

California State University, Long Beach
Appendix 2.03b
Graduate Syllabi

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History 501: Historical Thinking and the Discipline of History
Fall 2019
Monday 6:30-9:15pm
FO2-101A

Dr. Eileen Luhr
Office Hours: Mondays 3:00-5:00pm & Thursdays 3:00-5:00pm

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Course Description:

History 501 introduces incoming graduate students to the skills and dispositions required to succeed in the MA program. The course examines the history of the profession, the professional dispositions of the discipline, and key historical thinking skills. The first quarter of the class teaches students about the history of the profession as well as the dispositions of historical thinking. The remainder of the course teaches cognitive thinking and substantive concepts. Both the assigned readings and writing prompts foreground historical thinking skills (historiography, significance, periodization, evidence & interpretation, cause and consequence, comparison, scope & scale, and agency) that address major issues in the fields of United States and World History.

Requirements (1000 points/ A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points; F = 0-599 points) Students must receive a “B” or better to remain the graduate program.

Students are expected to complete the following requirements:

1. **Abstract** (25 points) Students will write a 300-word abstract for *The Marketplace of Ideas* using the guidelines for abstract writing outlined by Wendy Laura Belcher in *Writing Your Journal Article in 15 Weeks*.
2. **Weekly responses** (350 points/50 points each; seven total). All weekly responses for weeks 5-7 are required. During the remaining weeks, students will also write four (out of seven) weekly responses to the assigned prompt listed underneath the assigned readings.
 - Responses should be between 650 and 750 words and will be graded according to the posted rubric on Beachboard. All citations should be formatted according to the *Chicago Manual of Style*. At the end of the essay, students will include the final word count (excluding footnotes, headers, and titles). Students should be mindful of a monograph’s historiographic context; the book reviews and monograph introductions—not to mention the weekly prompts—will provide direction. *Answers that do not respond directly to the prompt will be marked down.*
 - Write-ups should be submitted via hard copy and to the Dropbox folder of Beachboard; the hard copy should be submitted with an attached writing rubric downloaded from Beachboard.
 - Unless there is a prior arrangement, I will not accept a weekly response paper if a student does not attend class. I will make exceptions for excused absences (see below).
 - Students may *not* submit a weekly write up for the monograph they choose for the second book review.
 - In order to work on writing style, content, and editing habits, students will submit one write-up for in-class peer review and discussion. The sign-up for this exercise will take place in class during week 3. Students should bring a peer-editing rubric (available on Beachboard) to class every week beginning in week 5.
 - Please keep all returned essays and bring them to class in week 10.
3. **Book reviews** (200 points/100 points each): Students will write two book reviews. The first book review, on Peter Novick’s *That Noble Dream*, is required. The student will choose a book review to write on one of the assigned monographs during weeks 8-15 (i.e., not including editors McGirr/Foner or Hughes-Warrington). Book reviews should be 4-5 pages (1200-1500 words). The book reviews are due on the day we discuss the monograph and must be submitted via hard copy and on Beachboard (to the same folder as the weekly folder); the hard copy should be submitted with an attached writing rubric downloaded from the Beachboard site. Students do not turn in a weekly write-up for the second monograph they review. All citations should be formatted according to the *Chicago Manual of Style*. Students may *not* submit a book review for the monograph they choose for the historiography.

4. **Historiography** (150 points): For the final assessment, students will write a 12- to 15-page historiography due in class during exam week. The historiography should explore a topic introduced by one of the monographs read during weeks eight through fifteen; the historiographic collections read during weeks six and seven are a good starting point for additional secondary sources. Alternative topics will be permitted only in exceptional circumstances and only in consultation with the course instructor. The final essay should include at least eight sources (including up to two articles), including the monograph assigned for class. Missed blog entries during the semester will result in point deductions in the final historiography.
5. **Annotated bibliography** (50 points): At the week 10 class meeting (& on Beachboard), students will submit an annotated bibliography for the final historiography. Students should include detailed (at least 150-word) annotations for five of the eight sources that begin the process of bringing the works into dialogue around a central historical question, problem, or process.
6. **Historiographic essay proposal** (75 points): The proposal, which should have a descriptive title, will outline the historical issue or process their final essay will address in 600 words. Students should submit the assignment to Beachboard by 10pm on Friday November 15. The informal Beachboard forum assignments are intended to help students plan ahead of the due date in order to choose a topic and investigate suitable choices for the bibliography; *if you don't put effort into these posts, don't be surprised if your topic suddenly seems really difficult to define during week 12*. Students should begin considering topics as soon as possible.
7. **Participation** (125 points): As part of the emphasis on professionalism and preparation, students will have a higher-than-usual participation grade. In an MA seminar, students are expected to do the bulk of discussion. More so than as undergraduates, students must also learn to listen and learn from one another. Students who wish to receive a "B" or above in participation will demonstrate the following behaviors: volunteering to speak, using academic language, using specific evidence in answering responses, listening and responding to classmates, and connecting ideas to other readings or theories that have been discussed. Get involved early in the semester, and be ready to take risks. Attendance without participation is insufficient and will result in no more than a "D" for this portion of your grade. Missed classes that do not conform to criteria for excused absence (see below) will detract from the final participation grade. Please note that I do not allow laptops or tablets to be open during class discussion.
8. **Pre-/Post- class self-reflection** (25 points) Aside from checking that the pre-class essay is completed (with a ten-point deduction for an incomplete essay), the pre-class essay will not be graded. Instead, the pre-essay will be kept and read in relation to the post-class reflection. See week 1 and week 17 in the class schedule for the prompts.

