prior to class and will post an announcement on Beachboard when lectures are posted. In addition, to help as you develop senior-level skills, I've recorded portions of the lectures (see "Repro-to-Go" below), so we can spend class time engaged in inquiry, problem solving, connection making, and learning together.

## **2. Exams:**

There will be a total of 4 exams, plus a cumulative final. The midterm exams will cover material from the lectures preceding the particular exam, though some of the material is cumulative as you move through the class. To best accommodate different exam taking strengths, the exams are a mix of short answer, essay, drawing, identification, fill-in and even a few multiple choice questions. They are meant to be a do-able challenge—so be prepared to write like you mean it! Each midterm exam is worth 95 pts, grades will be posted on Beach Board within 1.5 weeks of taking the exam. The final exam will have 50 points of cumulative material and will take place on our scheduled final exam time as stated in the Final Exam Schedule posted by CSULB.

*Because scientific progress occurs at both individual and group levels, you will be working both individually and in group-settings for in class activities & CAL days*

## **3. Daily Expectations, Discussion/Activity Groups & Repro-to-Go**

To help us work through tough material together in class, we will have a combination of lecture, mini-quizzes, discussion groups, writing, and activities to actively explore the reproductive topic presented for the day. On some days you will be alerted to either a webpage, scientific article, or a Repro-to-Go recording posted on Beachboard in the Course Media section. Please read/watch this material **before** class, so we can spend the class time actively engaged in the material. If you prepare for class before class, then we can delve more actively into the material in class discussions/activities. This is not to add in more material, but rather to make sure that you understand the material of the day—and this results in higher level learning which translates to higher grades on exams (our goal!!). These sessions are intended to encourage you to synthesize material that we have discussed and apply it by drawing, charting, case studies, or other methods. To test readiness (i.e., did you actually watch the R2G?) we will have small, low stakes individual quizzes about the R2G video to assure your group that you have prepared and are ready to participate. These activities are a part of your grade, and the information that you work on will potentially be included on exams (including the final), so please remain as active as possible in these groups. The goal of these sessions is to generate a good group dynamic-- if you miss these sessions they can not be made up



(but points awarded at any one session are very low in number). The expectation is that you and I will both be in class and participating each session.

#### **4. Cooperative Assessment and Learning (CAL)**

On designated CAL days, you will read with extra thoroughness your notes from the previous day's section, in addition to the primary literature reading assigned for the day (*before class*). A guide to the article and what to focus on will be posted on Beachboard prior to the CAL day to focus your reading and study. You will 1) take an individual quiz, 2) take an essay group quiz where you will take a deep dive into the material. These quizzes require understanding of the article and will take the full lecture period to complete-- however, you will get there-- we will work through the group portion together.

#### **5. Scientific Abstract:**

To gain an understanding of how scientists design and explain data, one assignment this semester is to write an abstract based on one of the CAL Day papers that we will read in class this semester. You will plan a follow-up experiment to one of these papers and report about this in a scientific abstract format. This means that you will have read the primary paper carefully, you will think about what experiment might come next to clear up an issue or to address a logical next-step. Using at least 3 other references, you will write a background (provide a copy of these references), plan an experiment and detail the methods, state likely 'results', and provide a discussion on what those results mean. The abstract word limit is 300 words (not including title), please submit a word count along with a title. Points will be awarded for hypothesis, experimental design, physiological relevance, use of references, thought/detail, and composition in a modern scientific style. Sample abstracts and a detailed scoring rubric are posted on Beachboard. Please submit a hard copy of this rubric with your abstract, and please submit an electronic copy of your abstract to Turn it In. *Put in your best work for these abstracts, as this is the writing assignment for the semester it will take time.* Please submit your own original work in your own words detailing a study that has not yet been conducted. This assignment is tougher than it seems on the surface—but it is really rewarding, and it allows you to be creative and think as a scientist that you are!

#### **Grading: 620 points total in the course**

Unless stated otherwise, and for serious and compelling reasons, grades for Reproductive Biology will be posted on Beach Board within 1.5 weeks of the assignment due date, and can be earned as follows:

| <b>Item</b>                       | <b>~% of Final Grade</b> | <b>Points Possible</b>  |
|-----------------------------------|--------------------------|---|
| Scientific Abstract               | ~15%                     | 90 total possible points  |
| In Class Exams                    | ~61%                     | 380 total possible points; 4 x 95pt each  |
| Final Exam                        | ~8%                      | 50 points   |
| In Class Activities/Quizzes       | ~6%                      | 40 points (activity points + class participation + R2G quizzes + projects)                          |
| Cooperative Assessment & Learning | ~10%                     | 60 total possible points;<br>20 points each CAL session:<br>individual quiz score +group quiz score |

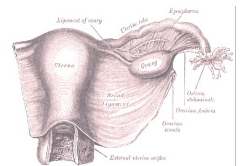
Grades will be assigned on a standard scale: 89.5 += "A", 79.5+ = "B", 69.5+ = "C", 59.5 += "D", and below that = an "F." *There are points nearly every lecture here-* many varied opportunities to show what you've learned and since they are spread out there is time to recover from mistakes. That said, there are no extra credit assignments, please plan on these cut-offs.

