

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Business Date September 27, 2005

Course No. or level MIS 467 Title E-Commerce – Data-Driven Web Application Design

Semester hours 3.0 Clock hours: 3.0 Lecture X Laboratory _____

Prerequisites FIN 341, MGT 351, MKT 331, MIS 447,

Enrollment expectation 50 students per year

Indicate any course for which this course is a (an)

Modification proposed change in course description
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Allen Smith and Yong Shin

Department Chairperson's /Dean's Signature _____

Date of Implementation Fall 2006

Date of School/Department approval _____

Catalog description.

- Purpose:
1. For Whom (generally?) MIS Majors
 2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the

Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Computer Science/Business Date 9/29/05

Course No. or level 150 Title Microcomputers and Software Applications

Semester hours 3 Clock hours: Lecture √ Laboratory _____

Prerequisites Eligibility to take Math 111 [or higher]

Enrollment expectation 650 per year

Indicate any course for which this course is a (an)

modification √
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Margie Covington

Department Chairperson's /Dean's Signature _____

Date of Implementation Fall 2006

Date of School/Department approval _____

Catalog description.

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the

Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE
or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 2, 2005

Course No. 624 Title Behavior Management of Students with Disabilities

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Enrollment expectation: 15-20 students per semester

Indicate any course for which this course is a

Substitution for EDUC 610 Collaboration and Management in Education (p. 197 – current catalog)

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

This course examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students' self-management skills will also be emphasized.

Purpose:

1. For Whom? This course would be required for all graduate students enrolled in Francis Marion University's M.Ed. & M.A.T. programs.
2. What should the course do for the student? This course provides participants with the knowledge and skills needed to develop and

implement effective behavior plans for students whose behavior impedes his/her ability to learn.

Teaching method planned:

Lecture, role-playing, demonstration/modeling, simulation, group discussions and problem-solving activities.

Textbook:

Kauffman, J.M., Mostert, M.P., Trent, S.C., & Pullen, P.L. (2006). *Managing Classroom Behavior*. (4th Edition) (New York: Allyn & Bacon. ISBN: 0-205-44881-X).

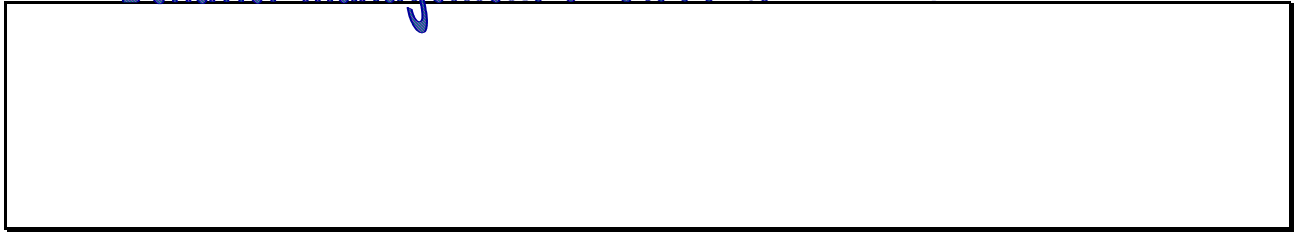
Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

The content of this course will be examining alternative approaches to managing classrooms and the students who populate them. A variety of techniques and strategies for teachers to use will be discussed. Teachers will be taught how to recognize the strengths and limitations of each, how to use them and when *not* to use them. The focus here is on teachers as decision-makers and on the finding, borne out by research, that *management of instruction* can have a profound impact on the need for directly *managing students' behavior*. That is, if we want to improve situations in our classrooms, we need to look not only at how students behave, but also at the choices we make as teachers.

When completed, forward to the Office of the Provost.

9/03

Behavior Management of Students with Disabilities



EDUC 624	Francis Marion University	Fall Semester, 2005
----------	---------------------------	---------------------

Course Description:

The Francis Marion University Graduate catalog describes *Behavior Management of Students with Disabilities* as a course that “examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students’ self-management skills will also be emphasized.”

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Philosophy

One central premise of this course is that teachers must be good problem solvers, adept at resolving conflicts constructively, and working within their schools to meet the needs of students. Handling conflict is something that everyone needs to learn how to do - the conflicts that arise externally and those that press on each of us internally. To be productive, we must learn to negotiate relationships with others, and to manage ourselves - our goals, our time, and our responses to the situations that confront us all. As teachers, we must develop and utilize these skills for ourselves, and we have to find ways to help our students master them as well.

Developing Self-Management Skills

A critical component of managing conflict involves *managing our own emotions* so that they are enriching components of our lives, but do not determine our paths nor overwhelm us with their intensity. That is one component of this course, and as we'll see, that's a task that may not be as simple as many would like us to believe. Overcoming the perception that mastering these skills is "as easy as . . ." is an important first step because, in working with students who have difficulties in learning, the assumption that what must be learned is simple acts as a barrier to problem-solving.

Managing Students in Instructional Environments

A second component of the course will be to look at alternative approaches to managing classrooms and the students who populate them and make them the interesting places they are. Each has techniques and strategies for teachers to use, and one goal of the course is to make you a "critical consumer," so that you'll recognize the strengths and limitations of each, how to use them and when *not* to use them. The focus here is on teachers as decision-makers and on the finding, borne out by research, that *management of instruction* can have a profound impact on the need for directly *managing students' behavior*. That is, if we want to improve situations in our classrooms, we need to look not only at how students behave, but also at the choices we make as teachers.

Course Components

To address these needs, the course is focused on a set of core components:

- A. systematic strategies for identifying, analyzing, and exploring possible solutions to problems;
- B. frames of reference that enable teachers to look at important dimensions of problems they face, including individual differences, and thus to consider possible alternatives;
- C. the ability to apply those strategies and frames of reference in context; and
- D. a framework for objectively evaluating the rationale supporting a decision (or sequence of decisions).

This is an interesting and complex area, where easy answers are rare. That's what makes it worth investigating. However, if you're looking for a "cookbook" or for "the right way" to solve the puzzle, you've come to the wrong place. Approaches that promise a panacea, or that disregard the fact that students (and teachers) are individuals that may respond quite differently to similar situations, are doomed to failure. Reality is much more complex. What the course is designed to do is to allow you to look critically at a variety of approaches to identify both their strengths and their limitations, so as to make you a more proficient problem-solver. In some ways, the answer is less important than learning more effective ways of posing and wrestling with the question.

Course Evaluation

Evaluation of your performance in this course will be based on your work in 3 areas:

- (1) In-class group activities; (2) assignments; and (3) examinations. The relative contributions of the elements that comprise each of these areas are as follows:

<i>In-Class Group Activities:</i>		
	Class discussion of assigned readings	5%
	Class discussion of scenarios assigned to your group	5%
<i>Assignments:</i>		
	Functional Assessment of Academic Behaviors	10%
	Positive Behavior Intervention Plan	10%
	Mini-case Study	10%
	Presentation of Mini-case study	10%
<i>Examinations:</i>		
	Midterm Examination	20%
	Final Examination	30%
	Total:	100%

The following scale will be used to determine the final grade for the course

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

Assigned Readings:

There will be assigned readings, which will be from the text assigned for the course. In addition, focus questions will be assigned to help you link what you are reading to the issues addressed in the course.

Text:

The text for the course is:

Kauffman, J.M., Mostert, M.P., Trent, S.C., & Pullen, P.L. (2006). *Managing Classroom Behavior*. (4th Edition) (New York: Allyn & Bacon. ISBN: 0-205-44881-X).

Midterm Examination

The midterm examination will be given on October 5th and will cover information from the assigned readings, class presentations and discussions, and factual information related to the programs that have been used in class. Questions will be in the form of short answer, multiple choice and brief essay items.

Final Examination

The final exam will be administered on the final night of class, November 30th, and will be comprehensive in nature. That is, it will cover information from the beginning of the course.

Schedule:

A schedule of important dates for the course will be provided separately. In it, you will see that, along with reading assignments, due dates for submitting the Data Analysis Assignment and the Mini-Case Study, are shown in bold print.

Contact Information:

Karen Coughenour

Office: FH 212

Phone (O): (843) 661-1480

Fax (O): (843) 661-4647

E-mail:(O) kcoughenour@fmarion.edu

Office Hours: Wednesdays, 1 - 4 p.m. - for this course. (Other times by appt.)

Class Expectations:

Course policies regarding absences, class preparation and participation in activities are discussed in some detail, as follows:

Absences

Class participation, particularly in assisting one another in completing both group and individual projects, is very important for this course. Therefore, if you are absent for more than two sessions, the highest possible grade you can receive for the course is a "B." As the instructor, I also reserve the right to undertake an "Instructor Initiated Drop." In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to (1) contact me, by e-mail, to indicate the date you'll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause; (2) contact the other members of your group, indicating the date you'll be absent. You'll also need to make suitable arrangements for insuring that your contributions for that evening's project are taken care of, if necessary. This communication should be done via e-mail, and a copy of that message (using the "cc:" field in your e-mail program) should be sent to me.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail. You will also be responsible for contacting the other members of your group, by e-mail, to arrange for any responsibilities you may have toward your group's project for that evening. (As above, I expect that copies of these communications will be copied to me. You will also be responsible for obtaining any information covered that evening that you will have missed.

Class Preparation

Creating effective multimedia projects need not be inordinately time-consuming for you or your students - if you (1) plan your project and (2) assemble the digital resources you need. For this reason, you'll be required to complete planning sheets for each project before coming to class, and you'll be asked to show them during the session. The planning sheets are detailed and specific, and while this may seem to be a cumbersome initially, it is an excellent habit for you and your students to develop and will both expedite your progress and yield more professional results.

Participation in Class Activities

In participating in class activities and discussions, it is imperative that everyone treat others, and their views, with respect. While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times. It is notable that collaboration requires a set of skills that may not come easily or naturally to some, but must still be acquired and integrated to work effectively in the instructional environments that are emerging.

Assignments

All assignments must be submitted on time. Those submitted late will be subject to a penalty of 10% per week. In the event that credit for the assignment will be nil, the assignment must still be completed prior to the end of class or the maximum final grade will be reduced by one verbal descriptor. On ***all*** assignments, marks will be deducted for spelling and grammatical errors.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education **Date** August 12, 2005

Course No. 720 Title Educational Methods for Mental Disabilities

Prerequisite: PSY 599 or permission of the School of Education.

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Enrollment expectation: 8-10 students per semester

Indicate any course for which this course is a

New course (Re-activation of EDUC 720 course from 1998-1999 course catalog) in response to the needs of local school districts who must comply with legislative mandates (i.e. No Child Left Behind (NCLB) concerning highly qualified teachers in special education (i.e. certified in Mental Retardation/Disabilities).

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Review of the background information that will enable the teacher involved in the education of the child with mental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

Purpose:

1. For Whom? This course is required by the South Carolina Department of Education for add-on certification in Mental Disabilities/Retardation. Therefore, this course would be required for graduate students, enrolled in Francis Marion University's M.A.T. & M.Ed. programs in Learning Disabilities, who wish to add this certification.
2. What should the course do for the student? This course provides participants with the knowledge and skills necessary to adapt instruction to improve learning for students with mental disabilities.

Teaching method planned:

Lecture, Demonstration, Class discussions, Simulation.
Correlation of evidence to CEC Matrices of knowledge and skills

Textbook:

Wehmeyer, M. & Agran, M. (2006). *Mental Retardation and Intellectual Disabilities: Teaching Students Using Innovative and Research-Based Strategies* (1st Edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-170157-6

Course Content:

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Mental Retardation/Developmental Disabilities (MR), each of which outlines expectations for Knowledge (K) and Skills (S).

For this course, participants need to generate, collect, organize, and present evidence that

	CEC Competencies
Knowledge: they can demonstrate understanding of	
1. Definitions and issues related to the identification of individuals with mental retardation/developmental disabilities.	MR1.K1
2. Continuum of placement and services available for individuals with mental retardation/developmental disabilities.	MR1.K3
3. Trends and practices in the field of mental retardation/developmental disabilities.	MR1.K5
4. Psychological, social/emotional, and motor characteristics of individuals with mental retardation/developmental disabilities.	MR2.K3
5. Effects an exceptional condition(s) may have on an individual's life.	CC3.K1
6. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	CC10.K2

Skills: they can

1. Use strategies to facilitate maintenance and generalization of skills across learning environments.	CC4.S4
2. Plan instruction for individuals with mental retardation/developmental disabilities in a variety of placement settings.	MR5.S5
3. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CC5.S6
4. Use strategies to support and enhance communication skills of individuals with exceptional learning needs.	CC6.S1
5. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.	CC7.S1
6. Prepare and organize materials to implement daily lesson plans.	CC7.S11
7. Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation/developmental disabilities.	MR8.S1
8. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse	CC8.S6

- backgrounds.
9. Evaluate instruction and monitor progress of individuals with exceptional learning needs. CC8.S8
 10. Reflect on one's practice to improve instruction and guide professional growth. CC9.S11
 11. Model techniques and coach others in the use of instructional methods and accommodations. CC10.S8

EDUCATIONAL METHODS FOR MENTAL DISABILITIES
EDUCATION 720
Spring 2005

Instructor: Karen Coughenour
Office: FH 212; Phone/Voicemail: 843-661-1480 Fax: (843) 661-4647
Office Hours: M-Th 1:00 - 4:00 (additional times by appointment)
E-mail: kcoughenour@fmarion.edu

Meeting Times: Tuesday 4:30-7:30 p.m.
Meeting Location: TBA

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Catalog description:

Review of the background information that will enable the teacher involved in the education of the child with mental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

Prerequisites:

PSY 599 or permission of the School of Education

Text

Wehmeyer, M. & Agran, M. (2006). *Mental Retardation and Intellectual Disabilities: Teaching Students Using Innovative and Research-Based Strategies* (1st Edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-170157-6

Course Philosophy

This course examines a range of age-appropriate techniques for teaching children and adolescents with mental retardation/developmental disabilities (i.e. mental disabilities) in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

Although the focus of the educational program varies according to the degree of the student's mental ability, K-12 students will need some instruction in academic skills, self-help, community living, and vocational skills. Topics discussed in this course will include: access to the general education curriculum, functional academics, systematic instruction, instruction in real-life settings with real materials, and functional behavior assessment and positive behavior support.

Course Goals

The goal of EDUC 720, Educational Methods for Mental Disabilities, is to enable participants to be knowledgeable in selecting, applying, and evaluating instructional approaches and supports that meet K-12 students' needs. To enable your K-12 students to become successful and independent learners, you need to be thoroughly conversant with a variety of methods that are appropriate for various:

- ages and developmental levels;
- discipline areas, tasks, and types of content; and
- classroom settings and grouping arrangements.

Being knowledgeable about a method, strategy, or approach requires that you know:

- (1) its salient features;
- (2) the procedural steps needed for implementing it;
- (3) what it “looks like” when applied in practice with materials and tasks that reflect realistic classroom requirements;
- (4) how to evaluate the extent to which it is successful;
- (5) how it helps foster important cognitive skills and productive problem-solving strategies;
- (6) what assumptions it makes about learning, learners, the tasks confronting them and the settings in which learning takes place;
- (7) the extent to which there is empirical support for its effectiveness; and
- (8) whether there are caveats, questions, and challenges about it, or its application in specific situations.