Required Texts:

All texts not listed here are available on Beachboard. I do not allow graduate students to access e-books in class. If you do not wish to buy or rent the following texts, please check the library, interlibrary loan, or your friends' bookshelves for availability:

- Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (NY: Cambridge UP, 1988)
- Louis Menand, *The Marketplace of Ideas: Reform and Resistance in the American University* (NY: W.W. Norton, 2010)
- Marnie Hughes-Warrington, editor, *Palgrave Advances in World Histories* (NY: Palgrave, 2005)
- Eric Foner and Lisa McGirr, editors, *American History Now* (Philadelphia: Temple UP, 2011).
- J.R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914* (NY: W.W. Norton, 2010)
- Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (NY: Basic Books, 2014)
- Erika Rappaport, *A Thirst for Empire: How Tea Shaped the Modern World* (Princeton, NJ: Princeton UP, 2017)
- Pekka Hämäläinen, *The Comanche Empire* (New Haven: Yale University Press, 2008)
- Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (NY: W.W. Norton, 2011)
- Nancy Tomes, *Remaking the American Patient: How Madison Avenue and Modern Medicine Turned Patients into Consumers* (Chapel Hill, NC: UNC Press, 2016)

- Tanisha Ford, *Liberated Threads: Black Women, Style, & the Global Politics of Soul* (Chapel Hill, NC: UNC Press, 2015)

Student Learning Outcomes:

Upon successful completion of the course, the student will demonstrate the following outcomes.

1. Students will explain history as a discipline and diagnose and differentiate accounts using concepts such as periodization, cause & consequence, contingency, evidence and interpretation, significance, comparison, and agency.
 - *Measured by weekly responses, class discussion, and book reviews*
2. Students will identify, analyze, and assess significant patterns, conclusions, and debates within the scholarship of the historical profession.
 - *Measured by project proposal/annotated bibliography, final historiography, weekly responses, and class discussions*
3. Students will construct analytical assertions, categorize original arguments about the past, assess historical monographs, and contextualize them within relevant scholarship.
 - *Measured by final historiography and weekly responses*
4. Students will craft effective written accounts in a variety of genres grounded in the discipline—such as book reviews and historiographies—and articulate their historical literacy in spoken and written forms.
 - *Measured by final historiography, weekly responses, book reviews, abstract, project proposal, and annotated bibliography*
5. Students will identify and practice professional dispositions and abilities, including maintaining collaborative relationships with peers and faculty, demonstrating an awareness of the broader disciplinary community in history, and displaying self-initiative and academic integrity.
 - *Measured by class discussion, the first book review, & the pre- and post-class reflective essays*
6. Students will formulate models of basic themes in United States and World History and evaluate the way that historical thinking structures work in the fields.
 - *Measured by weekly responses, class discussion, and book reviews*

Academic Integrity and Honesty

Cheating and plagiarism are serious offenses and will not be tolerated. They are violations of university regulations. All students will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

The university defines plagiarism 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... Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming." (http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html)

All acts of academic dishonesty will be subject to disciplinary action. All written assignments for the course must be submitted electronically through Beach Board to Turnitin.com in order to ensure the authenticity of the presented written work. **A single act of cheating or plagiarism by an undergraduate student will result in a failing grade on the assignment. A single act of cheating or plagiarism by a graduate student will result in a failing grade in the course, regardless of other graded course assignments.** All plagiarism cases will be referred to the Office of Judicial Affairs and, depending on the severity of the case, further disciplinary actions may be taken, including suspension and expulsion, based on University policy. For more information, please see <http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>.

POLICIES:

1. **Religious observances:** In order to reschedule examinations and/or assignments, please inform me in writing in the first two weeks of class if you will miss a class period because of religious observance.
2. **Withdrawal from the course:** It is your responsibility to properly withdraw from classes. The date for withdrawing without a “W” is listed in the “Key registration dates” here: <http://www.csulb.edu/depts/enrollment/registration/>. If you do not withdraw officially and simply stop attending class/turning in assignments, you will receive an “F.”
3. **Students with disabilities:** If you have a documented disability and require additional time or other help for examinations and/or assignments, you must obtain verification from the Bob Murphy Access Center located in room 110 of the Student Success Center. The number is 562-985-5401; email is bmac@csulb.edu. Their website is <http://web.csulb.edu/divisions/students/dss/>.
4. **Absences:** All absences will be noted, and habitual absence will affect the final grade. University Attendance Policy PS 01-01 defines excused absences as 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 Educational Code section 89320); 4) jury duty or government obligation; 5) University sanctioned or approved activities (such as athletics). Students are responsible for all materials in the texts, lectures, film screenings, and discussions. If you miss a class, you may wish to ask a classmate to bring you up to speed. If you have an excused absence, be sure to upload any assigned writing to Dropbox & bring a hard copy of the assignment to the next class meeting.
5. **“Shared Community”:** Discriminatory statements of any kind negate the education process and will not be tolerated. This course adheres to the University’s “Principles of Shared Community.”
6. **Email and Beachboard:** On occasion I will send reminders, requests, and assignment clarification via Beachboard’s email function, so students should make sure to update their email accounts on Beachboard. All rubrics, assignment instructions, and syllabi will be available as PDFs on Beachboard.
7. **Laptops and tablets:** In past graduate seminars, electronic devices have occasionally become barriers to class discussion. Please note that I do not allow laptops or tablets—even if used to access e-books—to be open during discussion. If necessary, students should print notes before class.

Economic Hardship

I recognize that CSULB students have a lot going on in their lives when they leave the CSULB campus. Students who are experiencing economic hardship are encouraged to reach out to me or another faculty/staff member. In particular, please come see me if an economic hardship is interfering with your ability to perform academically. CSULB has several programs and resources in place to provide support with housing, food, & other emergencies. The Basic Needs Program website (http://web.csulb.edu/divisions/students/basic_needs_program/) features links to the On-Campus Support Services (e.g., ASI food pantry & the CalFresh Outreach Program) as well as to the Emergency Intervention and Wellness Program, which has information regarding Student Emergency Grants, the Meals Assistant Program, and the Short-Term Housing Assistance Program. The Basic Needs Program’s phone number is (562) 985-2038.

Counseling and Psychological Services (CAPS)

Even if a student excelled in their BA program, graduate classes can be more stressful than undergraduate courses: there is more reading, writing and class discussion; faculty expectations are higher; and students often work full-time jobs in addition to pursuing their degree. The smaller classes and increased scrutiny can result in a sense of “academic imposter syndrome.” I encourage students to be proactive in speaking to me but also in using available campus resources. CSULB’s Counseling and Psychological Services (CAPS) has resources that help students address the challenges of their academic and personal life. This includes both long-term counseling services, crisis assistance, & drop-in group facilitation conducted by staff members. The main website (<http://web.csulb.edu/divisions/students/caps/>) provides information about services as well as contact information, including numbers for a 24-hour access to a counselor and how to schedule an initial intake appointment. Please note that *non-emergency* appointments can involve a waiting period.