#### **Academic Integrity, Class Conduct, Anti-Hate, and Inclusive Learning:**

*"You can fool some people sometimes, but you can't fool all the people all the time..."*

*-Bob Marley*

Academic dishonesty (examples include, but are not limited to: cheating, plagiarism, copying from your neighbor, talking during a quiz or exam, filling in individual quizzes during group sessions, hiring others to do your work, etc) will not be tolerated. It just not fair to your classmates, to me, or ultimately (see above wisdom) you. In this class, we will all follow the guidelines of the University Honor Code. Zeros will be assigned and any/all bonus points revoked if you are caught





cheating in any way. If you are struggling—please, come and talk to me to work things out ahead of time instead of feeling like you might want to resort to academic dishonesty. In terms of class conduct, since we are a senior level class, students are almost always focused (and I'm so grateful!). I do my best to keep you engaged, so please return the favor and don't surf the internet, do other work, text people, etc. It's super disruptive to your classmates and to me. If you need to make a call/text, I understand- but please step out to take care of what you need to and then come back. Our goal is to learn and develop, and I expect that we will all politely and respectfully cooperate with each other to achieve this goal. I agree with the CNSM statement: 'As members of The Beach community, we practice tolerance and denounce hate and prejudice. Our classroom will strive to be a place of mutual respect where the focus is on learning and student success.' Hate and hate-speech are not tolerated in our class. *You matter, you have earned your spot in this class and your contribution to the good in the world is important and meaningful.*

### **Make- Ups**

Everyone is maxed out and busy. Please note the dates of the exams and CAL days in this class as soon as the semester starts and make your plans accordingly. To make-up any exam, *serious and compelling* reasons for missing class, plus documentation of the absence are required and you need to contact me within 24h of the exam. With selected and approved absence documentation, and prior notification we will be able to schedule a make for CAL quizzes and exams, but not the daily activities. Late assignments are penalized- but again—please talk to me if you are struggling. Life happens. We can make a plan that works.

### **Policy on Students with Disabilities:**

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Bob Murphy Access Center at 562-985-5401 or visit SSC, room 110. BMAC will identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. Please contact me if you need accommodation for any sort of disability and we will make it work!

### **Zero Tolerance of Sexual Harassment**

CSULB is committed to provide a safe and positive learning environment and will not allow sexual misconduct, including, but not limited to sexual harassment, assault, dating violence or stalking. The CNSM has established a zero-tolerance policy for sexual misconduct for faculty, staff, and students. The following entities at CSULB have been established to provide support and assistance for victims of sexual harassment and assault: CSULB University Police <https://www.csulb.edu/university-police/title-ix>, The Women's & Gender Equity Center, [http://web.csulb.edu/divisions/students/wrc/sexual\\_assault/](http://web.csulb.edu/divisions/students/wrc/sexual_assault/), CAPS <http://web.csulb.edu/divisions/students/caps/>, SHS [web.csulb.edu/divisions/students/shs/sexual\\_assault.htm](http://web.csulb.edu/divisions/students/shs/sexual_assault.htm)

### **Test Viewing**

You are welcome to view your exams at student hours/by appointment. Since it's better to review material when it is fresh in your mind, I ask that you review your exams within 2 weeks of handing them back. I've found that students get the most from the material this way. You can view them any time in the semester- but any corrections that need to be made must occur within those 2 weeks, or forever hold your peace.

### **College of Natural Science & Math (CSNM) Policy on Withdrawals**

The CSNM has specific rules on withdrawing from a course; these differ from the general CSULB regulations. Please check the <http://web.csulb.edu/colleges/cnsm/faculty/documents/CNSM-withdrawal-fall-2019.pdf> website for information concerning withdrawal from this class. This form is posted in the syllabus folder on BeachBoard. *Please* let me know if you plan to drop- let's figure out a plan!

*Only you, not instructors or staff, can add or change classes in your schedule via your MyCSULB account or in person at Enrollment Service during the registration period. Each student is responsible to check the accuracy of their MyCSULB account, and to see if the University has sent any notices.*

*I am anticipating an interesting, exciting semester as we work hard together and to grow & learn about reproductive biology and the many wonderful complexities of reproduction and life.*

## Reproductive Biology Fall Tour 2019

| Class | Day | Date  | Topic   | Activity/Reading  |
|-------|-----|-------|---|---|
| 1     | T   | 8/27  | The challenge of reproduction, introduction to reproductive hormones SLO 1                          | Chapter 1: pages 14-31<br>Chp 8:129-135, Chp 9: 144   |
| 2     | Th  | 8/29  | Reproductive hormone structure, function, and synthesis. SLO 1                                      |   |
| 3     | T   | 9/3   | Regulation & action of hormones in reproductive systems SLO 1, 2, 3                                 |   |
| 4     | Th  | 9/5   | <i>CAL Day</i> SLO 2, 3   | <i>Vivarell 2019: Can e-cig vapor affect testosterone production?</i>   |
| 5     | T   | 9/10  | Asexual reproduction vs. sexual reproduction: advantages, costs, meiosis SLO 1, 2                   | Chp 1 :4-6, Chp 12: 208   |
| 6     | Th  | 9/12  | Gametes: species variation, anisogamy SLO 1   | Chp 7: 110-119 Chapter 11: 200  |
| 7     | T   | 9/17  | <b>Exam I</b>   |   |
| 8     | Th  | 9/19  | Gonads: The testis-regulation/ spermatogenesis SLO 1, 3   | Fig 4.2; Chp 3: 110-115;120-125; Box 7.3  |
| 9     | T   | 9/24  | Variations in male reproductive tracts: accessory glands, intromittant organs SLO 1,2               | Chp 8: 134-135; Table 8.1; Figure 8.5; Chp 11: 184-191  |
| 10    | Th  | 9/26  | Gonads: The ovary- oogenesis/cycles SLO 1, 3  | Fig 1.2; Chp 9: 140-151; Chp 10: 159-168  |
| 11    | T   | 10/1  | Variations in female reproductive tracts SLO 1, 2   | Chapter 10: 168-178; Chapter 11: 191-195  |
| 12    | Th  | 10/3  | Gamete Combination I: hermaphrodites, gamete transfer- external vs. internal fertilization SLO 1, 2 | Chapter 1: 6  |
| 13    | T   | 10/8  | <b>Exam II</b>  |   |
| 14    | Th  | 10/10 | Sperm transport, acrosome reaction, sperm motility, fertilization SLO 1, 3                          | Chp 11:192-194; Chp 12: 198-207   |
| 15    | T   | 10/15 | <i>CAL Day</i> SLO 2, 3   | <i>Carvajal et al, 2018. Do proteins on sperm heads also affect the epididymis?</i>                                 |
| 16    | Th  | 10/17 | Maternal/Embryo Relationship: Embryo Retention, Implantation, Pregnancy and Birth SLO 1, 2, 3       | Fig 9.6; Chp 13: 216-233; Chp 14:243-247; 249;Box 16.1; Chp 18:302-308; 311; Box 18.9; Fig 19.1; Box 19.1; Box 21.2 |
| 17    | T   | 10/22 | Reproductive Lifespan I: sex determination & differentiation SLO 1, 3, 4                            | Chp 2: 38-50  |
| 18    | Th  | 10/24 | Reproductive Lifespan II: puberty/ menopause/andropause SLO 1, 3,4                                  | Chp 4:57-70; Chp 22: 364-367  |
| 19    | T   | 10/29 | Contraception: hormonal vs non-hormonal, the future of contraceptives SLO 1, 4, 5                   | Table 11.3; Chp 21: 349-360   |
| 20    | Th  | 10/31 | <b>Exam III</b>   | Abstract due date is coming up!   |