Course Content

This course will provide you with the knowledge and skills to work effectively with students who have mental retardation/developmental disabilities (i.e. mental disabilities). The Council for Exceptional Children (CEC) has specified what all beginning special educators must know [Knowledge (K)] and be able to do [Skills (S)], in its *What Every Special Educator Should Know*. This document, which constitutes the *de facto* standards for the profession, was developed to reflect the views of practitioners in the schools and what currently constitutes “best practices.” These standards provide the foundation for this course.

These CEC competencies, coded as Common Core (CC) and Mental Retardation/Developmental Disabilities (MR), are listed below.

For this course, participants need to generate, collect, organize, and present evidence that

Knowledge: they can demonstrate understanding of	CEC Competencies
1. Definitions and issues related to the identification of individuals with mental retardation/developmental disabilities.	MR1.K1
2. Continuum of placement and services available for individuals with mental retardation/developmental disabilities.	MR1.K3
3. Trends and practices in the field of mental retardation/developmental disabilities.	MR1.K5
4. Psychological, social/emotional, and motor characteristics of individuals with mental retardation/developmental disabilities.	MR2.K3
5. Effects an exceptional condition(s) may have on an individual’s life.	CC3.K1
6. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	CC10.K2

Skills: they can

- | | |
|--|--------|
| 1. Use strategies to facilitate maintenance and generalization of skills across learning environments. | CC4.S4 |
| 2. Plan instruction for individuals with mental retardation/developmental disabilities in a variety of placement settings. | MR5.S5 |

- | | |
|---|---------|
| 3. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments. | CC5.S6 |
| 4. Use strategies to support and enhance communication skills of individuals with exceptional learning needs. | CC6.S1 |
| 5. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. | CC7.S1 |
| 6. Prepare and organize materials to implement daily lesson plans. | CC7.S11 |
| 7. Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation/developmental disabilities. | MR8.S1 |
| 8. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. | CC8.S6 |
| 9. Evaluate instruction and monitor progress of individuals with exceptional learning needs. | CC8.S8 |
| 10. Reflect on one's practice to improve instruction and guide professional growth. | CC9.S11 |
| 11. Model techniques and coach others in the use of instructional methods and accommodations. | CC10.S8 |

Course Activities

To be certified to teach students who have mental retardation/developmental disabilities (i.e. mental disabilities), the state of South Carolina requires that you pass specified tests in the Praxis II series with a minimum qualifying score. Knowledge of specific methods and how they are applied is one of the major components addressed. Therefore, one of the practical goals of the course is to prepare you for this examination. It is not, however, a "test prep" course. The focus will be on providing you with the information and skills you need, and those will assist you with your exam preparations.

The course is comprised of activities in three general inter-related strands: (1) Methods; (2) Praxis Preparation; and (3) Case Study. The purpose of each strand, its contribution to the course goals, and the kinds of activities involved will be discussed below.

Methods Strand

The Methods strand directly addresses the eight issues listed in the Course Goals section with respect to being knowledgeable about a method. Activities related to this strand include:

- Reading assignments, in the Wehmeyer & Agran text and additional resources accessible through the World Wide Web.
 - After each reading assignment, you will be asked to answer a small number of self-checking questions related to each chapter. These will be available through the course web site. (Your responses will be regarded as formative assessments of your understanding of the material).
 - Discussion questions for each chapter have been posted at the course website. You are expected to formulate your responses in the course of your reading (though not for written submission), so that you can contribute to class discussion of the topics.
- Multimedia presentations address the 8 issues for a selected number of methods in each content or skill area;

- These presentations will be done collaboratively with other members of the class. You will be assigned to a group and will have a contribution to make for each presentation your group undertakes. For at least two methods assigned to your group, you will have the lead role in planning and implementing the presentation. To assist you in developing these presentations, you will be provided with
 - multimedia templates, so that you can focus on organizing the information rather than mastering software programs.
 - methods worksheets that provide you with a step-by-step procedure for organizing the information you're reading, so that the key issues are addressed in the presentation.

In one component of the final examination for the course, you will be asked to describe, in some detail, specific methods. Your description will need to address the eight key issues outlined above.

Praxis Preparation Strand

Activities in this strand will help you to prepare for the methods component of the mental retardation/developmental disabilities (i.e. mental disabilities) test in the Praxis II series that the state of South Carolina requires for certification. These activities include:

- accessing the study materials developed by the Educational Testing Service to assist you in preparing for the test, including a small number of sample test questions and the table of specifications used to guide the construction of the test;
- formulating multiple choice test questions related to specific methods covered in the course;
- evaluating the clarity and accuracy of questions developed by your classmates.

These collections of questions will be made available to all course participants to assist them in preparing for the Praxis II examination. One component of the final examination for the course will involve a multiple choice test related to methods and their applications.

Case Study Strand

Activities in the Case Study strand are designed to assist you in applying methods to meet the needs of specific students. Case study information will be provided by the instructor, and you will be expected to select suitable intervention strategies for specific tasks, and to articulate your reason(s) for the choices that you've made. To assist you in this process, you will be

- provided with a selection of possible cases, for which test data and other information has been summarized.
- asked to specify academic tasks that your case study student would encounter, to provide a basis for the selection of appropriate methods and strategies.
- given a framework for conceptualizing and evaluating decisions, which will provide you with a basis for articulating the rationale for your decisions.

The case study component will be addressed throughout the course, selectively applying one or more of the methods discussed in connection with the various skill and discipline areas covered.

A case study component will also be included in the final examination for the course. It will describe one or more students with significant deficits in multiple areas, a characteristic shared by many students with mental retardation/developmental disabilities (i.e. mental disabilities). You will be asked to formulate appropriate instructional strategies and methods, delineate the essential features of each method selected, and discuss the reasoning behind the choices you've made.

Methods Presentations:

You will work collaboratively on a total of 9 different multimedia methods presentations, in each of 3 specified roles. For 3 of the 9, you will have primary responsibility for the final presentation. The methods, and your assigned role in each, will be specified in separate attachments. All members of the group developing a presentation will receive the same grade for the final product. Evaluation of each component of the presentation will use a rubric which will be distributed separately.

As work on the methods presentations is collaborative, it is essential that you come to class with the preparatory work assigned to you completed. For this reason, you will need to: (1) e-mail a copy of your preparation worksheet to me; and (2) bring a copy of the worksheet **on a disk** to class.

The submission date for the preparation worksheets is 8 a.m. Tuesday morning. If you meet this deadline, you will receive 10 points; if you submit it between 8:01 a.m. and the beginning of class, you will receive 5 points. If it has not been submitted by the beginning of class, 10 points will be deducted from your total for this category. This requirement applies, regardless of whether you are going to be present for class.

In addition to preparing your own group's presentation, your group will be responsible for providing substantive feedback to other groups on their presentations, using the rubric criteria established.

Praxis-Related Questions:

The principal activity in the Praxis Preparation Strand is the weekly submission of 1 multiple choice question on a method assigned to you from the chapter under study. You will need to submit a completed multiple choice worksheet as an e-mail attachment. The submission date for the worksheet is 8 a.m. Tuesday morning. If you meet this deadline, you will receive 10 points; if you submit it between 8:01 a.m. and the beginning of class, you will receive 5 points. If it has not been submitted by the beginning of class, 10 points will be deducted from your total for this category.

The submission deadline for the multiple choice question is the beginning of class. If you meet this deadline, you will receive 10 points. However, you will receive 3 points if: (1) your submission is incomplete, or (2) of poor quality (so that more than minor revisions are required), or (3) you need to take class time to complete your submission. If your multiple choice question is not submitted (even if you are absent), 10 points will be deducted from your total for this category.

Case Study Materials:

You will be asked to bring in samples of tasks and assignments that students are likely to encounter. They will be used to illustrate the application of methods under discussion.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average

Grade	Percentage Range	Descriptor
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Activity</i>	<i>Overall Contribution</i>
Methods Presentations	35%
Preparation	5%
Final Submission	30%
Praxis-Related Questions	10%
Formative Evaluation questions	5%
Submission of Multiple Choice questions	5%
Case Study Materials	5%
Midterm Examination	20%
Final Examination	30%
Total	100%

Midterm Examination:

The midterm examination for the course will cover chapters 1 through 6 in the text, and information covered in class up to the week prior to the midterm.

Final Examination:

The final examination for the course will be given on the final night of the class, and will be cumulative in nature.

Course Policies (Attendance/Tardiness/Assignments/Courtesy)

As a professional, you are expected to be *in* class *on* time. Class attendance and punctuality are extremely important and expected.

- Each class will provide pertinent and important information. My wish and assumption is that you will attend all classes unless emergencies prevent that. Please advise me when your absence may be necessary. If you miss more than 2 classes, I would request an “Instructor Initiated Drop.” In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.
- You are responsible for obtaining any information covered in a class that you have missed.

- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own.
- Assignments are due at the beginning of class unless otherwise indicated. Absences do not qualify for exemption from the late assignment penalty.
- Please treat others, and their views, with respect. While it is natural for people to disagree from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times.
- Cell phones must be turned off prior to the beginning of class.
- Any exemption to the above will be determined on a case-by-case basis at the professor's discretion.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 12, 2005

Course No. 725 Title Practicum in Instruction for the Exceptional Child (Mental Disabilities)

Prerequisite: Psychology 599 or permission of the School of Education.

Prerequisite/Corequisite: EDUC 720 or permission of the School of Education.

Semester hours 3:1-4 Clock hours: Lecture 15 Laboratory 60

Enrollment expectation: 8-10 students per semester

Indicate any course for which this course is a

New course (Re-activation of EDUC 721 course description in 1998-1999 catalog— number change because 721 has been assigned to another course) in response to the needs of local school districts who must comply with legislative mandates (i.e. No Child Left Behind (NCLB) concerning highly qualified teachers in special education (i.e. certified in Mental Disabilities/Retardation).

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e. children with mental disabilities) in various educational settings.

Purpose:

1. For Whom? This course is required by the South Carolina Department of Education for add-on certification in Mental Retardation/Developmental Disabilities (Mental Disabilities). Therefore, this course would be required for graduate students, enrolled in Francis Marion University's M.A.T. & M.Ed. programs in Learning Disabilities, who wish to add this certification.
2. What should the course do for the student? This course provides participants with

the opportunities to demonstrate the competencies required for providing instruction to students with mental disabilities in a clinical setting.

Teaching method planned:

- Supervision conferences.
- Reflection on artifacts of instruction and planning
- Correlation of evidence to CEC Matrices of knowledge and skills

Textbook: None

Course Content:

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children’s (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Mental Retardation/Developmental Disabilities (MR), each of which outline expectations for Knowledge (K) and Skills (S).

For this course, participants need to generate, collect, organize, and present evidence that

	CEC Competencies
Knowledge: they can demonstrate understanding of	
1. Definitions and issues related to the identification of individuals with mental retardation/developmental disabilities.	MR1.K1
2. Continuum of placement and services available for individuals with mental retardation/developmental disabilities.	MR1.K3
3. Trends and practices in the field of mental retardation/developmental disabilities.	MR1.K5
4. Psychological, social/emotional, and motor characteristics of individuals with mental retardation/developmental disabilities.	MR2.K3
5. Effects an exceptional condition(s) may have on an individual’s life.	CC3.K1
6. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	CC10.K2

Skills: they can

1. Use strategies to facilitate maintenance and generalization of skills across learning environments.	CC4.S4
2. Plan instruction for individuals with mental retardation/developmental disabilities in a variety of placement settings.	MR5.S5
3. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CC5.S6
4. Use strategies to support and enhance communication skills of individuals with exceptional learning needs.	CC6.S1
5. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.	CC7.S1
6. Prepare and organize materials to implement daily lesson plans.	CC7.S11
7. Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation/developmental disabilities.	MR8.S1
8. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse	CC8.S6

- backgrounds.
9. Evaluate instruction and monitor progress of individuals with exceptional learning needs. CC8.S8
 10. Reflect on one's practice to improve instruction and guide professional growth. CC9.S11
 11. Model techniques and coach others in the use of instructional methods and accommodations. CC10.S8

When completed, forward to the Office of the Provost.

9/03

PRACTICUM IN INSTRUCTION FOR THE EXCEPTIONAL CHILD (MENTAL DISABILITIES)

EDUCATION 725
Spring 2005

Instructor: Karen Coughenour

Office: FH 212; Phone/Voicemail: 843-661-1480 Fax: (843) 661-4647

Office Hours: M-Th 1:00 - 4:00 (additional times by appointment)

E-mail: kcoughenour@fmarion.edu

Meeting Times: TBA

Meeting Location: TBA

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Description

Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e. children with mental disabilities) in various educational settings.

Prerequisite: Psychology 599 or permission of the School of Education.
Prerequisite/Corequisite: EDUC 720 or permission of the School of Education.

Course Goals

You will have opportunities to:

- Demonstrate proficiency in modifying assessments, and adapting assignments and materials to enable adolescents with mental disabilities to cope with classroom demands.
- Plan for the incorporation of appropriate technological supports to enhance students' achievement.
- Generate samples that support a performance-based assessment of your knowledge and skills.

Course Activities

Working in collaboration with a special education teacher in a resource or self-contained setting, course participants will:

- Identify potential and actual problems posed by instructional materials, activities, and availability of appropriate supports that may impede the effectiveness and efficiency of learners with exceptional needs (i.e. mental disabilities).
- Modify activities, adapt materials, and/or develop strategies that address the needs of students with mental disabilities.
- Critique (both self- and by the cooperating teacher) of activities and adaptations using rubrics and scoring guides developed for this purpose, to identify effective elements and factors that could be improved.
- Articulate the theoretical basis for modifications and adaptations undertaken.
- Formulate practical and workable measures for assessing the progress of individual students.
- Modify instructional approaches based on the analysis of the performance data obtained.

- Articulate a rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).
- Discuss issues related to transition of students with mental disabilities to non-academic settings.

Course Content

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children’s (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Mental Retardation/Developmental Disabilities (MR), each of which outline expectations for Knowledge (K) and Skills (S).

For this course, participants need to generate, collect, organize, and present evidence that

	CEC Competencies
Knowledge: they can demonstrate understanding of	
1. Definitions and issues related to the identification of individuals with mental retardation/developmental disabilities.	MR1.K1
2. Continuum of placement and services available for individuals with mental retardation/developmental disabilities.	MR1.K3
3. Trends and practices in the field of mental retardation/developmental disabilities.	MR1.K5
4. Psychological, social/emotional, and motor characteristics of individuals with mental retardation/developmental disabilities.	MR2.K3
5. Effects an exceptional condition(s) may have on an individual’s life.	CC3.K1
6. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	CC10.K2

Skills: they can

1. Use strategies to facilitate maintenance and generalization of skills across learning environments.	CC4.S4
2. Plan instruction for individuals with mental retardation/developmental disabilities in a variety of placement settings.	MR5.S5
3. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CC5.S6
4. Use strategies to support and enhance communication skills of individuals with exceptional learning needs.	CC6.S1
5. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.	CC7.S1
6. Prepare and organize materials to implement daily lesson plans.	CC7.S11
7. Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation/developmental disabilities.	MR8.S1
8. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	CC8.S6
9. Evaluate instruction and monitor progress of individuals with exceptional learning needs.	CC8.S8
10. Reflect on one’s practice to improve instruction and guide professional growth.	CC9.S11

11. Model techniques and coach others in the use of instructional methods and accommodations. CC10.S8

Course Activities:

The course has three components: (1) working in applied settings to assist students with mental disabilities; (2) systematically reflecting on the effectiveness of the interventions; and (3) sharing the knowledge and insights gained with other participants and engaging in collaborative problem-solving.