Schedule of Weekly Topics and Assignments

As you read the syllabus, remember to turn the page to be sure you have completed every part of the week's assignments.

History as a Profession and the Professional Dispositions of History

WEEK ONE:

8/26 Introduction: What is a History MA?

Reading:

- 1) David Shorter, "Welcome to Graduate School," *Chronicle of Higher Education*, September 15, 2014, <http://chronicle.com/article/Welcome-to-Graduate-School/148775/>
 - Please consider buying one of the writing guides—perhaps *How to Proofread Your Own Writing* by Sandie Giles or *Several Short Sentences about Writing* by Verlyn Klinkenborg—that Shorter recommends.
- 2) Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (Cambridge UP, 1988), pp. 1-319.
- 3) Reviews of *That Noble Dream*:
 - David W. Noble in *Reviews in American History* (December 1989)
 - James T. Kloppenberg in *American Historical Review* (October 1989)

Activities:

- 1) Class expectations, assignments, and rubrics
- 2) Assigned books and articles
- 3) Review of class Beachboard site

Writing Assignment Due:

- 1) In advance of today's meeting, please write a 650- to 750-word essay that reflects on your understanding of historical thinking, your expectations for the History MA program (including what you plan to do with your degree), & your understanding of the dispositions needed to succeed in a History MA program. You may wish to refer back to the personal statement you submitted for admission to this program as a starting point. At the end of the semester, you will have an opportunity to reflect on how your perceptions have changed. Please bring a hard copy of the essay to class to turn in.

WEEK TWO:

9/2 No Class: Happy Labor Day

This would be an excellent time to look ahead and decide which monograph to pick as the basis for your historiography (see week 6).

WEEK THREE:

9/9 A History of the History Profession in the United States

Readings:

- 1) Peter Novick, *That Noble Dream*, pp. 320-629
- 2) Wendy Laura Belcher, *Writing Your Journal Article in 12 Weeks*, pp.54-58 ("abstracts as a tool for success"). Pay particular discussion to the section about humanities abstracts. Belcher's book is for academics who want to publish their original research, but her instructions on how to write an abstract will help you learn how to distill your own and other author's arguments into concise entries. You will need this skill to write response papers and annotations. Keep these instructions for future classes.

Activities:

- 1) Now that you've written a book review of *That Noble Dream*, we will work on writing a 300-word abstract of the monograph in class.

Writing Assignment Due:

- 1) Using the instructions on Beachboard, write a 4-5-page (1200-1500 words) book review of *That Noble Dream*; there are guidelines for book reviews on Beachboard and in under "assignments" above. Please observe the assigned word length. As you read

the reviews for Novick (week 1 meeting), you should note that few journals print book reviews that are longer than 1000 words. Please demonstrate that you have proofread and edited the review by printing out a rough draft and showing the changes made. Submit the final draft to Beachboard, and bring a copy of the final draft to class along with the rough draft with markings. All citations should be footnoted according to the *Chicago Manual of Style*.

WEEK FOUR:

9/16 **Higher Education and the Marketplace of Ideas in the Contemporary United States**

Readings:

- 1) Louis Menand, *The Marketplace of Ideas: Reform and Resistance in the American University* (W.W. Norton, 2010)
- 2) Optional: I'm a believer in the History MA, but students considering PhD programs might wish to read these popular essays about the pros and cons of pursuing a career in higher education:
 - Neutral: Joshua Rothman, "The Impossible Decision," in the *New Yorker*:
<http://www.newyorker.com/books/page-turner/the-impossible-decision>
 - Con: Rebecca Schuman, "Thesis Hatement," in *Slate*:
http://www.slate.com/articles/life/culturebox/2013/04/there_are_no_academic_jobs_and_getting_a_ph_d_will_make_you_into_a_horrible.single.html
 - Pro: Katie Roiphe, "Thesis Defense," in *Slate*:
http://www.slate.com/articles/double_x/roiphe/2013/04/a_literature_ph_d_is_not_a_waste_of_time.html

Activities:

- 1) Peer critique of abstracts: please bring an extra copy of your abstract to exchange with a classmate in addition to the hard copy you turn in to me.

Writing Assignment Due:

- 1) Based on Belcher's explanation of abstracts, write a maximum 300-word abstract for *The Marketplace of Ideas*. Please demonstrate that you have proofread and edited the review by printing out a rough draft and showing the changes you have made. Submit the final draft to Beachboard, but print out & turn in the rough draft (with markings) and final draft. Please bring two copies of the final abstract (one to exchange & one to turn in).

History Cognition

WEEK FIVE:

9/23 **Professional Dispositions: History as a Cognitive Process**

Readings:

- 1) Bruce VanSledright, *The Challenge of Rethinking History Education* (NY: Routledge, 2011): ch. 2 ("On the Limits of Collective Memorialization and Persistent Instruction), 3 ("The Case of Thomas Becker"), 4 ("Learning History: What Do Students Know and What Can They Do with that Knowledge?")
- 2) Peter Seixas, "Historical Thinking Guideposts," excerpted from *The Big Six Historical Thinking Concepts* (Toronto: Nelson Education, 2013).
- 3) Roy Rosenzweig, "Can History be Open Source? *Wikipedia*-the Future of the Past," *Journal of American History* (June 2006), 117-46.
- 4) CSULB History Graduate Student Handbook, available here:
<http://www.cla.csulb.edu/departments/history/wp-content/uploads/2018/08/Grad-Handbook-F18-Final-PDF.pdf>.

Activities:

- 1) Introduction to the assignment (due in class during exam week): topics & procedures for writing a historiography
- 2) Defining community standards of historical thinking (i.e., evaluative criteria for assessing historiography, significance, cause and consequence, periodization, evidence, comparison, agency) and creating a rubric for professional standards of

behavior for students in an MA program. Bring a hard copy or electronic copy of all readings to class.