|    |    |       |   |   |
|----|----|-------|---|---|
| 21 | T  | 11/5  | Reproductive Behavior: courtship, sex signals<br>SLO 1, 2   |   |
| 22 | Th | 11/7  | <i>CAL Day</i>  | <i>Oren et al., 2019: Can a female pheromone affect cooperative behavior?</i> DEADLINE TO EMAIL ABSTRACT HYPOTHESIS FOR ASSISTANCE! ☺ |
| 23 | T  | 11/12 | Mate Choice: sexual dimorphism, sperm competition, female choice<br>SLO 1, 2, 3, 5  | Fig 5.3; Box 5.3; Chp 6: 101-103  |
| 24 | Th | 11/14 | Mating Systems: Polygamy, Monogamy, Alternative Strategies<br>SLO 1, 2, 3   |   |
| 25 | T  | 11/19 | Environmental control of reproduction: seasonality, photoperiodism, resource indicators<br>SLO 1, 2, 3, 4   | <b>ABSTRACT DUE</b> (start of class- <i>Yea! You did it!</i> )<br>Box 4.3 SLO 5   |
| 26 | Th | 11/21 | Environmental effects on reproduction: endocrine disrupters, habitat destruction; human impact<br>SLO 1, 3, 4   |   |
| 27 | T  | 11/26 | ART, cryopreservation for endangered species, cloning + Ethical Issues in Reproduction<br>Class Discussion + Evals! So many things today...<br>SLO 1, 4 | Fig 1.2; 1.4; Chp 7: 126; Box 16.2; Chp 22: 364; 368-380; Chp 23: 387-388; 390  |
| 28 | Th | 11/28 | <i>Thanksgiving: Gratitude for the good in life</i>   |   |
| 29 | T  | 12/3  | <b>Exam 4</b>   |   |
| 30 | Th | 12/5  | Sex in the Wild SLO 1, 4  |   |
| 31 | Th | 12/13 | <b>Cumulative FINAL</b>   |   |

UNIV 111-01 Syllabus Fall 2019  
Paideia Seminar: Religion Games  
California State University, Long Beach

David Tabb Stewart

[david.stewart@csulb.edu](mailto:david.stewart@csulb.edu); (562)-985-1697

Office: MHB 602

Hours: MW 9:45-10:45; W 5:45-6:45 PM; and by email or appointment.

Emails will generally be answered within 48 hours, but not necessarily immediately

Class Meeting: MW 8:00-9:15 AM; Class Location: CBA 112

Final Exam: Mon 12/16/19, 8:00-10:00 AM

Class website with e-syllabus: <https://beachboard.csulb.edu/>. I will **\*communicate with you\*** by email, by announcements on BeachBoard, and announcements in class.

### Required Texts:

*Game manual and materials:*

Berger, Amy and David Tabb Stewart. "University Game Student Manual." *On BeachBoard*.

Carnes, Mark C. and Michael P. Winship. *The Trial of Anne Hutchinson: Liberty Law, and Intolerance in Puritan New England*. 2<sup>nd</sup> ed. Reacting to the Past; New York: W.W. Norton, 2005. ISBN 978-0-393-93733-6. This is the preferred edition. *If you have the "green" Pearson published 2<sup>nd</sup> ed. the page numbers will be off and the content slightly different. If you want to exchange it at the bookstore you have until 8/30 to do it.*

Carnes, Mark C. and Daniel K. Gardner. *Confucianism and the Succession Crisis of the Wanli Emperor, 1587*. 3<sup>rd</sup> ed. Reacting to the Past; New York: W.W. Norton, 2005. ISBN 978-0-393-93727-5. This is the preferred edition. *If you have the "green" Pearson published 2<sup>nd</sup> ed. the page numbers will be off and the content slightly different.*

**All course materials will be on reserve in the library, on-line, or on BeachBoard.** However personal "role sheets" will not be posted but given to you in class. **For Beachboard:** Go to <https://csulb.okta.com>, the "Single-sign-on" page, with CSULB campus ID# and BeachID password ready. Then click on the chiclet for BeachBoard. Find this course and "pin" it at the top with the pin icon.