Component 1: Working in Applied Settings –

Participants will vary with the extent to which they will have ready access, during school hours, to classrooms with students who have learning disabilities. Consequently, options

Option 1: Direct Assistance – In classroom

Working in the classroom, resource room, or other appropriate setting, participants choosing option 1 will provide direct academic assistance to one or more students with mental disabilities. This commitment would entail at least four hours per week of “contact time” during a 15-week semester, on a schedule that accommodates the needs of both the participant and the cooperating teacher.

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 2: Direct Assistance – Other Settings

Participants may be unable to meet with students who have mental disabilities during the regular school day, but can work with one or more students at other times, such as after school, to provide direct academic assistance. Those choosing option 2 would need to establish and maintain collaborative communication with their student’s (or students’) teacher(s) to determine the types of assistance and/or support needed. This commitment would entail at least four hours per week of “contact time” during a 15-week semester, on a schedule that accommodates the needs of the participant, the student(s), and the cooperating teacher(s).

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Component 2: Systematic Reflection

Submission of modified materials, adapted activities and assessments, learning strategy, and/or incorporation of technological supports will be accompanied by a reflection statement indicating the:

- Rationale for the choice made, reflecting task and learner characteristics;
- Salient characteristics of the method, adaptation, or strategy, as described in the relevant professional literature;
- Discussion indicating how the sample submitted reflects the salient characteristics;
- Discussion of the strengths and limitations identified through the application experience,

reflected in feedback conferences with the cooperating teacher;

- Modifications and improvements to address problems encountered, and/or extensions of the approach to make it more useful.

Component 3: Sharing and Collaborative Problem-Solving

Sharing and collaborating with colleagues will entail five seminar meetings and participation in a Blackboard discussion board developed for the course. At the seminar sessions, participants will present multimedia presentations describing their experience in implementing a modification, adapted activity or assessment, learning strategy, and/or use of technological supports. Each participant will be expected to develop and present one presentation during the semester, and all presentations will be made available to other participants (either online or on a CD-R).

In addition to the participation in the seminars, each participant will be expected to contribute to a Blackboard discussion board. Participation will be evaluated through:

- Number and frequency of log-ins;
- Number of substantive contributions to problems and issues presented by others, including the sharing of appropriate materials, online resources, and other sources of relevant assistance.
- Number of substantive contributions to discussion questions posed by the instructor that pertain to course-related issues.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Component</i>	<i>Overall Contribution</i>
Working in Applied Settings	45%
Samples of Products	40%
Conference Log and Summaries	5%
Systematic Reflection	30%

Reflection statements	30%	
Sharing and Collaborative Problem-Solving		25%
Seminar presentation	15%	
Discussion board contributions	10%	
	Total	100%

Working in Applied Settings

Regardless of which of the options you choose, it is essential that you arrange to meet with your collaborating teacher within the first week of the semester, and that you meet regularly on a schedule that you work out. Your logs will be examined for both consistency and reliability in meeting your commitments.

Participation in Seminar Sessions

The seminar sessions provide opportunities for you to share adaptations and other products with others. At the same time, the seminar is intended to provide opportunities to problem-solve about difficult problems and alternative approaches. If you are presenting at a seminar session, it is important that

- your presentation is prepared, and you've tried it to insure that it will work properly. To insure that you will have access to your presentation when needed, email it to me within one hour of the beginning of class.
- You are prepared to listen to the presentations of others, and offer appropriate suggestions in problem-solving sessions.
- treat others, and their views, with respect.

Class Expectations

Course policies regarding absences, late arrivals and early departures, participation in activities and workload expectations are discussed in some detail, as follows:

Absences

Class participation, particularly in the five seminar sessions, is very important for this course. Therefore, if you are absent for more than one session, unless I have excused you for cause,

- the highest possible grade you can receive for the course is a "B;"
- as the instructor, I reserve the right to undertake an "Instructor Initiated Drop." In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

If you anticipate that you will need to be absent for more than evening, perhaps due to family, job, or other responsibilities, you need to seriously consider whether this semester is the appropriate time for taking this course.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to:

- contact me, by e-mail, to indicate the date you'll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education **Date** August 2, 2005

Course No. 745 **Title** Teaching Reading and Written Language to Divergent and Exceptional Learners

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Enrollment expectation: 15-20 students per semester

Indicate any course for which this course is a

Substitution for EDUC 743 Verbal Processing and the Divergent Learner (p. 198 – current catalog)

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the development of the following will be examined: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

- Purpose: students programs.
1. For Whom? This course would be required for all graduate enrolled in Francis Marion University's M.A.T. & M.Ed.
 2. What should the course do for the student? After completion of the course, students should be thoroughly conversant with a variety of methods/strategies/approaches that are appropriate for

the cognitive and developmental tasks facing students with exceptional and divergent needs.

Teaching method planned:

Lecture, group discussions, simulation, role-playing.

Textbook: The required text for the course is: Polloway, E.A., Miller, L., & Smith, T.E.C. (2004). *Language Instruction: For Students with Disabilities*. (3rd Edition). Denver: Love Publishing Company. ISBN: 0-89108-298-0

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.

Include a syllabus for the course.) The content of this course will include the characteristics of students (exceptional and divergent) who have reading and written language problems and the interconnections among learning theories and language functions. It will also include appropriate strategies/methods/approaches to improve the reading and written language skills of students with divergent and exceptional needs.

When completed, forward to the Office of the Provost.

9/03

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

Instructor: Shirley Carr Bausmith, Ph.D.

Office: CEMC 238-B; Phone/Voicemail: 843-661-1487

Office Hours: M-Th 1:00 - 4:00 (additional times by appointment)

E-mail: Sbausmith@Fmarion.edu

Meeting Times: TBA

Meeting Location: TBA

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Description

Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the development of the following will be examined: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

Course Goals and Objectives

At the closure of the course, you should be able.....

1. to discriminate linguistic variation, linguistic diversity, and processing preferences from linguistic disabilities.
2. to demonstrate understanding of language development and linguistic competence
3. to demonstrate understanding of linguistic functions, reading, writing and metacognition
4. to demonstrate understanding of the interconnections among learning theories and language functions
5. to identify those language aspects peculiar to the exceptional learner and those peculiar to the divergent learner
6. to be thoroughly conversant with a variety of methods/strategies/approaches that are appropriate for the cognitive and developmental tasks facing students with exceptional and divergent needs.

Course Content

The following topics will be covered in EDUC 745:

Learner Characteristics and Challenges

- Characteristics of students (exceptional and divergent) who have reading and written language problems
- Language Development Theories
- Stages of Language Development
- Receptive, inner and expressive language

Alternatives for Delivering Instruction

- Organizing and planning small group and one-to-one instruction
- Using collaborative and cooperative learning techniques with students
- Using peer tutoring with students
- Making effective use of paraprofessionals and classroom volunteers
- Teacher assistance teams
- Making effective use of technology-“learning from” and learning with”

Reading - Coping with content area texts

- Developing an awareness of text structure, and strategies that make text structure explicit
- Word analysis strategies
- Improving content area vocabulary
- Strategies for activating prior knowledge and modifying knowledge schemata
- Adapting texts and developing study guides
- Study strategies and strategies for improving recall
- Cognitive strategy instruction to improve reading comprehension
- Appropriate use of technology to improve comprehension

Improving Written Language

- Assessing students' writing
- Using concept mapping tools to support idea generation and linking
- Notetaking and alternatives to taking notes
- Strategies for improving writing at the sentence level
- Strategies for improving paragraph organization
- Common writing tasks encountered by students - making implicit structure explicit
- Systematic approaches to editing
- Technology tools to circumvent written language barriers

Textbook

The required text for the course is: Polloway, E.A., Miller, L., & Smith, T.E.C. (2004). *Language Instruction: For Students with Disabilities*. (3rd Edition). Denver: Love Publishing Company. ISBN: 0-89108-298-0

Course Evaluation

The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	90% - 100%	Distinction
B+	85% - 89%	Somewhat below distinction
B	80% - 84%	Above average
C+	75% - 79%	Average
C	70% - 74%	Below Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Activity</i>	<i>Overall Contribution</i>
Case study/project/self-evaluation	30%
Analysis of student language profiles	10%
Midterm Examination	30%
Final Examination	30%
Total	100%

Midterm Examination

The midterm examination for the course will cover chapters 1-6 from the text and information covered in class up to the week prior to the midterm.

Final Examination

The final examination for the course will be given on the last scheduled night of class. The final exam will cover chapters 7-12 and information from the class presentations, case study activities, and any additional items discussed since the mid-term exam.

Course Policies (Attendance/Tardiness/Assignments/Courtesy)

As a professional, you are expected to be *in* class *on* time. Class attendance and punctuality are extremely important and expected.

- Each class will provide pertinent and important information. My wish and assumption is that you will attend all classes unless emergencies prevent that. Please advise me when your absence may be necessary. If you miss more than 2 classes, I would request an "Instructor Initiated Drop." In that case, you will be

removed from the course and will receive a grade consistent with university policy for that point in the semester.

- You are responsible for obtaining any information covered in a class that you have missed.
- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own.
- Assignments are due at the beginning of class unless otherwise indicated. Late assignments carry a penalty of 10% for each day late. Absences do not qualify for exemption from the late assignment penalty.
- Please treat others, and their views, with respect. While it is natural for people to disagree from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times.
- Cell phones must be turned off prior to the beginning of class.
- Any exemption to the above will be determined on a case-by-case basis at the professor's discretion.

EDUC 745 COURSE OUTLINE

This listing should be regarded as a tentative roadmap, designed to assist you in planning, which may be adjusted as the course progresses.

MTG DATE	TOPICS
1	Overview of course syllabus; Introduction to Language, Speech, and Communications
2 Adolescence	Language Development From Infancy Through Adolescence
3	Cultural Diversity and Language Differences
4 Children	Language Assessment and Instruction for Preschool Children
5 Children	Language Assessment and Instruction for School-age Children
6	Language Assessment and Instruction for Adolescents
7	<u>Midterm Exam on Chapters 1-6</u>
8	Reading Concepts and Assessment
9	Reading Instruction
10	Handwriting Instruction
11	Spelling Assessment and Instruction
12	Written Expression
13	Adolescents and Language Disabilities
14	Case Study/Project Presentations
15	FMU Evaluation; <u>FINAL EXAM</u>

EDUC 745 Case Study Presentation Rubric

Component	1	2	3	4
1. Content	Content is minimal OR there are several factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
2. Organization	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
3. Teacher-Focused	Focus on teachers' concerns was not clearly evident. May have presented the information, without establishing linkages to classroom settings.	Practical implications of the issue were addressed, but in a manner that over-simplified or over-generalized important distinctions and issues.	Practical implications of the information were adequately presented.	Practical connections and implications of the information were clearly presented, while retaining the depth of coverage of the topic.
4. Mechanics	More than 4 errors in spelling or grammar.	Four misspellings and/or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	No misspellings or grammatical errors.
5. Requirements	More than one requirement was not completely met.	One requirement was not completely met.	All requirements are met.	All requirements are met and exceeded.
6. Oral Presentation	Delivery not smooth and audience attention lost.	Delivery not smooth, but able to hold audience attention most of the time.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Interesting, well-rehearsed with smooth delivery that holds audience attention.
7. Originality	Uses other people's ideas, but does not give them credit.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Product shows some original thought. Work shows new ideas and insights.	Product shows a large amount of original thought. Ideas are creative and inventive.
8. Vocal Quality	Vocal quality of presentation weak. Multiple problems may include difficulties with articulation, volume, and/or clarity of speech.	Some problems with vocal quality of presentation - may include problems with articulation, volume, and/or clarity of speech.	Vocal quality of the presentation good. Voice clear, volume appropriate, good articulation.	Vocal quality of presentation excellent. Voice clear, volume appropriate, articulation professional.
9. Pacing	Presentation had substantial problems with pacing. (May have been too slow or fast in several parts.)	Presentation had some problems with pacing. (May have been too slow or too fast in one or more parts.)	Pacing of the presentation good and helped sustain interest and participation	Pacing of presentation excellent and fitted the character of the information presented. Pacing helped to sustain audience interest and participation.
10. Responsiveness	Presenter showed limited responsiveness to audience concerns and/or indications of interest.	Presenter fairly responsive to audience, though some questions may have been overlooked or cues ignored.	Presenter responded appropriately to issues and concerns of audience. Adjustments made to sustain audience interest.	Presenter was very responsive to issues and concerns raised by members of the audience. Adjustments made to sustain audience interest.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 2, 2005

Course No. 746 Title Practicum: Teaching Reading and Written Language to Exceptional Learners

Semester hours 1 Clock hours: Lecture _____ Laboratory 30

Prerequisite/Corequisite: EDUC 745 or permission of the School of Education

Enrollment expectation: 10-15

Indicate any course for which this course is a

Substitution for EDUC 768 Practicum: Intervention for Adolescents and Young Adults (1)

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Course description:

Participants in this practicum experience will apply techniques and strategies for teaching reading and written language skills to students with exceptional needs. In addition to the correct application of specific methods, participants are expected to demonstrate practical skill in planning and managing instruction well-suited to exceptional learners and to a variety of school environments.

- Purpose:1. For Whom? This course would be required for all graduate students enrolled in Francis Marion University's M.A.T.& M.Ed. programs in Learning Disabilities
- 2. What should the course do for the student? This course provides participants with opportunities to demonstrate that they have acquired the competencies to modify and adapt instructional materials for students with learning disabilities to enhance reading and written language achievement.

Teaching method planned:

- Supervision conferences.
- Reflection on artifacts of instruction and planning

Textbook: None

Course Content: Content will focus on how to select, adapt and use effective instructional strategies to improve students' performance in reading and written language.

EDUC 746 PRACTICUM: TEACHING READING AND WRITTEN LANGUAGE TO EXCEPTIONAL LEARNERS

Instructor: Shirley Carr Bausmith, Ph.D.
Office: CEMC 238-B; Phone/Voicemail: 843-661-1487
Office Hours: M-Th 1:00 - 4:00 (additional times by appointment)
E-mail: Sbausmith@Fmarion.edu

Meeting Times: TBA
Meeting Location: TBA

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Description

Participants in this practicum experience will apply techniques and strategies for teaching reading and written language skills to students with exceptional needs. In addition to the correct application of specific methods, participants are expected to demonstrate practical skills in planning and managing instruction well suited to exceptional learners and to a variety of school environments.

Prerequisite/Corequisite:

EDUC 745 or permission of the School of Education.

Course Goals

You will have opportunities to:

- Demonstrate proficiency in modifying assessments, and adapting assignments and materials to enable students with learning disabilities to cope with classroom demands.
- Plan for the incorporation of appropriate technological supports to enhance students' achievement.
- Generate samples that support a performance-based assessment of your knowledge and skills.

Course Content

Working in collaboration with a teacher in a self-contained or resource setting, course participants will:

- Identify potential and actual problems posed by instructional materials, activities, and availability of appropriate supports that may impede the effectiveness and efficiency of learners with exceptional needs.
- Modify activities, adapt materials, and/or develop strategies that address the needs of students with learning disabilities in the area of reading and/or written expression.
- Critique (both self- and by the cooperating teacher) of activities and adaptations using rubrics and scoring guides developed for this purpose, to identify effective elements and factors that could be improved.
- Articulate the theoretical basis for modifications and adaptations undertaken.