3) Peer review of essays begins!

Writing Assignment Due:

1) Write an essay in which you use the articles on the cognitive processes of history (VanSledright & Seixas) to evaluate the similarities and differences between how *Wikipedia* and professional historians “do” history as described in Rosenzweig’s article. What does it mean to “think like a historian”? If we can take the concept of “thinking like a historian” a bit farther, what does it mean to “think historiographically”?

- As of this week, I will not require you to submit a rough draft. If you do not edit your work, you will likely see a corresponding dip in your grade.

Historiography: United States History and World History
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WEEK SIX:

9/30

Historiography as Historical Thinking, Part I: World History

Readings:

- 1) Selected essays, Marnie Hughes-Warrington, editor, *Palgrave Advances in World Histories* (Palgrave, 2005)
- 2) Jerry Bentley, “The New World History,” in Lloyd Kramer and Sarah Maza, editors, *A Companion to Western Historical Thought* (Oxford: Blackwell, 2002), pp. 393-416.
- 3) Philip D. Curtin, “Depth, Span, & Relevance,” in eds. Ross Dunn, Laura Mitchell, & Kerry Ward, *The New World History: A Field Guide for Teachers and Researchers* (Berkeley: UC Press, 2016), 121-9. (Originally published in *AHR* in February 1984).

Activities:

- 1) Discussion of Beachboard post #1.
- 2) Peer critique of selected responses to weekly prompt.

Writing Assignments Due:

- 1) Using the edited volume, the articles, & Peter Seixas’ guideposts for historical thinking, write an essay that explains how one type of historical thinking—cause & consequence, agency, periodization, evidence & interpretation, comparison, temporal or spatial scale, or significance—aided the development of the “new world history.” Be sure to provide a clear definition of your chosen historical thinking skill at the outset of your essay.
- 2) Beachboard post #1 (due at 6:15pm): In a 150-word post to the Beachboard forum, identify which monograph will be the basis of your final historiography. Explain why you have selected this monograph and make a general statement about how the monograph might relate to a broader historiographic topic of investigation.

WEEK SEVEN:

10/7

Historiography as Historical Thinking, Part II: United States History

Reading:

- 1) Eric Foner & Lisa McGirr, eds., *American History Now* (Philadelphia: Temple UP, 2011).
- 2) Final assignment instructions: please print and read “Historiography steps” from the “Assignment instructions” section of Beachboard. Bring your copy to class.

Activities:

- 1) Discussion of Beachboard post #2.
- 2) Peer critique of selected responses to weekly prompt.

Writing Assignments Due:

- 1) As the Editors’ Preface suggests, historiographical essays allow historians to reflect on both the transformation of existing fields and the creation of new fields of inquiry. In other words, historiography helps synthesize the emerging consensus in the field as US historians have shifted between social, cultural, and transnational history. Write an essay that explains how one type of historical thinking—cause & consequence, agency, periodization, evidence & interpretation, comparison, temporal or spatial scale, or significance—helped occasion a major reconsideration of United States history. Be

- sure to provide a clear definition of the historical thinking skill and examples of how this skill has influenced the historiography of multiple fields of United States history drawn from multiple essays; the Seixas excerpts from week 5 may help guide your thinking.
- 2) Beachboard post #2 (due at 6:15pm): Most monographs intervene in more than one field of historiography. Look carefully at the book reviews (you are *not* confined to those listed in the syllabus; do a search!) and the author's introduction.
- In a 200-word post to the Beachboard forum, identify **three** fields where your selected monograph contributes to the existing literature and explain the process you undertook to identify the monograph's relationship to these broader fields of inquiry.
 - In addition, you should draw a preliminary concept map so you can visualize the historiographic questions addressed in your chosen monograph (see sample for Ira Katznelson's *Fear Itself*, a monograph about the New Deal that I no longer assign, on the final page of the historiography directions). Take a photo of your concept map and post it to Beachboard. Bring your copy of your map to class.

The Global and the National in World History

WEEK EIGHT:**10/14 Determining Significance and Contribution**Reading:

- 1) J.R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914* (W.W. Norton, 2010)
- 2) Peter Seixas, "Generating Powerful Understandings of Historical Significance," in *The Big Six Historical Thinking Concepts* (Nelson Education, 2013), p. 24.
- 3) Reviews of *Mosquito Empires*:
 - Molly A. Warsh in the *Journal of World History* (December 2011)
 - Heather L. McCrea in *Hispanic American Historical Review* (May 2011)
 - Shawn Miller in *Reviews in American History* (March 2012)
 - Bonham C. Richardson in the *American Historical Review* (February 2011)
- 4) Wendy Laura Belcher, *Writing Your Journal Article in 12 Weeks*, chapter 5, pp.139-60. Pay particular attention to the discussion of "entry points" on pp. 150-4. Once again, Belcher's audience is scholars who are seeking to revise and publish their original research, but she offers excellent advice on how to assess monographs within the field.

Activities:

- 1) Discussion of Beachboard post #3.
- 2) Peer critique of selected responses to weekly prompt.

Writing Assignments Due:

- 1) Using the monograph, book reviews, and Peter Seixas' criteria for determining significance, write an essay in which you explain the argument that J.R. McNeill makes for including the environment in creating historical scholarship. How significant were ecological factors in shaping regional events? Is it possible to overvalue the significance of ecological factors?
- 2) Beachboard post #3 (due at 6:15pm): In a 150-word post to the Beachboard forum, explain how you located a historiographic essay about your chosen topic and provide a general sense of how the author of the essay characterizes changes in the field over time. What events led to major reconsiderations in this field of study? How did you determine that the essay you selected was historiographic?

WEEK NINE:**10/21 Change and Continuity/Periodization as Historical Thinking**Readings:

- 1) Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (NY: Basic Books, 2014)

- 2) Peter Seixas, "Thinking about Continuity and Change, in *The Big Six Historical Thinking Concepts* (Nelson Education, 2013), pp. 76-85.
- 3) Reviews of *The Half Has Never Been Told*:
 - Eric Foner, "The Brutal Process," *New York Times*, October 3, 2014, <http://nyti.ms/1CIArG8>
 - Timothy Shenk, "Apostles of Growth," *The Nation*, November 24, 2014, pp.17-28.
 - Matthew Pratt Guterl, "Slavery and Capitalism: A Review Essay," *The Journal of Southern History*, vol. LXXXI, no. 2 (May 2015): 405-20.