**Technical Assistance with BeachBoard:** <http://www.csulb.edu/academic-technology-services>, or by phone, 562-985-8324 [5-TECH], or walk-in to AS 120.

### Research Materials for Teams:

*On-line:*

CSULB Library web site: <https://www.csulb.edu/university-library> (accessed 06-22-2019).

CSULB Mission statement and supporting documents, and mission statements of CSULB departments *for use in University Game*: [http://web.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/mission/](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/mission/) (accessed 06-22-2019) + CSULB Colleges and Departments: <https://www.csulb.edu/academic-affairs/menu/academics/colleges-departments> (accessed 06-22-2019).

CSULB Student Affairs web site: <http://web.csulb.edu/divisions/students/> (accessed 06-22-2019).

Geneva Bible (for Anne Game): <https://www.biblegateway.com/> (accessed 06-22-2019). At top of page use Bible version selector and then scroll down to "1599 Geneva Bible (GNV)." You can also find more modern Bible translations here.

*On BeachBoard (some of these may be assigned):*

Bok, Derek. "On the Purposes of Undergraduate Education," III.11-21. In Peter M. Lowentrout (ed.), *The University in Your Future*. CSULB, 2009.

Giamatti, A. Bartlett. "A Family of Freedoms and Responsibilities," 79-86. In *A Free and Ordered Space: The Real World of the University*. New York: W.W. Norton, 1988.

hooks, bell. "The Will to Learn: The World as Classroom," 1-12" and "Talking Race and Racism," 25-40. In *Teaching Community: A Pedagogy of Hope*. New York: Routledge, 2003.

- hooks, bell. "Ecstasy: Teaching and Learning without Limits." 201-207. In *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.
- Huizinga, Johan. "Nature and Significance of Play as a Cultural Phenomenon," 1-27. In *Homo Ludens: A Study of the Play Element in Culture*. Boston: Beacon Press, 1950.
- Jaeger, Werner. "The Individual Shapes his own Personality," 115-35. In *Paideia: The Ideals of Greek Culture*, v.1: *Archaic Greece; The Mind of Athens*. New York: Oxford University Press, 1965.
- Stone, Craig. "Connecting with the Ancient Past of CSULB," I-25-27. In Peter M. Lowentroun (ed.), *The University in Your Future*. CSULB, 2009.
- Wieruszowski, Helene. Selections from "Student Life in the Later Middle Ages," 189-199. In *The Medieval University*. Princeton: D. Vann Nostrand, 1966.

### Description of the Course:

This Paideia First-year seminar is designed to give you "Lifelong Learning" General Education credit (GE category "E") while introducing you to the University, enabling you to take charge of your own learning and educational goals, and to become a self-advocate within the University context. The course does this through teamwork in three games: The "Anne Hutchinson Game," the "Wanli Game," and the "University Game." The first two games introduce you to issues involving religion in the public square. "Anne" deals with the first religious freedom case in American law and the problem of intolerance toward minority religious views. "Wanli" confronts the problem of cultural innovation in the face of traditional (neo-)Confucian values. Can the Wanli Emperor bend the rules to his own will or should the tradition be maintained? In the University game, the campus must decide whether to receive a major donation from a religious organization that might change the University, and whether a campus grove of trees should be preserved or be replaced with a new Silver LEED student dormitory. Step into your adult selves as you present and argue these things!

### Topics and Approximate Schedule: Paideia Seminar: Religion Games Class Work Planner

Note that the schedule of the class is subject to change because of the organic nature of the classroom. Nevertheless, I will make every effort to keep us moving as per the program below.

*For Student Learning Outcomes mentioned below for each activity (A1, A1a, A1b, 1, B-2, C1, C2, D1, D2, E1, F1) refer to discussion below.*

#### Week One (8/26 and 28): INTRODUCTION

- Introduction to the University:** Discuss what a University is and how it is different from High School. What is a syllabus? Read Stone on and visit Puvungna. A2.
- Introduction to Gaming:** how LARPs and how "Reacting to the Past" Games work  
Introduction to the University. Play a "micro game." A1.
- Introduction to College-level learning:** How is a syllabus related to learning? Can you learn by playing?  
Read Huizinga. Short writing assignment on self as learner. B1, A1(b).

#### ANNE GAME: Religious Freedom and Intolerance in Puritan New England

##### Week Two (9/4): Anne Game sessions #1 in manual

- Game:** Reading Student Manual. F1.  
Distribution of Character Role Sheets; Conference with Professor about Roles  
The Initial Scenario: Puritanism
- University:** "Where is it?" Web scavenger hunt for university information. Find the relevant office, take a photo. Make first contribution to the class (digital) Learning Web. A2.
- Learning:** What do you know and how do you know that you don't know? What is a learning web? How does one add to, or build, knowledge? E1, A1(b).

##### Week Three (9/9 and 11): Anne Game sessions 2 & 3.

- Game:** Conference with Professor about Roles. F1.

**University:** What are the roles of student, faculty, librarians, advisors, and staff? What about diversity? Transferable Skills unit [TSK] “Diversity & Inclusion.” A1(a), D2, E1.

**Learning:** Why is there often not just one solution to a problem? Is diversity an advantage or a problem? Does diversity hinder or help? Read hooks 2003. A1(b).

Week Four (9/16 and 18): Anne Game Sessions 4 & 5 = Game play 1 & 2. The Game begins!

**Game:** Faction [=Team] Meetings; Reading related to roles. D1, F1.

First short paper due. B1.

Post papers to Learning Web after your first speech is given.