- Formulate practical and workable measures for assessing the progress of individual students.
- Modify instructional approaches based on the analysis of the performance data obtained.
- Articulate a rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).

Course Activities

The course has three components: (1) working in applied settings to assist students with learning disabilities in the area of reading and written expression; (2) systematically reflecting on the effectiveness of the interventions; and (3) sharing the knowledge and insights gained with other participants and engaging in collaborative problem-solving.

Component 1: Working in Applied Settings

Participants will vary with the extent to which they will have ready access, during school hours, to classrooms with students who have learning disabilities. Consequently, options provide a measure of flexibility with respect to how course goals are met.

Option 1: Direct Assistance – In classroom

Working in the classroom, resource room, or other appropriate setting, participants choosing option 1 will provide direct academic assistance to one or more students with learning disabilities in reading and/or written expression. This commitment would entail at least two hours per week of “contact time” during a 15-week semester (30 hours total), on a schedule that accommodates the needs of both the participant and the cooperating teacher.

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 2: Direct Assistance – Other Settings

Participants may be unable to meet with students with learning disabilities during the regular school day, but can work with one or more students at other times, such as after school, to provide direct academic assistance. Those choosing option 2 would need to establish and maintain collaborative communication with their student’s (or students’) teacher(s) to determine the types of assistance and/or support needed. This commitment would entail at least two hours per week of “contact time” during a 15-week semester (30 hours total), on a schedule that accommodates the needs of the participant, the student(s), and the cooperating teacher(s).

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 3: Indirect Assistance

Participants whose current work schedule or other factors make options 1 and 2 unfeasible may choose to provide assistance to a self-contained or resource

teacher of students with learning disabilities through a combination of the following:

- Analysis of readability and accessibility of textbooks and other instructional materials.
- Modifications of activities, adaptations of reading and writing materials and assessments, incorporation of appropriate technologies, and/or development of instructional materials that incorporate learning strategies to support students with learning disabilities in mastering content.
- Development of rubrics, scoring guides, and checklists to guide students with learning disabilities in the completion of reading and written language projects

and/or complex procedures, and that provide teachers with ways of efficiently and effectively assessing students' progress and communicating those results.

Participants will complete a minimum of ten products that correspond to the above descriptions and address specific needs of students, and will conference with the cooperating teacher regarding the effectiveness and utility of the activities and materials provided.

Participants will submit samples of all products generated, along with the dates and brief summary of each conference with the cooperating teacher.

Component 2: Systematic Reflection

Submission of modified materials, adapted activities and assessments, learning strategy, and/or incorporation of technological supports will be accompanied by a reflection statement indicating the:

- Rationale for the choice made, reflecting task and learner characteristics;
- Salient characteristics of the method, adaptation, or strategy, as described in the relevant professional literature;
- Discussion indicating how the sample submitted reflects the salient characteristics;
- Discussion of the strengths and limitations identified through the application
- Modifications and improvements to address problems encountered, and/or

Component 3: Systematic Reflection

Sharing and collaborating with colleagues will entail five seminar meetings and participation in a Blackboard discussion board developed for the course. At the seminar sessions, participants will present multimedia presentations describing their experience in implementing a modification, adapted activity or assessment, learning strategy, and/or use of technological supports. Each participant will be expected to develop and present one presentation during the semester, and all presentations will be made available to other participants (either online or on a CD-R).

In addition to the participation in the seminars, each participant will be expected to contribute to a Blackboard discussion board. Participation will be evaluated through:

- Number and frequency of log-ins;

exp
exte

- Number of substantive contributions to problems and issues presented by others, including the sharing of appropriate materials, online resources, and other sources of relevant assistance.
- Number of substantive contributions to discussion questions posed by the instructor that pertain to course-related issues.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Component</i>	<i>Overall Contribution</i>
Working in Applied Settings	45%
Samples of Products	40%
Conference Log and Summaries	5%
Systematic Reflection	30%
Reflection statements	30%
Sharing and Collaborative Problem-Solving	25%
Seminar presentation	15%
Discussion board contributions	10%
Total	100%

Class Expectations

Course policies regarding absences and participation in activities are discussed in some detail, as follows:

Absences

Class participation, particularly in the five seminar sessions, is very important for this course. Therefore, if you are absent for more than one session, unless I have excused you for cause,

- the highest possible grade you can receive for the course is a “B;”
- as the instructor, I reserve the right to undertake an “Instructor Initiated Drop.” In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

If you anticipate that you will need to be absent for more than one evening, perhaps due to family, job, or other responsibilities, you need to seriously consider whether this semester is the appropriate time for taking this course.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to:

- contact me, by e-mail, to indicate the date you’ll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail.

Working in Applied Settings

Regardless of which of the options you choose, it is essential that you arrange to meet with your collaborating teacher within the first week of the semester, and that you meet regularly on a schedule that you work out. Your logs will be examined for both consistency and reliability in meeting your commitments.

Participation in Seminar Sessions

The seminar sessions provide opportunities for you to share adaptations and other products with others. At the same time, the seminar is intended to provide opportunities to problem-solve about difficult problems and alternative approaches. If you are presenting at a seminar session, it is important that

- your presentation is prepared, and you’ve tried it to insure that it will work properly.
- you are prepared to listen to the presentations of others, and offer appropriate suggestions in problem-solving sessions.
- treat others, and their views, with respect.
 - While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times. It is notable that collaboration requires a set of skills that may not come easily or naturally to some, but must still be acquired and integrated to work effectively in the instructional environments that are emerging.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 2, 2005

Course No. 763 Title Methods for Teaching Students with Learning Disabilities

Prerequisites/Corequisites: **EDUC 761 and PSY 663, or permission of the School of Education.**

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Enrollment expectation: 15-20 students per semester

Indicate any course for which this course is a

Substitution for EDUC 765 Learning Disabilities: Intervention for Elementary and Middle School (p. 199 – current catalog)

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

This course examines a range of age-appropriate techniques for teaching children and adolescents with learning disabilities in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

Purpose:

1. For Whom? This course would be required for all graduate students enrolled in Francis Marion University's M.A.T. & M.Ed. programs in Learning Disabilities.
2. What should the course do for the student? This course provides participants with the knowledge and skills necessary to adapt instruction to improve student learning.

Teaching method planned:

Lecture, Demonstration, Class discussions, Simulation.

Correlation of evidence to CEC Matrices of knowledge and skills

Textbook: Bos, C.S., & Vaughn, S. (2006). *Strategies for Teaching Students with Learning and Behavior Problems*. (6th Edition). Boston: Allyn and Bacon. ISBN: 0-205-40772-2

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Learning Disabilities (LD), each of which outline expectations for Knowledge (K) and Skills (S).

	CEC Competencies
Knowledge: can demonstrate understanding of	
1. Differential characteristics of individuals with exceptionality, including levels of severity and multiple exceptionality	CC2.K2
2. Effects an exceptional condition(s) may have on an individual's life	CC2.K4
3. The impact of LD on auditory skills, including perception, memory, and comprehension	LD4.K3
4. Differing learning styles of individuals with learning needs and how to adapt teaching to these	CC4.K1
Skills: they can	
1. Choose and administer assessment instruments appropriately for individuals with LD	LD3.S1
2. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments	CC3.S7
3. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with learning needs.	CC3.S9
4. Evaluate the results of instruction.	CC3.S10
5. Use effective instructional strategies for basic skills, including reading, listening, writing, reporting, and computing	LD4.S1
6. Use skills to enhance thinking processes.	LD4.S3
7. Use research-supported instructional strategies and practice for teaching individuals with learning disabilities.	LD4.S11
8. Modify speed of presentation and use of organization cues.	LD4.S12
9. Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with LD.	LD4.S13
10. Interpret and use assessment data for instructional planning.	CC4.S1
11. Prepare appropriate lesson plans that meet individual needs.	CC4.S5
12. Select, adapt, and use instructional strategies and material according to characteristics of learner.	CC4.S8

- | | |
|---|---------|
| 13. Sequence, implement, and evaluate individual learning objectives. | CC4.S10 |
| 14. Use instructional time properly. | CC4.S12 |
| 15. Establish and maintain rapport with learners. | CC4.S15 |
| 16. Use verbal and nonverbal communication techniques. | CC4.S16 |
| 17. Conduct self-evaluation of instruction. | CC4.S17 |
| 18. Prepare and organize materials to implement daily lesson plans, and cohesive larger units of instruction. | CC5.S3 |
| 19. Incorporate evaluation, planning and management procedures that match learner needs with the instructional environment. | CC5.S4 |

When completed, forward to the Office of the Provost.

9/03

EDUC 763 Methods for Teaching Students with Learning Disabilities

Course Description

This course examines a range of age-appropriate techniques for teaching children and adolescents with learning disabilities in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

Prerequisites/corequisites:

EDUC 761 and PSY 663, or permission of the School of Education

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Philosophy

The goal of EDUC 763, Methods for Teaching Students with Learning Disabilities, is to enable students to be knowledgeable in selecting, applying, and evaluating instructional approaches and supports that meet students' needs. To enable your students to become successful and independent learners, you need to be thoroughly conversant with a variety of methods that are appropriate for various:

- ages and developmental levels;
- discipline areas, tasks, and types of content; and
- classroom settings and grouping arrangements.

Being knowledgeable about a method, strategy, or approach requires that you know:

- (2) its salient features;
- (2) the procedural steps needed for implementing it;
- (3) what it “looks like” when applied in practice with materials and tasks that reflect realistic classroom requirements;
- (4) how to evaluate the extent to which it is successful;
- (5) how it helps foster important cognitive skills and productive problem-solving strategies;
- (6) what assumptions it makes about learning, learners, the tasks confronting them and the settings in which learning takes place;
- (7) the extent to which there is empirical support for its effectiveness; and
- (9) whether there are caveats, questions, and challenges about it, or its application in specific situations.

If that seems like a lot to learn, you're right - it is. This course is intended to provide you with a sound foundation for understanding and evaluating methods, but that process is one that must continue throughout your professional career. In choosing to work with students who have exceptional learning needs, you are committing yourself to a process of lifelong learning. So, one way of looking at this course is that it provides you with some *provisional* “answers,” that reflect the status of current research and sound practice, but more importantly, it will provide you with a framework for continuing to pose questions.

Course Goals

The principal goal of the course is to provide you with the knowledge and skills to work effectively with students who have learning disabilities. The Council for Exceptional Children (CEC) has specified what all beginning special educators must know and be able to do, in its *What Every Special Educator Should Know*. This document, which constitutes the *de facto* standard for the profession, was developed to reflect the views of practitioners in the schools and what currently constitutes “best practices.” These standards provide the foundation for this course.

To be certified to teach students who have learning disabilities, the state of South Carolina requires that you pass specified tests in the Praxis II series with a minimum qualifying score. Knowledge of specific methods and how they are applied is one of the major components addressed. Therefore, one of the practical goals of the course is to prepare you for this examination. It is not, however, a “test prep” course. The focus will be on providing you with the information and skills you need, and those will assist you with your exam preparations.

Course Content

The Teaching-Learning Process

- Characteristics of students who have learning and behavior problems.
- Severity of a student’s learning and/or behavior problem.
- "least restrictive environment" and "mainstreaming".
- instructional cycle.
- Individualized Education Program (IEP)

Approaches to Learning and Teaching

- Operant learning models; mastery learning
- Information processing models
- Cognitive strategy instruction
- Cognitive behavior modification
- Strategies based on sociocultural learning approaches (e.g., scaffolding)

Oral Language

- Sequences and milestones of normal language development
- Receptive and expressive language
- Systems of language: phonology, morphology, semantics, syntax, pragmatics
- Strategies for improving content, form and use
- Developing interpersonal skills

Reading: Phonological Awareness and Word Recognition

- Phonological awareness, letter-sound correspondences, word recognition and word analysis, fluency, vocabulary, and comprehension strategies
- Phonic analysis, onset-rime, structural analysis, syllabication, automatic word recognition, syntax and semantics.
- Explicit code instructional approaches
- Implicit code instructional approaches

Reading: Fluency and Comprehension

- Strategies for building fluency

- textually explicit, textually implicit, and scripturally implicit question-answer relationships
- strategies for previewing, predicting, and activating background knowledge
- strategies for promoting questioning and self-questioning
- strategies for teaching text structure and summarization
- multi-component cognitive strategy instruction

Written Language Instruction

- The Writing Process approach
- Strategies for improving writing at the sentence level
- Strategies for improving paragraph organization
- Structuring common writing tasks encountered by students.
- Empirically based techniques for improving spelling
- Empirically based techniques for improving handwriting
- Technology tools for improving written products

Mathematics

- Prenumber skills and foundational language constructs
- Strategies for improving recall of basic math facts
- Appropriate use of calculators and other electronic resources
- Sequences of mathematical understandings
- Fostering of self-checking and self-monitoring
- Teaching multi-step procedures
- Appropriate use of guided practice and independent practice

Time and Task Management for Students with Learning Disabilities

- Problems with time management - foundational language constructs
- Time management - Developing coping strategies and metacognitive awareness.
- Task management - task segmentation
- Task management - developing self-monitoring

Developing collaboration and communication skills

Course Activities

The course is comprised of activities in three general inter-related strands: (1) Methods; (2) Praxis Preparation; and (3) Case Study. The purpose of each strand, its contribution to the course goals, and the kinds of activities involved will be discussed below.

Methods Strand

The Methods strand directly addresses the eight issues listed in the Course Philosophy section with respect to being knowledgeable about a method. Activities related to this strand include:

- reading assignments, in the Bos & Vaughn text and additional resources accessible through the World Wide Web.
 - After each reading assignment, you will be asked to answer a small number of self-checking questions related to each chapter. These will be available through the course web site. (Your responses will be regarded as formative assessments of your understanding of the material).
 - Discussion questions for each chapter have been posted at the course website. You are expected to formulate your responses in the course of your reading (though not for written submission), so that you can contribute to class discussion of the topics.
- Multimedia presentations address the 8 issues for a selected number of methods in each content or skill area;
 - These presentations will be done collaboratively with other members of the class. You will be assigned to a group and will have a contribution to make for each presentation your group undertakes. For at least two methods assigned to your group, you will have the lead role in planning and implementing the presentation. To assist you in developing these presentations, you will be provided with
 - multimedia templates, so that you can focus on organizing the information rather than mastering software programs.
 - methods worksheets that provide you with a step-by-step procedure for organizing the information you're reading, so that the key issues are addressed in the presentation.

In one component of the final examination for the course, you will be asked to describe, in some detail, specific methods. Your description will need to address the eight key issues outlined above.

Praxis Preparation Strand

Activities in this strand will help you to prepare for the methods component of the learning disabilities test in the Praxis II series that the state of South Carolina requires for certification. These activities include:

- accessing the study materials developed by the Educational Testing Service to assist you in preparing for the test, including a small number of sample test questions and the table of specifications used to guide the construction of the test;
- formulating multiple choice test questions related to specific methods covered in the course;
- evaluating the clarity and accuracy of questions developed by your classmates.

These collections of questions will be made available to all course participants to assist them in preparing for the Praxis II examination. One component of the final examination for the course will involve a multiple choice test related to methods and their applications.

Case Study Strand

Activities in the Case Study strand are designed to assist you in applying methods to meet the needs of specific students. Case study information will be provided by the instructor, and you will be expected to select suitable intervention strategies for specific tasks, and to articulate your reason(s) for the choices that you've made. To assist you in this process, you will be

- provided with a selection of possible cases, for which test data and other information has been summarized.
- asked to specify academic tasks that your case study student would encounter, to provide a basis for the selection of appropriate methods and strategies.