Activities:

- 1) Discussion of Beachboard post #4.
- 2) Peer critique of selected responses to weekly prompt

Writing Assignments Due:

- 1) Using the monograph, book reviews, and the excerpt from Peter Seixas, write an essay in which you explain how Edward Baptist incorporates concepts of change and continuity into his assessment of American slavery as a dynamic capitalist system rather than an agrarian remnant. How does Baptist highlight change and continuity within the history of slavery?
- 2) Beachboard post #4 (due at 6:15pm): Based on what you learned in the historiographic essay and book reviews, create a bibliography on your chosen topic with at least ten monographs and articles spread across a reasonable amount of time. Be sure to follow correct format for a bibliography. Write a few sentences about how your impression of your chosen historiographic topic has changed since step 1. Finally, write a central question that your historiography will ask and answer about the field.

WEEK TEN:

10/28 Writing and Editing as a Process

Readings:

- 1) Read books and book reviews for your historiography. I'm not kidding. You will be reading long monographs for the rest of the semester, including week 15. Use this time wisely.

Activities:

- 1) Discussion of the process of creating an annotated bibliography (step #5).
- 2) Students will spend the rest of class period identifying and reflecting on their writing habits. Please bring the corrected copies of all book reviews and weekly responses. You will create an editing log that identifies strengths and weaknesses within your writing, and we will have a group discussion of ways to build on strengths while addressing these weaknesses.

Writing Assignments Due:

- 1) Due to Dropbox on Beachboard and in hard copy (Beachboard step #5): annotated bibliography for historiography. The central question that your historiography will ask and answer about the field should be at the top of the document.
- 2) Bring the corrected copies of book reviews and weekly responses for 501 that have been returned.

Agency and Empire in United States and World History

WEEK ELEVEN:

11/4 Research Questions and the Secondary Literature: Connecting Fields

Reading:

- 1) Erika Rappaport, *A Thirst for Empire: How Tea Shaped the Modern World* (Princeton, NJ: Princeton UP, 2017).
- 2) Reviews of *A Thirst for Empire*:
 - Jeffrey Wasserstrom, "The Globe and the Kettle," *Wall Street Journal*, 22 September 2017
 - Cecilia Leong-Salobir in *American Historical Review* (April 2019)
 - Chris Otter in *Journal of Modern History* (March 2019)

Activities:

- 1) Questions about historiographic essay proposal.
- 2) Peer critique of selected responses to weekly prompt.

Writing Assignment Due:

- 1) In an earlier moment, Erika Rappaport's monograph might have only considered the importance of tea to European history. Instead, it won the American Historical Association's Bentley Award for world history. Drawing on the monograph as well as the reviews, write an essay in which you explain how Rappaport draws upon multiple historiographic fields to construct an argument that connects different parts of the modern world. In your response, you might consider the extent to which Rappaport must reconcile different methodologies particular to each field to construct both her research question and her argument.

WEEK TWELVE:**11/11 No Class: Veterans Day**

I suggest you work on your historiographic essay proposal.

Writing Assignment Due:

Due to the Dropbox at 10pm on Beachboard Friday November 15 (Beachboard step #6): historiographic essay proposal. Follow the instructions.

WEEK THIRTEEN:**11/18 Cause and Consequence: Structure and Agency as Historical Thinking**Reading:

- 1) Pekka Hämäläinen, *The Comanche Empire* (New Haven: Yale University Press, 2008)
- 2) Peter Seixas, "Causes of Two Kinds," excerpted from *The Big Six Historical Thinking Concepts* (Nelson Education, 2013), pp. 111-112.
- 3) Reviews of *The Comanche Empire*:
 - Gerald Betty in the *American Historical Review* (December 2008)
 - William J. Bauer, Jr. in *Journal of World History* (June 2010)
 - John P. Bowes in *Reviews in American History* (September 2009)

Activities:

- 1) Peer critique of selected responses to weekly prompt.

Writing Assignment Due:

- 1) Drawing on the monograph as well as the reviews, write an essay in which you interrogate the advantages and/or limitations of Hämäläinen's use of the concept of agency in *The Comanche Empire*. Use the excerpt from Seixas to ground your understanding of the interaction between historical actors and the conditions under which they operate. In formulating your response, consider the extent to which indigenous peoples created the conditions under which borderlands history unfolded.

WEEK FOURTEEN:**11/25 Evidence and Interpretation as Historical Thinking, Part I**Reading:

- 1) Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (W.W. Norton, 2011)
- 2) Sam Wineburg, "Reading Abraham Lincoln," *Cognitive Science* vol. 22, no. 3 (1998): 319-46.
- 3) Peter Seixas, "Evidence," excerpted from *The Big Six Historical Thinking Concepts* (Nelson Education, 2013), pp. 42-49.
- 4) Reviews of *The Fiery Trial*:
 - David S. Reynolds, "Learning to Be Lincoln," *New York Times*, 30 September 2010 (<http://www.nytimes.com/2010/10/03/books/review/Reynolds-t.html>)
 - Bruce Levine in *Journal of American History* (June 2011)

Activities:

- 1) Discussion of Beachboard post #7.

2) Peer critique of selected responses to weekly prompt

Writing Assignments Due:

- 1) Using the monograph, the assigned article, and the assigned reviews, explain how *The Fiery Trial* deploys evidence that has been used before to create a new account of a seemingly well-understood historical figure. What contribution does this new combination of evidence and interpretation make to the field? You must use the chapters by Wineburg and Seixas to ground your understanding of how historians work with evidence.
- 2) Beachboard post #7: In 150-200 words, describe how you plan to work on the historiography assignment amid other work demands. What challenges have you confronted in trying to place the works into dialogue with one another?