First meeting of Boston Church and General Court

**University:** TSK “Teamwork.” D1.

**Learning:** How can teamwork foster or hinder learning? A1(b), D1.

Week Five (9/23 and 25): Anne Game sessions 6, 7 & 8 = Game play 3, 4 and 5

**Game:** post papers to Learning Web. B1, D1;

Second short paper due; all speeches due. B1, B2, F1.

**University:** TSK “Self-confidence.” A1(b).

**Learning:** Is knowing one discipline enough? Should one know something deeply or broadly or both? A1(b).

Week Six (9/30 and 10/2): Anne Game Sessions 9 & 10 = game play 6 and postmortem

**Game Finale and Postmortem**

Second contribution (2<sup>nd</sup> short paper) to Learning Web posted. A1(a), D1.

Discussion of what really happened and how you feel about playing the characters. F1.

Second short paper due; all speeches due. B1, B2, F1.

**University:** TSK “Self-confidence.” A1(b).

Mission of the University and prospective major department. What are your goals? Second contribution to Learning Web. A1(a), D1.

**Learning:** How do you shape your own “self” by learning? A1(b).

**UNIVERSITY GAME** as a breather

Week Seven (10/7 and 9):

**Game:** University Game prep and play day #1

**University: The University in Your Future.** What is GE and how does it relate to future plan?

Registering for spring courses; consulting advisors. TSK “Initiative.” A2.

**Learning:** Planning, synergy, and serendipity in learning. A1(b).

Week Eight (10/14 and 16):

**Game.** University Game play day 2 Summative in-class writing. B2, F1.

**University:** TSK “Flexibility”; How to survive midterms. D2.

**Learning:** Cramming v. learning. A1.

**WANLI GAME**

Week Nine (10/21 and 23): Prep Session #1: Introduction to Game #3

**Game:** Read Student Manual; Roles distributed. F1.

**University:** TSK “Time Management”: How do I catch-up if I’m behind? A1.

Week Ten (10/28 and 30): Prep Sessions 2 & 3: Presentation

**Game:** Discuss Game Readings; Faction/Team meetings. D1, D2.

**University:** Library Lesson. Who’s Afraid of the Library? TSK “Problem Solving.” E1.

**Learning:** Should we read anything written before the last ten years? E1.

Week Eleven (11/4 and 6): Sessions 4: Play begins with Hanlin Academy exam.

**Game:** Faction/Team Meetings; First Paper due; First Audience with Wanli and first “Memorial” B1, B2.

**University:** TSK “Conflict.” D2.

Week Twelve (11/13): Sessions 5 & 6

**Game:** Second and third audiences with Wanli and first memorials. Elegant evening? F1.

**University:** Derek Bok “Purposes of Undergraduate Education.” A1(b).

**Learning:** How do learning and teaching (inter)relate? Read hooks 1994. A1(b).

Week Thirteen (11/18 and 20): Sessions 7 & 8

**Game:** Second memorials. B1, B2, F1.

**Learning:** What are different learning styles? A1(b).

Week Fourteen (11/25): Special assignment—no class meeting. Thanksgiving vacation begins Wed.

**University:** Site visit relevant to Game: e.g. University Art Gallery, Japanese Garden, laboratory, etc. A2.

**Learning:** Library survey of use of resources. E1.

Week Fifteen (12/2 and 4): Game sessions 9 and 10. Wanli Finale.

**Game:** Finish second Memorials. Postmortem discussion. F1.

**University:** Getting ready for finals. A1(a).

### INTEGRATION

Week Sixteen (12/9 = last day of classes; Tu 12/10 = Reading day; W 12/11 = first day of finals)

Catchup. Course evaluations. A1(a).

Prep for Final integrative and summative paper (B1, B2) contributed to class Learning Web. D1.

Week Seventeen (Mon 12/16) Final @ 8:00-10:00 AM

Final integrative and summative paper (B1, B2) contributed to class Learning Web. D1.

Discussion. Critiquing class Learning Web and conceptualizing self-as-learner/student scholar. A1(b), D2.

**Tabular version of schedule with reading assignments: See separate handout.**

### Course Assignments and Other Work = 100 points

#### Assessing basic knowledge gained by close reading = 25%

5 Oral recitations or memorials @ 5% = 25%

The Hanlin Exam (a reading quizlet that must be successfully completed before giving the two memorials in the Wanli game) is graded pass/fail

#### Assessing critical thinking about new knowledge = 55%

Four short papers/written memorials @ 10% = 40%

Postmortem discussions and questions @ 3% = 12%

Oral participation outside of games = 3%

#### Assessing learning as integrative whole = 20%

Learning web contributions = 2%

Final paper and self-evaluation = 15%

Final discussion and questions = 3%

**Extra Credit** (@ 1% for each win, or character goal-set completion, or clever but failed stratagem, or other game play = up to 3% total. You must be present on final game play days to “win.”

### Frequently Asked Questions (FAQ)

#### Learning:

**What will I learn? Or, why should I bother? What will I know how to do when the class is done?**

1. You will learn about religious freedom and freedom of conscience in the American and Chinese public square by playing two games;
2. You will think about the “why” and “what” of learning and how learning constructs your “self” and protects your well-being;

3. You will find out about the campus by building a “campus learning web,” playing a game, pursuing a scavenger hunt, and making observational site visits;
4. You will have a chance to write to think, and to write to persuade others in the games (this will give you some authorship polishing too);
5. You will learn how to find information on campus and materials for your writing, learning web building, and the like—and how to judge whether the information is rubbish or not;
6. The work world is all about teams, so you will work as teams building the class learning web, in the games (you’ll be in “factions”), and in studying (“cooperate and graduate” they say at the US Naval Academy). By working in teams you’ll discover behaviors that work and don’t work in different workaday worlds.