- given a framework for conceptualizing and evaluating decisions, which will provide you with a basis for articulating the rationale for your decisions.

The case study component will be addressed throughout the course, selectively applying one or more of the methods discussed in connection with the various skill and discipline areas covered.

A case study component will also be included in the final examination for the course. It will describe one or more students with significant deficits in multiple areas, a characteristic shared by many students with learning disabilities. You will be asked to formulate appropriate instructional strategies and methods, delineate the essential features of each method selected, and discuss the reasoning behind the choices you've made.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Activity</i>	<i>Overall Contribution</i>
Methods Presentations	35%
Preparation	5%
Final Submission	30%
Praxis-Related Questions	10%
Formative Evaluation questions	5%
Submission of Multiple Choice questions	5%
Case Study Materials	5%
Midterm Examination	20%
Final Examination	30%

Total	100%
--------------	------

Methods Presentations:

You will work collaboratively on a total of 9 different multimedia methods presentations, in each of 3 specified roles. For 3 of the 9, you will have primary responsibility for the final presentation. The methods, and your assigned role in each, will be specified in separate attachments. All members of the group developing a presentation will receive the same grade for the final product. Evaluation of each component of the presentation will use a rubric which will be distributed separately.

As work on the methods presentations is collaborative, it is essential that you come to class with the preparatory work assigned to you completed. For this reason, you will need to: (1) e-mail a copy of your preparation worksheet to me a copy of the preparation worksheet to your personal web-based e-mail account; and (2) bring a copy of the worksheet **on a disk** to class.

The submission date for the preparation worksheets is 8 a.m. Wednesday morning. If you meet this deadline, you will receive 10 points; if you submit it between 8:01 a.m. and the beginning of class, you will receive 5 points. If it has not been submitted by the beginning of class, 10 points will be deducted from your total for this category. This requirement applies, regardless of whether you are going to be present for class.

In addition to preparing your own group's presentation, your group will be responsible for providing substantive feedback to other groups on their presentations, using the rubric criteria established.

Praxis-Related Questions:

The principal activity in the Praxis Preparation Strand is the weekly submission of 1 multiple choice question on a method assigned to you from the chapter under study. You will need to submit a completed multiple choice worksheet as an e-mail attachment. The submission date for the worksheet is 8 a.m. Wednesday morning. If you meet this deadline, you will receive 10 points; if you submit it between 8:01 a.m. and the beginning of class, you will receive 5 points. If it has not been submitted by the beginning of class, 10 points will be deducted from your total for this category.

The submission deadline for the multiple choice question is the beginning of class. If you meet this deadline, you will receive 10 points. However, you will receive 3 points if: (1) your submission is incomplete, or (2) of poor quality (so that more than minor revisions are required), or (3) you need to take class time to complete your submission. If your multiple choice question is not submitted (even if you are absent), 10 points will be deducted from your total for this category.

Case Study Materials:

You will be asked to bring in samples of tasks and assignments that students are likely to encounter. They will be used to illustrate the application of methods under discussion.

Midterm Examination:

The midterm examination for the course will cover chapters 1 through 6 in the text, and information covered in class up to the week prior to the midterm.

Final Examination:

The final examination for the course will be given on the final night of the class, and will be cumulative in nature.

Text

The required text for the course is:

Bos, C.S., & Vaughn, S. (2006). *Strategies for Teaching Students with Learning and Behavior Problems*. (6th Edition). Boston: Allyn and Bacon.
ISBN: 0-205-40772-2

Course Web Site

The address for the companion site for the text, which is maintained by the publisher is <http://www.ablongman.com/bos6e>. The comprehension questions for each chapter of the test can be accessed through that site.

Software Tools

While EDUC 763 is not a technology course, you will make use of a variety of software tools in completing the activities associated with its three major strands. These tools include (but are not limited to):

Hot Potatoes Suite

The *Hot Potatoes Suite* is a collection of six handy programs that were created by a teacher, with classroom needs in mind. While these programs are not “freeware,” they are available to educators for professional use at no cost. You will make extensive use of one of the programs, Jquiz, to develop multiple choice questions as part of the Praxis Preparation strand, and you’ll have opportunities to use some of the companion programs in developing activities for the Methods and Case Study strands, as well. The suite of programs will be available at the university, but can also be placed on participants’ computers.

Inspiration 6

Inspiration 6 (and a similar program, *Kidspiration*, designed for early elementary grades) is a concept mapping program that is widely used in schools. You will be using *Inspiration* in conjunction with the Methods strand of the course, and in addition, you may find it useful to incorporate its use into activities for the Case Study strand.

You are not required to purchase *Inspiration* in order to participate in the course. The program will be available for student use in the Teaching Materials Center at the university, and you will be provided with a 30-day trial CD of the program, which you can use to complete assignments. If you like the program, arrangements have been made for you to purchase it, at a substantial discount, through the FMU Bookstore.

eZediaMX

eZediaMX is a powerful, yet easy-to-use multimedia authoring environment that you will be using to complete the projects associated with the Methods strand of the course. You will be provided with templates for completing these projects, so you don’t have to be a proficient multimedia developer to participate in the course. If you can click and drag with a mouse and can enter text using a word processor, you have the necessary skills to handle the basics.

You are not required to purchase *eZediaMX* in order to participate in the course. The program will be available for student use in the Teaching Materials Center at the university, and a 30-day trial version of the program will be available to you. If you like the program, arrangements have been made for you to purchase it, again at a substantial discount, directly from the company.

Contact Information

Here is my contact information:

Office: FH 212
 Phone (O): (843) 661-1480
 Fax (O): (843) 661-4647
 E-mail (O): kcoughenour@fmarion.edu

Class Expectations

Course policies regarding absences, participation in activities and workload expectations are discussed in some detail, as follows:

Absences

Class participation, particularly in assisting one another in completing group projects related to the Methods strand, is very important for this course. Therefore, if you are absent for more than two sessions, unless I have excused you for cause,

- the highest possible grade you can receive for the course is a “B;”
- as the instructor, I reserve the right to undertake an “Instructor Initiated Drop.” In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

If you anticipate that you will need to be absent for more than evening, perhaps due to family, job, or other responsibilities, you need to seriously consider whether this semester is the appropriate time for taking this course.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to:

- contact me, by e-mail, to indicate the date you’ll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause.
- contact the other members of your group, indicating the date you’ll be absent. You’ll also need to make suitable arrangements for insuring that your contributions for that evening’s project are taken care of.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail. You will also be responsible for contacting the other members of your group, by e-mail, to arrange for any responsibilities you may have toward your group’s project for that evening. You will also be responsible for obtaining any information covered that evening that you will have missed.

Participation in Class Activities

Activities in this course have been structured so that the contributions of individuals can be combined and leveraged into more extensive projects with only limited additional effort. Thus, for the Praxis Preparation strand, the single multiple choice questions developed by each participant can be combined into a comprehensive tool for reviewing the methods. Similarly, for the Methods strand, members of a group can assist each other in summarizing and illustrating your respective methods. Together with the contributions of the other groups, a number of methods can be covered in substantial depth.

- To be successful in these kinds of ventures, it is essential that each person
- comes to class with their worksheets and multiple choice contributions completed;
 - performs their assigned roles, while making effective use of each other’s particular talents and abilities;
 - be willing to undertake tasks that they aren’t familiar with;
 - (This is particularly true of some of the technology-related tasks. While it will be beneficial to have completed EDUC 611 prior to taking this course, it is by no means essential. You won’t need to be a multimedia expert to perform the tasks,

such as taking a picture or entering some text, so that you'll be able to learn as you go.)

- treat others, and their views, with respect.
 - While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times. It is notable that collaboration requires a set of skills that may not come easily or naturally to some, but must still be acquired and integrated to work effectively in the instructional environments that are emerging.

Workload Expectations

You will note that **there are tasks to be accomplished each week**. For most weeks, these include:

- reading assignments and associated web-based questions for checking your understanding;
- formulation of a multiple choice question for a specific method, using the worksheet provided (part of the Praxis Preparation strand);
- completion of a planning template for a specific method, based on your assigned reading, using the worksheet provided (in preparation for the multimedia presentations associated with the Methods strand).

However, these tasks need not be burdensome, as they provide some simple mechanisms to help you process and integrate the information as you're reading.

You need to recognize that these weekly activities are integral to the course, and that **they must be completed prior to coming to class**. That is, you may work ahead and submit assigned activities in advance, but **once the due date has passed, they cannot be "made up" at a later date**. The reason for this restriction is that these activities will be incorporated into the activities for a particular session. Therefore, one individual's lack of preparation could impede the work of a number of others. For this reason, you will also note that provisions have been incorporated into the structure of these activities for submitting them on-line and via e-mail. These arrangements have been included by design. In part, it insures that you don't fall prey to "putting things off." The electronic submission requirements also insure that projects won't get interrupted because critical information has been left behind.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 2, 2005

Course No. 764 Title Practicum: Methods for Teaching Students with Learning Disabilities (1)

Semester hours 1 Clock hours: Lecture _____ Laboratory 30

Prerequisites/Corequisites: EDUC 761, EDUC 763 and PSY 663, or permission of the School of Education.

Enrollment expectation: 10-15

Indicate any course for which this course is a

Substitution for EDUC 768 Practicum: Intervention for Adolescents and Young Adults

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

Purpose:

1. For Whom? This course would be required for all graduate students enrolled in Francis Marion University's M.A.T. & M.Ed. programs in Learning Disabilities.
2. What should the course do for the student? This course provides participants with opportunities to demonstrate the competencies required for providing instruction to students with learning disabilities in a clinical setting.

Teaching method planned:

Supervision conferences.

Reflection on artifacts of instruction and planning
Correlation of evidence to CEC Matrices of knowledge and skills

Textbook: None

Course Content: (Please explain the content of the course in enough detail so that the
Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Learning Disabilities (LD), each of which outline expectations for Knowledge (K) and Skills (S).

	CEC Competencies
Knowledge: they can demonstrate that they understand	
1. Differential characteristics of individuals with exceptionality, including levels of severity and multiple exceptionality	CC2.K2
2. Effects an exceptional condition(s) may have on an individual's life	CC2.K4
3. The impact of LD on auditory skills, including perception, memory, and comprehension	LD4.K3
4. Differing learning styles of individuals with learning needs and how to adapt teaching to these	CC4.K1
Skills: they can	
1. Choose and administer assessment instruments appropriately for individuals with LD	LD3.S1
2. Create and maintain records, systematically and efficiently, while maintaining confidentiality	CC3.S2
3. Use a variety of assessment procedures, integrating formal and informal measures	CC3.S4
4. Interpret information from formal and informal assessment instruments and procedures.	CC3.S5
5. Report assessment results to individuals with exceptional needs, parents, administrators, and other professionals using appropriate communication skills.	CC3.S6
6. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CC3.S7
7. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with learning needs.	CC3.S9
8. Evaluate the results of instruction.	CC3.S10
9. Use effective instructional strategies for basic skills, including reading, listening, writing, reporting, and computing	LD4.S1
10. Use skills to enhance thinking processes.	LD4.S3
11. Use research-supported instructional strategies and practice for teaching individuals with learning disabilities.	LD4.S11
12. Modify speed of presentation and use of organization cues.	LD4.S12
13. Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with LD.	LD4.S13
14. Interpret and use assessment data for instructional planning.	CC4.S1
15. Prepare appropriate lesson plans that meet individual needs.	CC4.S5
16. Select, adapt, and use instructional strategies and material according to characteristics of learner.	CC4.S8
17. Sequence, implement, and evaluate individual learning objectives.	CC4.S10

- | | |
|---|---------|
| 18. Use instructional time properly. | CC4.S12 |
| 19. Establish and maintain rapport with learners. | CC4.S15 |
| 20. Use verbal and nonverbal communication techniques. | CC4.S16 |
| 21. Conduct self-evaluation of instruction. | CC4.S17 |
| 22. Prepare and organize materials to implement daily lesson plans, and cohesive larger units of instruction. | CC5.S3 |
| 23. Incorporate evaluation, planning and management procedures that match learner needs with the instructional environment. | CC5.S4 |

When completed, forward to the Office of the Provost.

9/03

EDUC 764 Practicum: Methods for Teaching Students with Learning Disabilities

Course Description

This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

Prerequisites/Corequisites

EDUC 761, EDUC 763 and PSYCH 663 or by permission of the School of Education.

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Goals

You will have opportunities to:

- demonstrate proficiency in modifying assessments, and adapting assignments and materials to enable students with learning disabilities to cope with classroom demands.
- plan for the incorporation of appropriate technological supports to enhance students' achievement.
- Generate samples that support a performance-based assessment of your knowledge and skills.

Course Content

Working in collaboration with a teacher in a resource or self-contained setting, course participants will:

- Identify potential and actual problems posed by instructional materials, activities, and availability of appropriate supports that may impede the effectiveness and efficiency of learners with exceptional needs.
- Modify activities, adapt materials, and/or develop strategies that address the needs of students with learning disabilities .
- Critique (both self- and by the cooperating teacher) of activities and adaptations using rubrics and scoring guides developed for this purpose, to identify effective elements and factors that could be improved.
- Articulate the theoretical basis for modifications and adaptations undertaken.
- Formulate practical and workable measures for assessing the progress of individual students.
- Modify instructional approaches based on the analysis of the performance data obtained.
- Articulate a rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).
- Discuss issues related to transition of students with learning disabilities to non-academic settings.

Course Activities:

The course has three components: (1) working in applied settings to assist students with learning disabilities; (2) systematically reflecting on the effectiveness of the interventions; and (3) sharing the knowledge and insights gained with other participants and engaging in collaborative problem-solving.

Component 1: Working in Applied Settings

Participants will vary with the extent to which they will have ready access, during school hours, to classrooms with students who have learning disabilities. Consequently, options provide a measure of flexibility with respect to how course goals are met.

Option 1: Direct Assistance – In classroom

Working in the classroom, resource room, or other appropriate setting, participants choosing option 1 will provide direct academic assistance to one or more students with learning disabilities. This commitment would entail at least two hours per week of “contact time” during a 15-week semester, on a schedule that accommodates the needs of both the participant and the cooperating teacher.

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 2: Direct Assistance – Other Settings

Participants may be unable to meet with students who have learning disabilities during the regular school day, but can work with one or more students at other times, such as after school, to provide direct academic assistance. Those choosing option 2 would need to establish and maintain collaborative communication with their student’s (or students’) teacher(s) to determine the types of assistance and/or support needed. This commitment would entail at least two hours per week of “contact time” during a 15-week semester, on a schedule that accommodates the needs of the participant, the student(s), and the cooperating teacher(s).

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 3: Indirect Assistance

Participants whose current work schedule or other factors may make options 1 and 2 unfeasible may choose to provide assistance to a resource or self-contained teacher who has students with learning disabilities, through combinations of the following:

- Analysis of readability and accessibility of textbooks and other instructional materials.
- Age-appropriate modifications of activities, adaptations of materials and assessments, incorporation of appropriate technologies, and/or development of

instructional materials that incorporate learning strategies to support students with learning disabilities in mastering content.

- Development of rubrics, scoring guides, and checklists to guide students with learning disabilities in the completion of projects and/or complex procedures, and that provide teachers with ways of efficiently and effectively assessing students' progress and communicating those results.