The Cultural History of Medical Consumerism
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WEEK FIFTEEN:

12/2 Evidence and Interpretation as Historical Thinking, Part II

Reading:

- 1) Nancy Tomes, *Remaking the American Patient: How Madison Avenue and Modern Medicine Turned Patients into Consumers* (Chapel Hill, NC: UNC Press, 2016)
- 2) Reviews of *Remaking the American Patient*
 - Elena Conis in *American Historical Review* (December 2016)
 - David Grande and Carolyn Cannuscio, "A 'Consumer Revolution' in American Medicine," *Health Affairs* (April 2016)
 - Abigail Zugar, "When Patients Became Purchasers" *New York Times*, 26 January 2016

Activities:

- 1) Troubleshooting for the historiographic assignment
- 2) Peer critique of selected responses to weekly prompt

Writing Assignment Due:

- 1) Using the monograph and the assigned reviews, write an essay in which you assess how Nancy Tomes draws on evidence relating to popular advertising, medical and scientific expertise, and American economic history to explain the history of the modern medical patient. What is useful or "new"—in a historiographic sense—about placing the history of medicine in the context of market-based consumerism?

The Black Freedom Struggle in Global Context

WEEK SIXTEEN:

12/9 Spatial Scale as Historical Thinking

Reading:

- 1) Tanisha Ford, *Liberated Threads: Black Women, Style, & the Global Politics of Soul* (Chapel Hill, NC: UNC Press, 2015)
- 2) Reviews of *Liberated Threads*:
 - Lynn Thomas in *American Historical Review* (February 2017)
 - Gayle Wald in *Journal of American History* (September 2016)

Activities:

- 1) Troubleshooting challenges with the historiography.
- 2) Peer critique of selected responses to weekly prompt.

Writing Assignment Due:

- 1) Using the monograph and the assigned reviews, write an essay in which you explain how Tanisha Ford broadens the spatial framework for understanding the social and cultural history of the black freedom struggle.

WEEK SEVENTEEN

12/16 Final Reflection

Reading:

- 1) Individual reading for final historiography.

Activities:

- 1) Sharing final reflections on the course.

Writing Assignments Due:

- 1) Write a 650- to 750-word essay in which you reflect on how your understanding of historical thinking, your expectations for the History MA program (including what you plan to do with your degree), and your understanding of historical dispositions have changed over the past fifteen weeks. As evidence, you should reflect on specific reading and writing assignments as well as class discussions; it is therefore recommended that you review your class notes and the feedback you received on written assignments.
- 2) Final historiographies due.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
 College of Health and Human Services
 Department of Speech-Language Pathology

**SLP 665 Seminar in Language Disorders in Adults
 Fall 2019 (3 Units)**

Thursday 9:30 AM – 12:15 PM
 LAB Room 126

Instructor: Pei-Fang Hung, Ph.D., CCC-SLP

Office Hours: Wednesday 9:30-11:30 am, Thursday 1:00-2:00 pm, or by appointment

Office: LAB Room 216

Telephone: (562) 985-4159

Email: Pei-Fang.Hung@csulb.edu

Catalog Description

Prerequisites: Admission to Speech-Language Pathology graduate program.
 Provides an understanding of neuropathological substrates of language disorders in adults resulting from acquired brain damage. Provides for the recognition and assessment of the syndromology and clinical aspects of adult language disorders relative to current research. Letter grade only (A-F).

Student Learning Outcomes

- SLP 665 is a graduate-level course designed to provide the requisite knowledge for identifying, evaluating, and treating aphasia and related neurogenic language disorders. Upon successful completion of this course, students will be able to:
- A. Identify the etiology and neuropathological variables associated with aphasia and related neurogenic language disorders
 - B. Explain the linguistic, underlying anatomical and physiological, psychological, and cultural characteristics of aphasia and related neurogenic language disorders.
 - C. Describe aphasia classification systems and the principles and methods of identification of aphasia and related neurogenic language disorders
 - D. Explain and discuss both standardized and non-standardized assessment procedures and protocols for individuals with aphasia and related neurogenic language disorders.
 - E. Explain and discuss treatment approaches and procedures in rehabilitation and management for individuals with aphasia and related neurogenic language disorders.
 - F. Discuss historical and recent trends and contemporary issues in rehabilitation and management of aphasia and related neurogenic communication disorders.
 - G. Generate collaborative, client/patient-centered intervention plans and understand how to work on interdisciplinary/ interprofessional teams

- H. Discuss the benefits and limitations of using telepractice in management of aphasia and related neurogenic communication disorders
- I. Discuss how cultural and linguistic variables may influence the clinical decision-making processes in rehabilitation and management for aphasia and related neurogenic communication disorders.
- J. Access and evaluate information sources and research evidence to support decisions on assessment and intervention of aphasia and related neurogenic language disorders

Certification Standards

Satisfactory completion of SLP 665 is intended to assist students in meeting the following knowledge and skill sections of the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective January 1st, 2020. Upon completion, students will meet all of the following standards for ASHA certification as a speech-language pathologist, California licensing requirements for speech-language pathologist, and the requirements of California Commission on Teaching Credentialing for Speech-Language Pathology Services Credential.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences

Standard IV-D: The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

CAA Standard 3.0B Curriculum in Speech-Language Pathology

	Exams	Case Studies	Oral Presentation	Simulation Assignment	In-Class Discussion
3.1.1B Professional Practice Competencies					
<u>Accountability</u> • Understand the various models of delivery of speech-language services	x	x		x	x
<u>Effective Communication Skills</u> • Use all forms of expressive communication	x	x	x	x	x
<u>Clinical Reasoning</u> • Use valid scientific and clinical evidence in decision-making regarding assessment and intervention		x		x	x
<u>Evidence-Based Practice</u> • Critically evaluate information sources and applies that information to appropriate populations • Integrate evidence in provision of SLP	x	x	x	x	x

	Exams	Case Studies	Oral Presentation	Simulation Assignment	In-Class Discussion
services					
<u>Cultural Competence</u> • Understand the impact of the cultural and linguistic variables of the individuals served on delivery of care.	x	x	x	x	x
<u>Professional Duty</u> • Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention		x		x	x
3.1.2B Foundations of Speech-Language Pathology Practice	x	x		x	x
3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences	x	x		x	x
3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences	x	x		x	x
3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms	x	x	x	x	x
3.1.6B General Knowledge and Skills Applicable to Professional Practice • Engagement in contemporary professional issues and advocacy		x		x	x

For detailed information, please visit

- ASHA 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/#4>
- CAA 2017 Standards for Accreditation: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>
- California Commission on Teacher Credentialing: <https://www.ctc.ca.gov>

Text and Required Readings

Required Text

Papathanasiou, I & Coppens, P. (2017). *Aphasia and related neurogenic communication disorders*. (2nd ed.). Burlington, MA: Jones & Bartlett.