### What are the “Student Learning Outcomes” (the hidden skeletal structure for learning in this course)?

**A1. Life-long Learning:** You will demonstrate curiosity about the process of learning and its “production of a self” as a contribution to your “well-being”;

**A2.** You will demonstrate initiative to become aware and understand the University and campus through active engagement during site visits, complete required work, identify and pursue opportunities to expand knowledge, skills, and abilities;

**B1. Writing:** You will demonstrate ability to complete written assignments that show recognition of the content and purpose of writing at the beginning college level: i.e., demonstrate awareness of context, audience, purpose, and the assigned tasks(s);

**B2.** You will make use of the sources and evidence relevant to course content discovered in their introduction to academic and University resources: i.e. demonstrate an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of your writing;

**D1. Teamwork:** You will demonstrate ability to participate in, and make contributions to, team based activities related to campus site visits and building “learning webs”; i.e. you will offer new suggestions to advance the work of your group;

**D2.** You will develop interpersonal skills and foster a constructive team climate by treating team “members respectfully and politely in constructive communication”: i.e. you will support a constructive team climate by doing any two of the following:

- (a) Treat team members respectfully by being polite and constructive in communication;
- (b) Use positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work;
- (c) Motivate teammates by expressing confidence about the importance of the task and the team's ability to accomplish it;
- (d) Provide assistance and/or encouragement to your team members;

**E1. Information Literacy:** You will be able to develop your own keywords for initial searches, manage discovery and deepen research through your understanding of the process and the patience good research requires, facilitate your research on several different types of databases, retrieve items relevant to your research topic, and evaluate the merits of the items you have found. That is, you will access information using a variety of search strategies and some relevant information sources showing your ability to refine a search;

**F1. Religion and the Body Politick.** You will be able to articulate and discuss an overarching theme in religious studies—in this case, the tensions in the body politic caused by religious reforms.

### Our Class as a “Learning Community”:

#### **What is a learning community? What is *havruta*-learning?**

You join with others to learn in a community rather than learn in isolation. This offers special advantages over learning in isolation or learning in a group by passively listening—even for the brightest students: It models much of the work world where groups “crank it out.” “*Higher order thinking develops out of social interactions* in which people are actively engaged in creating their own meanings” (emphasis mine; Maas 2009). To facilitate “community” within the classroom you’ll join with others to form dyads and small groups for class discussion. In traditional Jewish learning, a learning dyad is called an *havruta* (hahv-ROO-tah).

#### **What courtesies are owed to fellow members of the learning community?**



Every person will be similarly respected; every person who posts on the Discussion Board will demonstrate respect for all people regardless of their race, ethnicity, religion, sexual orientation, gender, political affiliation, socio-economic class, or (dis)ability.

### **What should I do if the professor is absent?**

Wait 15 minutes, and then leave.

### **What should I do if I need to leave class early?**

If you plan to leave early, notify the professor and sit near the exit. If you need to use the restroom, please exit in a way that minimizes any disturbance. (You do not need to ask permission).

### **Do I need to participate in discussion or answer oral questions in class?**

**Yes**, for the success of the class as a whole (for which you bear a share of the responsibility). Any student may speak in a *havruta*/dyad, small group, or class, but no one has a right to all or a majority of the air time. I may ask you to defer to others. I also track participation at intervals to factor it into your grade.

### **Can I use my laptop or SmartPhone in class?**

*Laptops, SmartPhones, or iPads may be used* for note-taking, or to follow class texts posted on-line, or to use a Bible app, or any other class business including exchanging messages between faction members in game play. We can form groups on the app Slack that will facilitate this. *Professor will assume if a device is in use that you are doing one of these activities and so will possibly call on you.* However, devices may not be used to do work for other classes during our class period. Why not just go the library and work if you're behind? Likewise, text-messaging, web-surfing, Facebook messaging are OK when permitted in a class exercise, but otherwise can distract both fellow students and professor. *Professor doesn't like distractions.*

### **Can I study for a test during class?**

**When you have task conflicts**, Professor understands the desire to work on an assignment for another class. If this is necessary, it is better that you go to a place outside of class lest you distract others—the scientific research now shows that *you cannot actually multi-task two higher-order activities at once without major data loss*. That is, studying for a test (or reading email for that matter) and thinking about class activities at the same time is not like walking and chewing gum. You will neither study well nor listen well *Therefore, take responsibility for your choice and cut the class.*

### **Can I chew gum in class?**

**Yes.** *Research shows that chewing raises alertness and enhances cognition. Go for it.*

### **Would you ever ask a student to leave class?**

I have never had to do this in all my years of teaching. However, I reserve the right if, in my view, some behavior becomes a major disruption, to ask the student to leave the class for the day.

### **What about discrimination, or sexual harassment, or assault?**

CSULB does not discriminate on the basis of gender, gender identity or expression, or sexuality (<http://equity-diversity/title-ix>). The first six weeks of school is sometimes called the “red zone” because of the higher incidence of sexual assault. For more info see [https://web.csulb.edu/divisions/students/wrc/sexual\\_assault/](https://web.csulb.edu/divisions/students/wrc/sexual_assault/).

### Assignments and Your Success:

#### **What is an oral recitation?**

You will give short speeches in the games, (called “Memorials” in the Wanli game). These will be based on your short papers, or will be impromptu.

#### **How does discussion work?**

To some degree, engaged and critical discussion is countercultural—it involves a sense of responsibility to the group, preparation, a willingness to step away from the culture of passivity, or to step out from deference to authority, and risk being “wrong.” (I prefer to give you praise rather than play “gotcha.”) It embraces conflict of

ideas as a way of sharpening the mind, not avoiding it as if it were a social faux pas. When it works it can set your mind on fire. So let's practice the arts of conversation and public discussion so that we can experience together this way of learning.