Participants will complete a minimum of ten products that correspond to the above descriptions and address specific needs of students, and will conference with the cooperating teacher regarding the effectiveness and utility of the activities and materials provided.

Participants will submit samples of all products generated, along with the dates and brief summary of each conference with the cooperating teacher.

Component 2: Systematic Reflection

Submission of modified materials, adapted activities and assessments, learning strategy, and/or incorporation of technological supports will be accompanied by a reflection statement indicating the:

- Rationale for the choice made, reflecting task and learner characteristics;
- Salient characteristics of the method, adaptation, or strategy, as described in the relevant professional literature;
- Discussion indicating how the sample submitted reflects the salient characteristics;
- Discussion of the strengths and limitations identified through the application experience, as reflected in feedback conferences with the cooperating teacher;
- Modifications and improvements to address problems encountered, and/or extensions of the approach to make it more useful.

Component 3: Sharing and Collaborative Problem-Solving

Sharing and collaborating with colleagues will entail five seminar meetings and participation in a Blackboard discussion board developed for the course. At the seminar sessions, participants will present multimedia presentations describing their experience in implementing a modification, adapted activity or assessment, learning strategy, and/or use of technological supports. Each participant will be expected to develop and present one presentation during the semester, and all presentations will be made available to other participants (via email or on a CD-R).

In addition to the participation in the seminars, each participant will be expected to contribute to a Blackboard discussion board. Participation will be evaluated through:

- Number and frequency of log-ins;
- Number of substantive contributions to problems and issues presented by others, including the sharing of appropriate materials, online resources, and other sources of relevant assistance.
- Number of substantive contributions to discussion questions posed by the instructor that pertain to course-related issues.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Component</i>	<i>Overall Contribution</i>
Working in Applied Settings	45%
Samples of Products	40%
Conference Log and Summaries	5%
Systematic Reflection	30%
Reflection statements	
Sharing and Collaborative Problem-Solving	25%
Seminar presentation	10%
Seminar presentation - online	5%
Discussion board contributions	10%
Total	100%

Contact Information

Here is my contact information:

Office: FH 212

Phone: (843) 661-1480

Fax: (843) 661-4647

E-mail: kcoughenour@fmarion.edu

Class Expectations

Course policies regarding absences and participation in activities are discussed in some detail, as follows:

Absences

Class participation, particularly in the five seminar sessions, is very important for this course. Therefore, if you are absent for more than one session, unless I have excused you for cause,

- the highest possible grade you can receive for the course is a “B;”
- as the instructor, I reserve the right to undertake an “Instructor Initiated Drop.” In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

If you anticipate that you will need to be absent for more than one evening, perhaps due to family, job, or other responsibilities, you need to seriously consider whether this semester is the appropriate time for taking this course.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to:

- contact me, by e-mail, to indicate the date you’ll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail.

Working in Applied Settings

Regardless of which of the options you choose, it is essential that you arrange to meet with your collaborating teacher within the first week of the semester, and that you meet regularly on a schedule that you work out. Your logs will be examined for both consistency and reliability in meeting your commitments.

Participation in Seminar Sessions

The seminar sessions provide opportunities for you to share adaptations and other products with others. At the same time, the seminar is intended to provide opportunities to problem-solve about difficult problems and alternative approaches. If you are presenting at a seminar session, it is important that

- your presentation is prepared, and you’ve tried it to insure that it will work properly.
- you are prepared to listen to the presentations of others, and offer appropriate suggestions in problem-solving sessions.
- treat others, and their views, with respect.
 - While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times. It is notable that collaboration requires a set of skills that may not come easily or naturally to some, but must still be acquired and integrated to work effectively in the instructional environments that are emerging.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Biology / Liberal Arts and Sciences Date: August 2005

Course No. or level: Level 213 Title: Biology of Sex

Semester hours: 3 Clock hours: 3 Lecture: Yes Laboratory: No

Prerequisite: 4 hr of Biology

Enrollment expectation: 85 / semester

Indicate any course for which this course is a (an)
modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person (faculty) preparing course description: Tamatha R. Barbeau

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

213 Biology of Sex (3) (Prerequisite: 4 hr of Biology). This course will provide an introduction to the biological principles involved in human reproduction. Topics include the evolution of sex, reproductive anatomy and physiology, endocrinology, puberty, biology of gender, reproductive cycles, pregnancy, birth, fertility control, sexual disorders, and current issues in reproductive technology.

Purpose:

The purpose of this course is to provide an introductory level explanation of the complex processes involved in human reproduction from a strictly biological perspective.

Teaching method planned:

This course will be a three credit hour, lecture-based course without laboratories. Material will be presented in a multimedia format that will include PowerPoint presentations, overhead notes, a detailed course website, educational videos, and presentation of current news and media topics as they pertain to the course.

For several of the course topics mentioned above (evolution of sex, biology of gender, and sexual behavior) additional multimedia will be incorporated into classroom lectures. Video clips from televised documentaries and news reports will be used as supplemental discussion topics in lectures for the purpose of critically evaluating the media's portrayal of human reproductive biology. Students will learn to critically evaluate issues in human reproductive biology and gender from a biological and evolutionary perspective.

Textbook and/or materials planned (including electronic/multimedia):

1. **Course Textbook:** *Human Reproductive Biology*, 3rd ed. by Sylvia Mader.
2. **Electronic Materials:** The course website contains instructor contact information, course syllabus, updates, and supplementary materials designed to facilitate student performance in the course. The course website is located at acsweb.fmarion.edu/Barbeau/biosex.htm.
3. **Multimedia Materials:**
 - PowerPoint presentations in conjunction with overhead notes projected onscreen.
 - Supplemental reading sources for students will be available online on the course website (acsweb.fmarion.edu/Barbeau/biosexsupplements.htm) or on library reserve.
 - Some videos of current news reports (CNN, for example) will be included in lectures and linked to the course website to place lecture topics into context with real world relevance and application.
 - Links to summaries of research article summaries (*New Scientist* and *Scientific American*, for examples) that pertain to course topics are provided online at site listed above. Reviews of these research articles will provide the basis for written assignments to be completed by the students as part of their coursework.
 - Link to the companion website for *Human Reproductive Biology* textbook by Mader (<http://highered.mcgraw-hill.com/sites/0072872349/>) containing practice quizzes, interactive exercises, and chapter summaries for this textbook.

Course Content:

Topics for this course will include a biological emphasis on the following topics:

- Evolution of Sex (why sexual versus asexual reproduction?)
- Reproductive Anatomy and Physiology (male and female)
- Reproductive Endocrinology
- Puberty, Gender Identity, and Body Image
- Reproductive Cycles

- Conception, Pregnancy, Fetal Development, and Birth
- Birth Control and Infertility (current issues in reproductive technology)
- Sexually Transmitted Diseases
- Reproductive Disorders
- Gender Benders (effects of environmental contaminants on gender)

Students in this course will become familiar with the anatomical and physiological functions in males and females. This course will emphasize how human reproductive functioning requires integration of properly operating organ systems that are influenced by external and internal environmental conditions. This course will address human reproduction from a biological and evolutionary perspective rather than from the perspectives of psychology, sociology, history, culture, or literature. The emphasis on biology will set this course apart from other courses contributing to the Gender Studies curriculum.

Upon completion of this course students should be able to understand:

1. the origin and basis of sexual reproduction;
2. the biological and evolutionary forces that influence human reproduction;
3. the biological and evolutionary basis for gender and gender roles in human sexual behavior;
3. the complex biological mechanisms governing male and female development, and behavior;
4. the biological mechanisms involved in some common reproductive abnormalities;
5. some of the current scientific advances in the field of reproductive biology and their influence on social and legal decision-making of citizens in our society.

Example of Course syllabus:

Date	Week	Text Ch.	Topic
Aug. 29	1	1	Introduction – Biology and Evolution of Sex
Sept. 5	2	11 & 12	The Biology and Evolution of Attraction
Sept. 12	3	6	Reproductive Anatomy and Physiology / Quiz 1
Sept. 19	4	5	Reproductive Hormones / Exam 1 (Ch. 1, 6, 11, 12)
Sept. 26	5	7	Sex and the Brain
Oct. 3	6	7	Biology of Gender and Puberty / Quiz 2
Oct. 11	7		FALL BREAK
Oct. 17	8	8	Reproductive Cycles Exam 2 (Ch. 5, 7, 8)
Oct. 24	9	6	Fertilization, Development, and Birth
Nov. 31	10	1 & 2	Birth Control, Infertility, and Reproductive Technology / Quiz 3

Nov. 7	11	1, 2, & 4	Chromosomes and Genes / Exam 3 (Ch. 1, 2, 6, 8)
Nov. 14	12	10	Reproductive Disorders
Nov. 21	13		THANKSGIVING BREAK Nov 23-25
Nov. 28	14	10	Reproductive Diseases / Quiz 4
Dec 5			<i>Gender Benders</i> (Reproductive Effects from Environmental Contaminants)
Dec 12			Final Exam - Exam 4- (Ch. 4, 10)

Appendix:

Course Rationale and Justification:

The proposed course would be an important addition to the Gender Studies Program because it presents the fundamentals of human sexuality and gender from a biological and evolutionary perspective. Several other courses contributing to the Gender Studies Program focus on human sexuality and gender from the perspectives of psychology, health, sociology, culture, and literature. The addition of a biological course on human reproduction and gender would complement the other courses and contribute to a well-balanced curriculum for students in the Gender Studies Program.

Course Resource Requirements:

No additional faculty or equipment will be required for this course. A PowerPoint projector, overhead projector, and wireless internet are the only resources required, and these resources are already available in MSB and LSF classrooms within the Department of Biology.

Possible Lecture Locations:

MSB 13 for classes up to 85, **LSF 202** or **LSF 207** for classes up to 60, and **LSF 205** for classes up to 40 students.

**Biology of Sex
Bio 213
Syllabus**

Instructor: Tamatha Barbeau, Ph.D.

Office: McNair Science Building (MSB) 301 H

Office Hours: To be determined

Phone: 661-4651

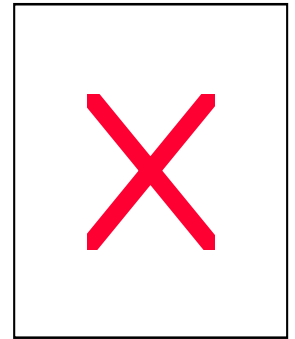
E-mail: tbarbeau@fmarion.edu

Web: <http://acsweb.fmarion.edu/Barbeau/>

Lecture Time / Location: To be determined

Required Textbook: *Human Reproductive Biology*, 3rd ed. by Sylvia Mader
ISBN #0-07-287234-9

Prerequisites – 4 hr Biology



Course Web Page

acsweb.fmarion.edu/Barbeau

(follow appropriate link for Biology of Sex)

Course Objectives

This course will provide an introduction to the biological principles involved in the human reproductive system. It is anticipated that students in this class will have minimal background in biology or chemistry. Topics include the evolution of sex, sexual differentiation, reproductive anatomy and physiology, endocrinology, puberty, gender identity, sexual behavior, fertility and pregnancy, birth and birth defects, fertility control, sex and society, sexual disorders, and current issues in reproductive technology. An important part of this course will be student participation and discussion. It will be assumed, by your registering for this course, that you will be sufficiently comfortable with the topics presented to discuss them maturely and openly in a classroom setting.

Upon completion of this course students will:

1. Be able to understand the biological basis of sexual reproduction.
2. Become aware of the origin of sexual reproduction, gender roles in human sexuality, and the complex genetic mechanisms governing male and female development.
3. Become familiar with basic anatomical and physiological functions in males and females.
4. Understand that human reproductive functioning requires integration of properly operating organ systems which are influenced by external and internal environmental conditions.
5. Be able to apply a fundamental knowledge of reproductive anatomy and physiology towards understanding the complexities of both normal and abnormal reproductive functioning.
6. Describe current scientific advances in the field of reproductive biology and their effects on society for effective social and legal decision making as citizens.

Course Teaching Methods

This course will be a three credit hour, lecture-based course without laboratories. Material will be presented in a multimedia format that will include powerpoints, overhead notes, educational videos, a course website, and current news media topics as they pertain to course material. You have a textbook for the course, and supplemental reading material will be provided from time to time, as deemed appropriate for the course. For the several of the course topics above (Evolution of Sex, Gender Identity, Sexual Behavior, and Sex and Society) additional multimedia will be incorporated into classroom lectures. Students will learn how messages about human sexuality and gender in popular media can be critically evaluated from a biological and evolutionary perspective.

Attendance

On-time attendance is required at all lectures. Reading assignments must be completed before you come to class. Lectures are designed to build on, not repeat, textbook material, so I will assume you are already familiar with the material in the text before lecture begins.

Date	Week	Ch.	Topic	Assignment
Aug. 29	1	1	Introduction – Biology and Evolution of Sex	Reading supplements: 1. Why Sex (PBS series) 2. The Trouble With Sex
Sept. 5	2	11 & 12	The Biology and Evolution of Attraction	Reading supplements: 1. Pretty Women 2. Biological Basis Sex Appeal 3. Biology Of The Face 4. Body Hair & Sex 5. Body Signals & Sex
Sept. 12	3	6	Reproductive Anatomy and Physiology / Quiz 1	Reading Supplements: 1. Battle Of The Sexes
Sept. 19	4	5	Reproductive Hormones / Exam 1 (Ch. 1, 6, 11, 12)	Reading Supplements: 1. Menstrual Synchrony 2. Hormones & Bad Dads Report 1 Due
Sept. 26	5	7	Sex and the Brain	Reading supplements: 1. Sex & The Brain 2. Faking It: Orgasms & The Brain 3. Brain Sex 4. The Empathizing Brain
Oct. 3	6	7	Biology of Gender and Puberty / Quiz 2	Reading supplements: 1. Body Image & Teen Suicide 2. Sex & Gender
Oct. 11	7		FALL BREAK	
Oct. 17	8	8	Reproductive Cycles Exam 2 (Ch. 5, 7, 8)	

Oct. 24	9	6	Fertilization, Development, and Birth	
Nov. 31	10	1 & 2	Birth Control, Infertility, and Reproductive Technology / Quiz 3	
Nov. 7	11	1, 2, & 4	Chromosomes and Genes / Exam 3 (Ch. 1, 2, 6, 8)	Report 2 Due
Nov. 14	12	10	Reproductive Disorders	
Nov. 21	13		THANKSGIVING BREAK Nov 23-25	
Nov. 28	14	10	Reproductive Diseases / Quiz 4	
Dec 5			<i>Gender Benders</i> (Reproductive Effects from Environmental Contaminants)	
Dec 12			Final Exam - Exam 4- (Ch. 4, 10)	

Exam Format:

Mostly multiple choice questions, several few fill-in-the-blank or short answer questions, and 1 essay question.

Quiz Format:

Multiple choice, and matching, and some fill-in-the-blank.