Optional Text

Helm-Estabrooks, N., Albert, M., & Nicholas, M. (2013). *Manual of Aphasia and Aphasia Therapy*. (3rd ed.). Austin, TX: Pro-Ed.

Supplemental Reading

Will be posted on BeachBoard. See schedule and references. In addition, please note that this course will be covering a large quantity of information in a short amount of time. *All content within the reading sources is the responsibility of the student. In class discussions will cover a portion of these readings but will not detail every source at length. **Students will be expected to demonstrate mastery of ALL sources. Please read diligently and make every effort to ask questions and clarify information not understood within the readings.***

Lecture Notes

The instructor may provide lecture notes for lecture topics. However, the lecture notes do not represent all course content. The student is responsible for all assigned readings, projects, and in-class discussions/activities.

Course Outline/Schedule

**This course schedule/outline is tentative. The instructor reserves the right to change/modify it if deemed appropriate.*

Date	Topic(s)	Required Reading	Exams/Assignments
Week 1 08/29/2019	<ul style="list-style-type: none"> • Introduction and course requirements • Review neurological foundation of language processing 	<ul style="list-style-type: none"> • Papathanasiou & Coppens (P&C) Chapter 3 P.37-47 	<i>Note: Please review the related undergraduate course material.</i>
Week 2 09/05/2019	<ul style="list-style-type: none"> ▪ Neural basis of aphasia and medical aspects of stroke rehabilitation 	<ul style="list-style-type: none"> • P & C Ch 3 P.47-60 	
Week 3 09/12/2019	<ul style="list-style-type: none"> • Characteristics of aphasia • Diagnosis and classification of aphasia 	<ul style="list-style-type: none"> • Helm-Estabrooks, Albert & Nicholas (H & A) Ch 3 	
Week 4 09/19/2019	<ul style="list-style-type: none"> • Plasticity and recovery in aphasia • Formal assessment of aphasia 	<ul style="list-style-type: none"> • P & C Ch 4 • P & C Ch 5 P.81-91 	Exam I
Week 5 09/26/2019	<ul style="list-style-type: none"> • Informal assessment of aphasia 	<ul style="list-style-type: none"> • P & C Ch 5 P.91-103 • P & C Ch 7 	
Week 6 10/03/2019	<ul style="list-style-type: none"> • Introduction of aphasia therapy • Therapy for improving auditory comprehension 	<ul style="list-style-type: none"> • P & C Ch 6 • P & C Ch 8 	
Week 7 10/10/2019	<ul style="list-style-type: none"> • Treatment of aphasic anomia • Therapy for improving verbal expression 	<ul style="list-style-type: none"> • P & C Ch 9 • Szaflarski et al (2008) • Hung & Ostergren (2019) 	Assignment #1 Due
Week 8 10/17/2019	<ul style="list-style-type: none"> • Therapy for improving sentence processing in aphasia 	<ul style="list-style-type: none"> • P & C Ch 12 • H & A Ch 20 • Edmonds, et al (2014) 	
Week 9 10/24/2019	<ul style="list-style-type: none"> • Therapy for acquired alexia and agraphia 	<ul style="list-style-type: none"> • P & C Ch 10 & 11 	Exam II
Week 10 10/31/2019	<ul style="list-style-type: none"> • Therapy for improving nonverbal expression • Group Therapy and Promoting Aphasic Communication Effectiveness (PACE) 	<ul style="list-style-type: none"> • Davis, G. (2005) • Purdy & Wallace (2016) 	
Week 11 11/07/2019	<ul style="list-style-type: none"> • Living with aphasia and Life Participation Approach to Aphasia • Telepractice and aphasia treatment 	<ul style="list-style-type: none"> • P & C Ch 13 & 15 • Hux, et al (2010) • Hall, et al (2014) 	Assignment #2 Due

Date	Topic(s)	Required Reading	Exams/Assignments
Week 12 11/14/2019	• Assessment and treatment considerations in bilingual individuals with aphasia	• P & C Ch 16 • Murray, L. (2015)	
Week 13 11/21/2019	Simucase	• Worrall, et al. (2010)	Simulation Assignment Due
Week 14 11/28/2019	<i>Thanksgiving Holiday- No Class</i>		
Week 15 12/05/2019	• Management of other related neurogenic language disorders	• P & C Ch 20 • Harris, et al. (2013)	Exam III
Final Exam (Group Presentation) 12/12/2019 (Thursday) 2:45 PM - 4:45PM			

Methods of Presentation

- A. Lecture
- B. Discussion
- C. Case Studies
- D. Audio/Video Presentations

Course Requirements

1. Exams I, II, and III
 - 60 points for each exam. 180 points total.
 - Format: Fill-in-the-blank, short-answer, and essay questions
2. Assignment #1 (Case Study 1)
 - 30 Points. Individual project
 - An outline of requirements will be distributed and discussed in class.
3. Assignment #2 (Case Study 2)
 - 30 Points. Individual project
 - An outline of requirements will be distributed and discussed in class.
4. Oral Presentation
 - 30 Points. Group project
 - An outline of requirements will be distributed and discussed in class.
5. Simulation Assignment
 - 20 Points. Individual project
 - An outline of requirements will be distributed and discussed in class.
6. Attendance and Participation
 - 10 Points total
 - One point will be deducted from the final total points for EACH missing class.