### **What is a reading quizlet?**

This is a short one or two answer quiz related to the reading for the day. There will be a quizlet on the Confucian *Analects* (the Hanlin Academy Exam) at the start of the Wanli game.

### **What is a short paper?**

A short paper usually constitutes a 600-900-word reflection or reaction to the primary and secondary texts in the class and is preparatory for your short speeches or oral recitations.

### **What is a Role-playing Game?**

A complex role-playing game is a pedagogical exercise “set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills.” Such a game extends over several class periods. Your professor is a gamer who has written for the *Reacting to the Past Series*: <http://reacting.barnard.edu/>.

### **How do the games work?**

The games are complex role-playing games in the style of the “Reacting to the Past” games developed at Barnard College. You will take on the role of a particular character from the relevant eras (1630s in Puritan New England; 1587 in Ming Dynasty China; 2019 at CSULB) You will write two persuasive papers and speak persuasively at least twice to advance the program and interests of your faction. The winning faction or individuals (who achieve their faction and/or character goals) will receive a one-point bonus in each game. See the game briefing on Beachboard for greater detail. *Games have been one of the most memorable experiences of my prior students.*

### **What is a critical or analytical question?**

Asking good questions is actually one of the harder things to learn how to do. Questions can be classified as to their level of abstraction—critical questions are at a higher level than the questions in this FAQ. If you were to ask: “Why has professor organized his syllabus this way?” or, “What are the components of this FAQ?” or, “What pedagogical goals are implied by this syllabus?” or, “What is the philosophy of teaching implied here?” you would be asking analytical questions. We'll work on asking better questions as part of the postmortems for the games.

### **How much time should I spend studying for this course?**

This depends on two things: How much do you want to get out of this course? How badly do you desire an “A”? The reading and writing assignments are predicated on your giving 7-8 hours per week to this course (two-and-a-half hours in-class; four-five hours out-of-class). This notion follows the basic rule of thumb for college: multiply your credit hours by three to roughly estimate your work load. (Thus, 15-16 credit hours are like a full-time job. At the start of the term, work is light; at mid-term and finals the demands of your several courses will spike dramatically.

### **In a post-reading society why should I read a printed text for an hour without interruptions?**

Professor is a sort of guide who has experience with the Force of Critical Thought and Biblical Texts. If you choose to follow his guidance you may save time in finding your way through the minefields of unsupported opinion and false information. Professor has discovered over time that while *both* printed and digital materials can give you a quick knowledge “fix,” they are as often as not misleading. Part of the training in using the Academic Force of Critical Thinking is to learn how to evaluate sources of information, unsupported opinions, and the like. Professor has carefully chosen primary and secondary texts as examples. If you succeed in learning how to wield this Force you will be among the *one third* of graduating college students who do.

Why without interruption? The scientific research now shows that *you cannot actually multi-task two higher-order activities at once without major data loss*. Your brain cannot concentrate on multiple higher-level things at once—it switches back and forth between TV, iPhone, and book. Information is lost while the mind switches back and forth and on the task not attended. You end up doing both texting and reading less well than if

you focused. Larger interruptions—someone comes to talk to you—may result in 5-10 minutes of refocusing time after they leave. But after an hour, one should get up and walk around a little to stimulate circulation and give the mind a rest.

I invite you to learn this discipline.

### Assignments, Your Success, and University Policy

#### **Can I revise my papers to improve my grade?**

**Yes.** Work graded B(-) or less ( $\leq 82\%$ ) may be redone for a possible grade change. *All re-dos should be turned in with the original paper.* Ask professor for any special instructions concerning re-dos.

#### **Can missed written work be made-up?**

**Yes.** All written work in the class (except the “final game paper”) may be made-up. Missed but made-up work counts as the re-do.

#### **Can I earn extra credit?**

**Yes.** You may earn up to three extra class points by a faction win or achieving your character goals.

#### **How can I get an “A”?**

An “A” entails “performance of the student at the highest level, **showing sustained excellence** in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.” An “A” paper, for instance, will offer a richly detailed analysis of the relevant evidence from multiple class resources while arguing a thesis. Such a paper will give a thorough citation trail. It will digest its quotations through explication and analysis (it won’t use quotes as filler). It will make good use of the word allowance; show evidence of proof-reading and self-editing; and be turned in on time.

A secret: Professor keys assignments to class readings and class activities. *Oddly*, if you read what’s assigned and come to class you will do well! Secret #2: read the assignment prompts and do what they say!

#### **What do I need to do to get at least a “C” or “Credit” under the “Credit/No credit” option?**

You must earn 70 points in the class.

#### **What is Ungrading?**

In consultation with the class, we may do some or all of the assignments “ungraded.” In this paradigm students write self-evaluations and schedule short interviews with the professor once or twice during the semester. “Ungraded” writing assignments would receive written responses from the professor. Though relying on your self-evaluations I would give you a letter grade at the end of the course. Non-participation and non-self-evaluation would lead to a “D,” “F,” or possibly a “WU,” i.e. “unauthorized withdrawal” if that were the case.