Assignments:

Two written reports are to be submitted, each for the equivalent of one quiz grade. I expect you to write your own report but I encourage you to discuss topics with me and your classmates. The reports will be based on a critical review of articles I have posted on the website (Lecture Supplements page) or have put on reserve at the Library. In addition to review articles, you can write one of these reports based on an participation exercise in which you critically evaluate either commercials, television shows, movies, or other media for the portrayal of human sexuality in mass media. I will provide more details on what should be included and how these reports are conducted in class. All sources of information you use in the report including the review article or mass media source, and your references (articles, textbooks, or other) must be clearly identified. The papers should be a minimum of five, typewritten pages, double-spaced, and with font no larger than 12 point but no smaller than 10 point. Reports need not exceed seven pages. I am more impressed with the quality and content rather than the quantity of your writing. The writing should be in your own words, contain a review of content in the article, (what are the main points being expressed in the article), and your critical response (what do you think and why do you think so, based on biology). Try to base your response on more than just emotion. This course is called the *Biology of Sex* so you must incorporate what you learned about the biology of the topic. Draw on information from other articles, class lectures, textbooks, etc. and cite them properly in the paper. If you would like to see some sample reports or would like some input prior to submission, please contact me. The assignments are due at the *start* of lecture on the days stated in the syllabus.

Courses Grades

Grades will be based upon 4 lecture exams, 4 quizzes, class attendance and participation, and 2 written reports. All exams will cover material from the textbook, lectures, web-based resources, and in-class media presentations.

	Number	Points	Total
Quizzes	4	20	80
Exams	4	125	500
Class Assignments	2	25	50
Attendance & Participation			20
Total			650

* If you have more than 6 unexcused absences from lecture you can be dismissed from the course!

Approach to the course

What you get out of this course depends on how much time you put into it. The concepts presented are not particularly difficult but there is much material and vocabulary to master. You will not succeed solely just attending class or reading the book.

The following points are important to remember for doing well in this course:

- On-time attendance is required at all lectures. Attendance and participation counts toward your grade.
- Keep up with the reading for lecture material! Don't try and cram a whole chapter (or more) worth of material in the night before an exam. Chances are you will not do well!
- Come to class and take notes! Some material I present in class WILL NOT be covered in the textbook but you are still responsible for that material on tests.
- Reading assignments must be completed before you come to class. Lectures are designed to build on, not repeat, textbook material, so I will assume you are already familiar with the material in the text before lecture begins.
- If you are having a hard time with the material presented in class, PLEASE contact me. Your success is important to me, and I will do everything I can to help you master this material, provided you do your part as well. Come to office hours, email me, or see me after class. I am more than happy to review material with you until you understand. However, you must let me know so we can work on it together. The sooner in the semester you come in for help the better. If you recognize after the first exam that you are having trouble, that is the time to start coming for help. If you wait to seek help until the 4th exam, it is unlikely you can significantly improve your grade by that point.

RULES:

1. Cheating WILL NOT be tolerated so JUST DON'T DO IT. You do not need to cheat to pass this course. Simply come to class, pay attention, keep up with the reading and notes, and study appropriately for each quiz and exam, and complete your assignments on time. If you are caught cheating on any quiz or exam [have crib-sheets, an open notebook under your desk/chair, look at another student's exam, use electronic devices (i.e. cell phones, calculators with memory storage, or personal organizers) or other methods for cheating] you'll get an automatic zero for that quiz or exam. If you plagiarize on your written assignments you will receive a zero. It is also my prerogative to dismiss you from the course with an F and report you to the academic affairs committee for formal reprimand.

2. If you miss a quiz or exam without a legal excuse you will receive a zero. A legal excuse is a doctor's appointment, court appointment, emergency, or verified illness (with note). If you know you will be absent from lecture, ahead of the day of a quiz or exam, you can contact me about making up the quiz or exam earlier. You will be responsible for making up a missed quiz or exam within 1 week. If you do not in that time you will receive a zero.

3. Class assignments are due on the days listed in the syllabus. If you fail to turn in an assignment and do not provide a legal excuse within 1 week, you will receive a zero. If you have a legal excuse you will turn in the assignment no more than 1 week after the due date. If you know you will be absent from class the day an assignment is due you have the option of turning it in earlier. All assignments turned in outside of class should be turned in to the Dept. of Biology secretary (Angie Cantey, LSF 204) to be put in my mailbox. PLEASE DO NOT SLIDE ASSIGNMENTS UNDER MY OFFICE DOOR.

4. If you have more than six unexcused absences from lecture you can be dismissed from the course!

NEED HELP? If you need help in this course, please see me after class or during my office hours. If you require academic counseling or services involving learning or physical disabilities, call the Office of Counseling and Testing at (843) 673-9707. If you need tutoring, call the Tutoring Center at (843) 661-1675.

ACADEMIC HONESTY: In accord with the FMU Student Handbook guidelines, any evidence of cheating or plagiarism will result in the loss of all points on that exam or assignment and appropriate disciplinary action, and may result in suspension or expulsion from Francis Marion University.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: History Date: September 2, 2005

Course No. or level: 321 Title: Family and Gender History in EurAsian Perspective

Semester hours: 3 Clock hours: 3 Lecture: xx Laboratory: N/A

Prerequisites: One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

Enrollment expectation: 25

Indicate any course for which this course is a (an)

modification N/A (proposed change in course title, course description, course content or method of instruction)

substitute N/A (The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Mary Louise Nagata

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation: Fall 2006

Date of School/Department approval

Catalog description:

A general survey of family and gender history in comparative perspective across the Eurasian continent that addresses family and demographic systems as they vary and change through time and space. Considers the interaction of family with economic, religious, political, institutional and demographic change. Gender roles and life course are also a major focus.

Purpose: 1. For Whom (generally?)

History majors and minors, students interested in the gender collateral as well as any other interested students.

2. What should the course do for the student?

The course should provide a good grounding in family and gender history, family and population theory, and the relationship of family and gender to society and historical change. The use of both historical and comparative materials from Asia to Europe (Japan, Korea, China, Vietnam, Thailand, India, Baltic states, Germany, Italy, Finland, Sweden, Norway, Belgium, Austria, France, Spain, England) will provide a view that is neither Eurocentric nor limited to modern definitions of family, family practice or gender roles, but broaden student perceptions and definitions of family and gender roles.

Teaching method planned: lectures, discussion (including Internet discussion), presentations.

Textbook and/or materials planned (including electronic/multimedia):

Main texts:

André Burguière, Christiane Klapisch-Zuber, Martine Segalen, Françoise Zonabend (eds), *A History of the Family: Vol. I Distant Worlds, Ancient Worlds*, (Cambridge, MA: The Belknap Press of Harvard University Press 1996).

Richard Wall, Tamara K. Hareven, and Josef Ehmer (eds), *Family History Revisited: comparative perspectives*, (Newark, NJ: University of Delaware Press 2001). We will also make use of *The History of the Family, An International Quarterly*, a journal that is available electronically through the library as well as materials on reserve.

Eventually I want to use Antoinette Fauve-Chamoux (ed), *The Stem Family in EurAsian Perspective*, (Bern, CH: Peter Lang Press forthcoming 2006) as a main text, but it is in the process of publication.

Optional texts:

Peter Laslett and Richard Wall (eds), *Household and Family in Past Time: comparative studies in the size and structure of the domestic group over the last three centuries in England, France, Serbia, Japan and colonial North America, with further materials from Western Europe*, (Cambridge, UK: Cambridge University Press 1972).

Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège).

Other texts and articles:

Jack Goody, *The Development of the Family and Marriage in Europe*, (Cambridge University Press 1983).

Harald Fuess, *Divorce in Japan*, (Stanford University Press 2004).

John Hajnal, "European marriage patterns in perspective," D. V. Glass and D. E. C. Eversley (eds), *Population in History. Essays in Historical Demography*, (London: E. Arnold 1969)

Mary S. Hartman, *The Household and the Making of History*, (Cambridge University Press 2004).

Hiroko Hashimoto, "Thai Family System and Women's Property Rights under the Traditional Law," Emiko Ochiai (ed), *The Logic of Female Succession: Rethinking Patriarchy and Patrilineality in Global and Historical Perspective*, (Kyoto: International Research Center for Japanese Studies 2003) 207-228.

Dennis Hodgson, "Demography as Social Science and Policy Science," *Population and Development Review* 9, No. 1, March 1983, 1-34.

Katrina Honeyman, *Women, Gender and Industrialisation in England, 1700-1870*, (Macmillan Press Ltd. 2000).

Sarah Shaver Hughes and Brady Hughes, *Women in World History, Vol. 2*, (Armonk, NY and London, UK: M. E. Sharpe 1997).

Peter Laslett, "Introduction," Peter Laslett and Richard Wall (eds), *Household and Family in Past Time*, (Cambridge University Press 1972).

James Lee and Cameron Campbell, *Fate and Fortune in Rural China: Social organization and population behavior in Liaoning, 1774-1873*, (Cambridge University Press 1997).

James Z. Lee and Wang Feng, *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*, (Harvard University Press 1999).

Vera Mackie, *Feminism in Modern Japan*, (Cambridge University Press 2003).

Mary Louise Nagata, "Mistress or Wife? Fukui Sakuzaemon vs. Iwa, 1819-1833," *Continuity and Change* 18 (2), 2003, pp.1-23.

Mary Louise Nagata, "Headship and Succession in Early Modern Kyoto: the role of women," *Continuity and Change* 19 (1), 2004, pp.1-32.

Gopinath Ravindran, "Inheritance, Property Control and Marriage in Colonial South-West India: The Case of Matrilineal Nayars," Emiko Ochiai (ed), *The Logic of Female Succession: Rethinking Patriarchy and Patrilineality in Global and Historical Perspective*, (Kyoto: International Research Center for Japanese Studies 2003) 177-206.

Barbara Sato, *The New Japanese Woman: modernity, media, and women in interwar Japan*, (Duke University Press 2003).

Jürgen Schlumbohm, "Family forms and demographic behaviour: German debates and data," Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège 2000).

Paul Servais and Alain Arrault, "Family from East and West between Christianity and Confucianism," Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège 2000).

Simon Szreter, "The Idea of Demographic Transition and the Study of Fertility Change: A Critical Intellectual History," *Population and Development Review* 19, No. 4, December 1993.

Louise A. Tilly, *Industrialization and Gender Inequality*, Washington DC: American Historical Association *Essays on Global and Comparative History*, (©Temple University 1993).

Wakita Haruko, "The Medieval Household and Gender Roles within the Imperial Family, Nobility, Merchants, and Commoners," Hitomi Tonomura, Anne Walthall, and Wakita Haruko (eds), *Women and Class in Japanese History*, (University of Michigan 1999) 81-98.

I personally own all of this material in one form or another with the exception of the main texts, so anything that is not available through the library or online I can provide as library reserve or, for short articles, handouts.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

The course is organized on the assumption of a MWF schedule, but can be adjusted if necessary. I divide the course into 5 segments that are mostly chronological. The first segment addresses the theoretical basics and encourages the student to understand and think critically about family and gender as it relates to the student as well as in general terms. The second segment addresses family and gender in ancient and medieval societies in Europe and Asia. Topics include the mutual relations and influence of family, economy and religion upon gender roles and family practice.

The third segment focuses on family and gender in the early modern world before the 19th century across the EurAsian continent continuing the study of the relation between family, demography, economy and politics as well as how these shape gender roles and how these roles changed through both direct action and social and economic change. The fourth segment continues this story in the 19th century seeing the 19th century as a period of major economic, political and institutional change and the roles and effects of these changes upon family and gender.

The final segment addresses changes in family practice and gender roles in the 20th century, as well as issues that have become the focus of debate in contemporary society. By this time students should have a strong comparative background that will allow them to see this issues in new ways and developed their own informed opinions on them.

When completed, forward to the Office of the Provost.

9/03

Family and Gender History in EurAsian Perspective

HIST

Fall 2005

Mary Louise Nagata

Office hours: MW 9:30-11:30, T 4-5

Office: FH 273

Office Phone: 661-1554

e-mail: mnagata@fmarion.edu

course website: blackboard.fmarion.edu

1. Course explanation (MWF version, 40 lectures assumed)

This course is designed as a general survey of family and gender history in comparative perspective across the Eurasian continent. The course is organized chronologically and will address family and demographic systems as they vary and change through time and space. Topics will include the interaction of family with economic, religious, political, institutional and demographic change. Gender roles and life course are also a major part of the story. The texts are meant to supplement and support lectures that address a greater range of material than found in the texts. Questions on quizzes and the final exam will include material from both the readings and the lectures. Attendance is therefore mandatory to passing this course and you must keep up with the readings. See below for a detailed list of lecture topics.

2. Texts

Required texts:

André Burguière, Christiane Klapisch-Zuber, Martine Segalen, Françoise Zonabend (eds), *A History of the Family: Vol. I Distant Worlds, Ancient Worlds*, (Cambridge, MA: The Belknap Press of Harvard University Press 1996).

Richard Wall, Tamara K. Hareven, and Josef Ehmer (eds), *Family History Revisited: comparative perspectives*, (Newark, NJ: University of Delaware Press 2001).

We will also make use of *The History of the Family, An International Quarterly*, a journal that is available electronically through the library as well as materials on reserve. Please check the bibliography below.

Optional texts:

Peter Laslett and Richard Wall (eds), *Household and Family in Past Time: comparative studies in the size and structure of the domestic group over the last three*

centuries in England, France, Serbia, Japan and colonial North America, with further materials from Western Europe, (Cambridge, UK: Cambridge University Press 1972).

Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège).

Antoinette Fauve-Chamoux (ed), *The Stem Family in EurAsian Perspective*, (Bern, CH: Peter Lang Press forthcoming 2006)

If you have problems getting the texts at the bookstore, they are also available through Amazon.com. There is also additional material you can find at the online library site www.questia.com.

Course Requirements and Grading

Homework 25%
5 quizzes 25%
Short essay 25%
Final exam 25%

Homework—There will be several homework assignments designed to help to think about the topics introduced in class. Each assignment should be 2-5 pages. See below for more details. Discussion, both in class and online are part of the homework grade.

Quizzes—There will be five quizzes with five questions each taken from both reading assignments and lecture material. Each quiz will contribute 5% of your grade.

Short essay—Find some topic that interests you by the beginning of November and investigate it using library materials. See me for topic approval. Your essay should be short: 5-10 pages and use more than one hard copy published reference. The essay is due on the last day of class and I will do my best to return the essays at the final exam.

Final exam—Questions and topics on the exam will be taken from lectures, readings and discussions. Again class attendance and keeping up with the readings are essential for successfully completing this course.

Extra credit—If you should miss a class or there is a topic you want to know more about, you are welcome to do some library research and write a short 1-2 page paper for extra credit. You can do this as much as you like, or not. This is up to you.

3. Lecture Topics

1. What is a family? Discussion: kin relations, networks and households
2. Family systems and household structures
3. Family systems, household formation and inheritance (lineality)
4. Family systems, marriage (inheritance), gender and power
5. Family systems, family practice and social constraints: religion and the state
6. Family systems, practice and population theory
7. Family, demography, gender and the life course
8. Individualism and collectivism?