Methods of Evaluation for Grading

<i>Assessment Description</i>	<i>Student Learning Outcome (SLO)</i>	<i>% of Course Grade</i>
Exam I (60)	SLO A-E, H-I	20 %
Exam II (60)	SLO A-E, H-I	20 %
Exam III (60)	SLO A-E, H-I	20 %
Case Study 1- Assessment (30)	SLO A-D, F-G	10 %
Case Study 2-Treatment (30)	SLO A-G	10 %
Oral Presentation (30)	SLO A-J	10 %
Simulation Assignment (20)	SLO A-J	6.67%
Attendance and participation (10)	SLO A-J	3.33%

Total = 300 points

Grades are distributed as follows (total points for this course is 300 points):

90-100% (270 points and above)	=	A	Performance at the highest level showing sustained excellence.
80-89% (240-269.9 points)	=	B	Performance at high level showing consistent and effective achievement.
70-79% (210-239.9 points)	=	C	Performance at an adequate level meeting basic requirements.
60-69% (180-209.9 points)	=	D	Performance is less than adequate meeting minimum course requirements.
Below 60% (Less than 180 points)	=	F	Performance in which minimal course requirements have not been met.

The instructor reserves the right to adjust the above percentages (either up or down) or to utilize a curve distribution for grade assignment, in order to most accurately reflect student performance, consistent with the University's definitions for grade assignment, as discussed in University Course Catalog, under General Regulations and Procedures: Grades and Grading Procedures.

Attendance Policies

*Attendance is **mandatory** for this course.* One point will be deducted from the final total points for EACH missing class. Students are expected to attend all scheduled class meetings, including scheduled examinations. Non-university-excused absences or university-excused absences without valid and official documents are not acceptable and will further affect your final grade.

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:

- A. Illness or injury to the student, or medical condition, including those related to pregnancy
- B. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student
- C. Religious reasons (California Education Code section 89320)
- D. Jury duty, military service, or government obligation
- E. University sanctioned or approved activities (examples include but are not limited to: artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

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

The earliest possible notification is preferred for all excused absences. Advance notification minimally one week in advance is required and verification may be requested for the following absences: Jury duty, military service, or other government obligation; religious reasons; university-sanctioned or approved activities.

Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>.

Statement of Accessibility

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link. http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

Accommodation

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC) office located at Student Success Center (SSC) Room 110. The telephone number is (562)985-5401.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Cheating and Plagiarism (CSULB Catalog, AY 2019-2020)

Definition of Plagiarism

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. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

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. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat

sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

"One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- A. Review – no action.
- B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- C. A requirement that the work be repeated;
- D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- E. Assignment of a failing final grade;
- F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion."

Withdrawal Policy

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal 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, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

- Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- Withdrawals in terms prior to fall 2009 at CSULB,
- Withdrawals at institutions other than CSULB, and
- Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Campus Behavior

Civility Statement

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of

excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies (CSULB Catalog, AY 2015-2016, p. 855).

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Accommodations for Religious Holidays & Military Service

Students needing special consideration for class schedules due to religious observance or military obligations must notify the instructor at least one week in advance; for those established religious observances, the instructor should be notified during the first week of instruction.

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

MTED 540 · SPRING 2019

Algebra in the School Curriculum · Th 5:30-8:15pm, LA5-257

Instructor:	Dr. Joshua Chesler	Office:	F03 – 109
Email:	Josh.Chesler@csulb.edu	Phone:	562.985.1554
Course site:	sites.google.com/site/mted540s2019	Office Hrs:	Th 4:15-5, 8:30-9:15pm, or by appt

Required Materials. Required readings are posted on the course site.

Student Learning Outcomes. We will explore the key concepts of algebra at the K-12 level and the challenges, goals, and methods associated with teaching and learning these concepts.

1. Recognize when an algebraic explanation addresses why and not just how.
2. Construct and evaluate algebraic explanations at a level that reflects the expectations set by the CCSSM.
3. Understand the Function and Algebra CCSSM standards and connect them to the practice standards
4. Be able to understand and describe some key ideas from the history of algebra in the school curriculum
5. Make connections between K-12 algebra content, undergraduate mathematics content, and K-12 curricula
6. Identify, describe, and make connections between some big algebraic themes in the K-12 curriculum

Course Site/Wiki. The wiki is the hub for information for this course. Readings and homework will generally be made available on the wiki. We are using a Google Site because it has some important features that BeachBoard does not. In particular, you will need to use some wiki features to collaboratively update some pages.

Class Schedule. A tentative class schedule is posted on the course site/wiki.

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 her/his 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/

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=2&navoid=30#cheating-and-plagiarism>

Email. 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).

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

Grades. Your grade will be determined by the following: Attendance/Participation (15%), Projects (20%), Homework/Quiz (45%), Final Exam (20%). More details follow.

Attendance and participation (15%). This includes both class and wiki/website participation.

You are expected to attend every class, be attentive, be prepared, and participate. If you miss a class it will affect your grade unless your absence is "excused" as defined in the CSULB Catalog¹. If you anticipate an "excused" absence then try to let me know in advance. What you get out of this class is a function of what you put in. Much of the class will be driven by student discussion. It is very important that you come to class having engaged with the week's readings.

Projects (20%). There will be two projects. They will be described on the course wiki/website.

Homework/Quiz (45%). The homework will be some combination of reading, explaining some algebra, responding to reflection questions, etc. **There's a rubric below.** Some general advice: write complete (English or mathematical) sentences and be sure that you are addressing **WHY** when asked to justify or explain.

Some other notes:

- I reserve the right to not assign a grade to a homework assignment that did not demonstrate a minimum level of engagement with the relevant content. In such an instance, the student may be asked to re-do the assignment.

¹ <http://catalog.csulb.edu/content.php?catoid=2&navoid=30#class-attendance>

- Homework is due at the beginning of class.
- Please submit an electronic copy on the Homework page. Name your file according to the conventions described there.
- If quizzes are given, they will be partner quizzes.

Quality of Written Work / Homework Rubric. One of the goals for this course is for you to develop your ability to communicate mathematical ideas effectively. Homework problems are usually graded on a 5 point scale. A general rubric follows. Some problems will fit this rubric better than others.

- *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.