#### **What is the grade scoring system (when used)?**

**Grading is an imperfect measure** of growing, self-aware cultural literacy. For purposes of calculating your final grade, I will assign a numeric weight to letter grades and weigh the appropriate criteria as follows:

|        |   |   |  |
|--------|---|---|--|
| 90-100 | = | A | “Performance of the student at the highest level, <b>showing sustained excellence</b> in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.” |
| 80-89  | = | B | “Performance of the student has been at a high level, <b>showing consistent and effective achievement</b> in meeting course requirements.”   |
| 70-79  | = | C | “Performance of the student has been at an adequate level, <b>meeting the basic requirements</b> of the course.”   |
| 60-69  | = | D | “Performance of the student has been less than adequate, <b>meeting only the minimum course requirements.</b> ”  |
| 0-59   | = | F | “Performance of the student has been such that <b>minimal course requirements have not been met.</b> ”   |

**Assignments' letter grade translator** to aid the student in calculating their grade progress: A+ =100%; A= 95%; A-=90%; B+=88%; B=85%; B(-)= 82%; B-=80%; C+=78%; C=75%; C-=70%; D+=68%; D=65%; D-=60%; F<60%.

The grading policy of the University is found at: <http://catalog.csulb.edu/content.php?catoid=2&navoid=30#final-course-grades-grading-procedures-and-final-assessments>.

### **How will I be accommodated if I have a disability?**

It is the responsibility of the student to notify the instructor in advance of their need for an accommodation for a disability that has been verified by the University. *As the parent and uncle of persons with a disability, I take the notion of accommodation seriously.* Contact the Bob Murphy ACCESS Center by

- Phone, (562) 985-5401; Deaf Services TTY/TTD (562) 985-5426, or Video Phone (562) 286-6671; or
- E-mail, [bmac@csulb.edu](mailto:bmac@csulb.edu); or
- In person at the Bob Murphy ACCESS Center in SSC-110, to set yourself up. Check it out at: <http://web.csulb.edu/divisions/students/dss/>.

*Begin this immediately at the start of the semester if you have not done it before.*

### **Can I get an incomplete?**

Generally, you must have completed 67% of the course's work to receive an incomplete when compelling circumstances prevent you from completing all work within the semester. Actual examples from professor's experience: you are pregnant and your baby arrives earlier than expected. You dive into shallow water and crack your skull. See the grading procedures link above for the full policy.

### **When should I consider withdrawing from a class?**

From my experience, anyone who misses 25% or more of class sessions, with any combination of excused and unexcused absences, will have trouble "getting" what we're doing and succeeding on quizzes or papers. For this class that's **eight absences**. If you know you will miss **eight** or more classes (e.g., you are a competitive athlete with jury duty), consult with your advisor and me. You may wish to withdraw and take a "W" grade. Withdrawal becomes increasingly complicated as the semester progresses, and in the final few weeks becomes nearly impossible to do. A "W" grade looks somewhat better on your transcript than an "F" or a "WU" especially if you ever want to go on to graduate school. The WU-grade can also complicate your financial aid. The *University Withdrawal Policy is as follows:*

**It is the student's responsibility to withdraw from classes.** Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair, and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in this category involve total withdrawal from the university. <http://www.csulb.edu/student-records/dropping-and-withdrawing>.

**The drop-dead deadline to withdraw from a class** (without the college dean's signature—very difficult to get if you miss this deadline) **for fall term is Friday 11/15/19 by 5:00 PM. Note that the regular drop date to avoid a grade of "W" is Monday 09/09/19 by 10:00 PM on-line. The University limits you on the number of withdrawals and repeat/deletes.** If you withdraw, you have until 8/30/19 at the bookstore to get a full refund.

### **Do I need to attend class?**

Do you need to pass? If you don't "attend" work do you get paid? As a matter of experience, Professor has found that students who miss more than 25% of classes (eight class sessions for this course) have a difficult time understanding what we're doing with predictable consequences. *Four absences seem to be the tipping point past which few recover, and none receives an "A."*

Professor believes that you are an adult—someone who can make their own decisions and bear the responsibilities and consequences. Professor admires those who work (especially multiple jobs) and also go to

school—thus sometimes facing choices among competing, honorable time demands. Professor suggests that you link-up with another student in the class (your *havruta*-partner?) who takes notes and will let you know about what happens if you miss.

However, **on teamwork or game-play days your absence will impair the game itself.** On these days your absence undermines the learning community irreparably. The class actually *needs* to have you present—everyone participates and their participation integrates with that of others. On these days I will track your absences.

- For school sanctioned activities or religious holidays, all written work must be turned in beforehand and properly distributed to student participants (on Beachboard if permitted). Written questions by readers should be submitted directly to paper writers beforehand by e-mail or on Beachboard.
- As the actual give-and-take of the symposium or game cannot be recreated afterwards, both the experience and some participation credit will be lost. At the student's request s/he can make up for the lost participation credit through an extra-credit or makeup activity.

The University grading policy includes the following:

“Excused absences include:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

“Faculty members are not obligated to consider other absences as excused.

“Faculty members will ask for documentation as they deem appropriate for each excused absence.”

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#class-attendance>.

### What is plagiarism and cheating?

Think of it as a false or lying representation of your own intellectual efforts. “Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one’s own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes or commentary.” – for the rest of the policy see the on-line University Catalog:

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism>.

Here are some examples:

- Direct quotations of more than four words, paraphrases, general indebtedness to a source, or background information each need a different sort of in-line attribution or footnote.
- Plagiarism includes the “cut and paste” of uncited material from the internet or electronic resources. **One might change the words** and give an attribution for general indebtedness **yet still plagiarize**. An example from the professor’s experience: the student follows a sermon outline for their paper, point-for-point, example-for-example, in the same order of argument.
- Plagiarism can include close paraphrasing of someone else’s work like an on-line article (even if unattributed borrowings change every fifth word) —without attribution. With attribution, I’d ask you to rewrite the paper in your own words. I’d rather have your original writing (no matter how good or bad) than a brilliant paraphrase.
- “Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means.” – from the University Catalog as above. Examples of this include copying from another’s test, or text-messaging answers to one another during an examination.