9. The Family in Classical Europe: Greece and Rome (quiz 1)
10. Women and family in Anglo-Saxon England
11. Women and family in medieval western Europe
12. Women, family and power in Ancient China
13. Women and Family in Ancient Japan and Korea
14. The transition from matrilineal to patrilineal society in medieval Japan
15. Women, family and the rise of Islam
16. Traditional families in global perspective I: General discussion

17. Family and gender in early modern Europe: the northwestern European family pattern (quiz 2)
18. The stem family in Europe: regional variations and assumptions
19. The family in eastern Europe: joint families
20. The Asian joint family: India and China
21. The Japanese stem family system
22. The matrilineal family system of Southeast Asia: Thai and Vietnam
23. Women, gender and political change in early modern Europe
24. Women, gender and politics in early modern China and Japan

25. Family, gender and economic change in 19th century Western Europe (quiz 3) **Final essay topics due today!!**
26. Family, gender and political change in 19th century Western Europe
27. Family, gender and economic development in 19th century Japan
28. Family, gender and political change in 19th century Japan
29. Family, gender and institutional change in 19th century Japan
30. Images of the family in the 19th century world
31. Constraints and influences on family practice from global perspective
32. New developments in family life and practice: General discussion

33. Families and family businesses in 20th century Asia (quiz 4)
34. Families and family businesses in 20th century Europe and North America
35. The politics of family practice I: marriage and divorce
36. The politics of family practice II: the demographic transition
37. Politics continued: fertility and population
38. Politics continued: aging societies and “young” societies
39. Family and gender in the modern world: General discussion
40. General discussion (quiz 5)

The Final Exam is scheduled for .

4. Readings

Each reading should be completed by the date given. The lectures are designed with the assumption that you have read the required material and will go on from there with discussion and debate.

Week 2 Goody 1983: 1-33, Hajnal 1969: 101-143, Schlumbohm: 73-83, Laslett 28-44

Week 3 Servais & Arrault 23-71, Goody 1996: 162-204,

Week 4 Burguière Part 1 (excerpts), Wakita 1999

Week 5 Burguière Part 3 (excerpts)

Week 6 Hartman 70-110, Hughes and Hughes 33-69

Week 7 Hist of Family Vol 7, No. 3: pick 2 articles on Eastern Europe. Lee and Campbell 105-132.

Week 8 Nagata 2004, Hashimoto 2003, Ravindran 2003

Week 9 Hughes and Hughes 139-159, Mackie 15-44, Honeyman 35-71

Week 10 Honeyman 72-114, Nagata 2003

Week 11 Tilly 1993, Sato 114-151

Week 12 Colli 27-76, Gerlach 92-102, Fuess 75-118

Week 13 Szreter 1993, Hodgson 1983, Lee and Feng 3-23

Week 14 Lee and Feng 63-99, 137-146, Ochiai 147-186

5. Bibliography

Andrea Colli, *The History of Family Business, 1850-2000*, (Cambridge University Press 2003).

Michael L. Gerlach, *Alliance Capitalism: The Social Organization of Japanese Business*, (University of California Press 1992).

Jack Goody, *The Development of the Family and Marriage in Europe*, (Cambridge University Press 1983).

Harald Fuess, *Divorce in Japan*, (Stanford University Press 2004).

John Hajnal, "European marriage patterns in perspective," D. V. Glass and D. E. C. Eversley (eds), *Population in History. Essays in Historical Demography*, (London: E. Arnold 1969)

Mary S. Hartman, *The Household and the Making of History*, (Cambridge University Press 2004).

Hiroko Hashimoto, "Thai Family System and Women's Property Rights under the Traditional Law," Emiko Ochiai (ed), *The Logic of Female Succession: Rethinking*

Patriarchy and Patrilineality in Global and Historical Perspective, (Kyoto: International Research Center for Japanese Studies 2003) 207-228.

Dennis Hodgson, "Demography as Social Science and Policy Science," *Population and Development Review* 9, No. 1, March 1983, 1-34.

Katrina Honeyman, *Women, Gender and Industrialisation in England, 1700-1870*, (Macmillan Press Ltd. 2000).

Sarah Shaver Hughes and Brady Hughes, *Women in World History, Vol. 2*, (Armonk, NY and London, UK: M. E. Sharpe 1997).

Peter Laslett, "Introduction," Peter Laslett and Richard Wall (eds), *Household and Family in Past Time*, (Cambridge University Press 1972).

James Lee and Cameron Campbell, *Fate and Fortune in Rural China: Social organization and population behavior in Liaoning, 1774-1873*, (Cambridge University Press 1997).

James Z. Lee and Wang Feng, *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*, (Harvard University Press 1999).

Vera Mackie, *Feminism in Modern Japan*, (Cambridge University Press 2003).

Mary Louise Nagata, "Mistress or Wife? Fukui Sakuzaemon vs. Iwa, 1819-1833," *Continuity and Change* 18 (2), 2003, pp.1-23.

Mary Louise Nagata, "Headship and Succession in Early Modern Kyoto: the role of women," *Continuity and Change* 19 (1), 2004, pp.1-32.

Emiko Ochiai, *The Japanese Family in Transition: A Sociological Analysis of Family Change in Postwar Japan*, (LTCB International Library Foundation 1996).

Gopinath Ravindran, "Inheritance, Property Control and Marriage in Colonial South-West India: The Case of Matrilineal Nayars," Emiko Ochiai (ed), *The Logic of Female Succession: Rethinking Patriarchy and Patrilineality in Global and Historical Perspective*, (Kyoto: International Research Center for Japanese Studies 2003) 177-206.

Barbara Sato, *The New Japanese Woman: modernity, media, and women in interwar Japan*, (Duke University Press 2003).

Jürgen Schlumbohm, "Family forms and demographic behaviour: German debates and data," Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège 2000).

Paul Servais and Alain Arrault, "Family from East and West between Christianity and Confucianism," Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège 2000).

Simon Szreter, "The Idea of Demographic Transition and the Study of Fertility Change: A Critical Intellectual History," *Population and Development Review* 19, No. 4, December 1993.

Louise A. Tilly, *Industrialization and Gender Inequality*, Washington DC: American Historical Association *Essays on Global and Comparative History*, (©Temple University 1993).

Wakita Haruko, "The Medieval Household and Gender Roles within the Imperial Family, Nobility, Merchants, and Commoners," Hitomi Tonomura, Anne Walthall, and Wakita Haruko (eds), *Women and Class in Japanese History*, (University of Michigan 1999) 81-98.

6. Homework:

1. Diagram your household as it has changed over time with yourself as the ego. Begin when you were age 5, then age 10, age 15 and now. What type of household structure did it have at these various phases? What does this suggest about the family system of your family?
2. Various societies across the Eurasian continent have had female rulers in the past: Wu Chao in Tang dynasty China, Empress Koken in Nara period Japan, Queens Elizabeth and Victoria in England, as well as others. Pick one female ruler and explain how she came to power according to the rules of inheritance and succession in the family system of her society. What type of system was it? Was the society matriarchal or patriarchal? Was the system matrilineal, patrilineal or bilineal? What does the fact of a female ruler say about female power in that society?
3. Describe the difference between nuclear, stem and joint family systems. How do they differ in household structure? Marriage? Inheritance? How would matrilineality affect this structure? What advantages does each structure have? Which would you most like to live with?
4. Some scholars have argued that the Industrial Revolution took place in England, and Northwestern Europe was early to industrialize because of its family system. Why? What does the family system have to do with industrialization? What are some arguments against this hypothesis? What do you think?
5. There have been many changes in family practice and gender roles during the 20th century. Explain one way in which gender roles and the family changed. Why was this change necessary? What were some consequences of the change? What do you think of this change?

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology and Sociology Date 9/21/05

Course No. or level 306 Title Modern Social Problems

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 201 Principles of Sociology

Enrollment expectation 25 per section, with 2 sections usually

Indicate any course for which this course is a (an)

Modification Proposed change in course's catalog description
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa A. Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006

Date of School/Department approval 9/22/05

Catalog description:

MODIFY the course description of Sociology 306, Modern Social Problems **FROM:**

Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, sexism, health care), violations of social norms (substance abuse, violence, property crime), social change (population growth, food, urbanization, environment).

TO:

Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, gender relations, sexism, health care), violations of social norms (substance abuse, violence, property crime), social change (population growth, food, urbanization, environment).

Purpose: 1. For Whom (generally?)

This course is designed for students who want to develop a better understanding of major social issues facing the US and the world, including issues of poverty, race/ethnicity, class, and gender, and for those possibly pursuing careers in the social and human services.

2. What should the course do for the student?

This course (a) addresses how social problems are defined, created, and managed by society and its institutions; (b) demonstrates how social problems are dynamic (changing) phenomena; (c) shows how social problems differentially impact racial/ethnic, class, gender, sexual orientation, age, and nationality groups; (d) demonstrate how to design a research study of a social problem; (e) further develop and apply research skills that students have obtained from previous research courses; and (f) further develop students' oral communication (presentation) skills

Teaching method planned: Lecture and discussion; student projects and presentations

Textbook and/or materials planned (including electronic/multimedia):

Eitzen, Stanley and Maxine Baca Zinn. Social Problems

Course Content:

Sociological approach to social problems

Trends in, explanations for, implications of, and policies regarding:

Wealth and power: bias of the system

World population and global inequality

Threats to the environment

Demographic changes in the US: Browning and Graying of society

Urban problems in the US

Poverty

Racial and ethnic inequality

Gender inequality

Sexual Orientation inequality

Disability and ableism

Substance abuse

Crime and justice

Work

Families

Health care

National security

How to conduct research on social problems

Data and scholarly sources of information on social problems

SOCI 306: Social Problems

Spring 2007

Instructor: Dr. L.A. Eargle
Office: 240 FH
Office Hours: M - F 10:00 - 11:20
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

Textbooks

Eitzen, Stanley and Maxine Baca Zinn. Social Problems.

Other materials will be handed out in class as needed.

Course Prerequisites

A passing grade in SOCI 201.

Course Description

Using a conflict perspective, this course examines how society defines what is a social problem and the problems that occur. In particular, this course will focus upon issues of inequality (poverty, political power, environmental quality, and personal safety) and discrimination (by race/ethnicity, gender, age, sexual orientation, and disability). Explanations for these problems and their possible solutions will also be discussed.

Warning: At times, this course will address sensitive and controversial topics. Anyone engaging in behavior inappropriate to a classroom setting will be asked to leave or else be escorted from the classroom by campus security. Inappropriate behavior includes hateful and disparaging remarks.

The course format will be a combination of lecture and discussion, with several in-class written examinations, presentations, and a research project.

Course Objectives

This course makes several contributions to the Sociology and the Gender Studies (forthcoming) programs. The goals of this course are to:

1. Address how social problems are defined, created, and managed by society and its institutions
2. Demonstrate how social problems are dynamic (changing) phenomena
3. Highlight how social problems differentially impact racial/ethnic, class, gender, sexual orientation, age, and nationality groups
4. Demonstrate how to design a research study of a social problem
5. Further develop and apply research skills that students have obtained from previous research courses
6. Further develop students' oral communication (presentation) skills

Course Assignments

During the semester, 4 exams, a project, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

Exams:

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 3 essay questions. In the class meeting prior to each exam, a review sheet will be handed out and any questions regarding the material on that sheet will be addressed.

The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items . You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor's note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on April 23 (Reading Day), between 10 am and 2 pm. Otherwise, a grade of zero will be assigned to the missed exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Do NOT count on extra credit work being assigned to improve your exam scores. Grades of Incomplete will NOT be assigned. Each exam is worth 18 percent of your final grade, with all 4 exams together counting for 72 percent of the final course grade.

Project:

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This project has 7 parts to it: (1) a hypothesis/research question; (2) an introduction; (3) a literature review/theory section; (4) data, methods, and analysis discussion; (5) results/findings component; (6) interpretation of results; and (7) conclusion section. This information will then be used to give a poster presentation and a 10 minute talk to the class about your research. The breakdown of project points are as follows:

hypothesis/research question	= 5 points
introduction paragraph	= 3 points
literature review/theory	= 20 points
data/methods/analysis discussion	= 20 points
results section	= 20 points
interpretation of results	= 15 points
conclusion	= 3 points
poster appearance	= 5 points
presentation	= 9 points

TOTAL	= 100 points, for 28% of course grade

Project topics/hypotheses must be submitted to me for approval by February 15. If I have not approved your project topic, you will NOT receive any credit for your project. The project will count for 28 percent of your final grade and **the project is due on April 10 during class time.** (I will store the posters until a person’s presentation day). Late projects will NOT be accepted.

Below is a diagram demonstrating how to assemble the project’s poster, with a brief description of each Project item/piece.

Poster Board Layout

Introduction – 1 paragraph	Topic/Research Question	Interpretation of Findings— ½ to 1 page
-------------------------------	-------------------------	--

<p>Literature Review – 1 to 3 pages</p> <p>Data and Methods – 1 page (maybe another if using questionnaire)</p>	<p>Findings – ½ to 2 pages (output from SPSS)</p>	<p>Conclusion – ½ to 1 page</p>
---	---	-------------------------------------

Description of project parts

Introduction – names topic, provides justification for study

Literature Review – contains major theories used to explain topic and major findings of previous research, as well as hypotheses

Data and Methods – names the data source, sample, variables used (including designation of dependent and independent variables), variable measurement or operationalization, and statistical technique to be used

Findings – contain all pertinent statistical results from analyses

Interpretation of Findings – provide explanation of what the results show, both statistically and in terms of hypotheses support/lack of support

Conclusion – overall summary and limitations of study and directions for future research

Place list of references (at least 10) on the back of the poster board

For the literature review, you should follow the format of the American Sociological Association (see “ASA Style Guide” portion of this syllabus) for citations and references. The review should be typed using margins of 1.25 inches, with a font size no larger than 12, and should be 1 to 3 pages long. You should use and cite at least 10 references.

Posters lacking citations and a reference page will automatically lose 20 points. You can use information from the Internet for your project, but do NOT use encyclopedias or dictionaries as your references.

The project's sample size should be at least 45 cases (such as 46 counties in SC, 50 states in US, 75 cities across the US, or 50 individuals surveyed) and you should perform a multivariate analysis (5 or more variables) on the data (such as regression or multilevel crosstabs or multiple t-tests of means). **Posters displaying only graphs or having less than 45 cases in the sample will automatically lose 35 points.** Results for all analyses performed should be included on the poster.

Posters not clearly naming the data source, sample, variables used, and/or analysis performed in the Data/Methods section will also lose major points. It is your responsibility to ensure all pertinent/required information is included and clearly labeled on your poster. I will not play "mental gymnastics" to figure out what you did for your project, nor inquire why something is missing from the poster. I will just deduct the points if something is missing or unclear.

I have allocated class meetings to show how to do research, such as picking a topic, looking for data, and how to do data analyses using SPSS (See "Tentative Course Schedule" for dates). It is your responsibility, however, to seek additional help from me if you have questions about what/how to do parts of the project.

Poster boards (the 3 piece, fold-out, cardboard type) are available at Walmart SuperCenters, Office Depot, Office Max, and Staples for less than \$12. **Do not wait until the last minute to purchase your board** because the public schools also use these for science fair projects. **Power Point presentations, written papers, or other means of display will NOT be accepted as substitutes for the poster board.**

4 Additional Warnings!!!!

DO NOT WAIT UNTIL NOVEMBER TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF "F."

DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE'S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the project.

NO DOUBLE SUBMISSIONS ARE ALLOWED (you can't use the same exact project for this and another class, whether in poster or paper format.). Those "doubly submitting" work will receive a grade of ZERO for the project.

PROJECTS WITHOUT HSRB APPROVAL WILL RECEIVE A ZERO. For those who wish to use data collected from obtrusive methods (survey, interview, or observation), you will need to seek Human Subjects Review Board approval. (HSRB wants to make sure that your research will not cause harm to anyone involved, including yourself –i.e. lawsuit protection.) HSRB proposals are reviewed a couple of times a semester, but don't assume you can obtain approval on short-notice. This applies only to projects using observational or survey data collection methods (and not to those using secondary data and/or content analysis).

Presentation:

Near the end of the semester, each researcher will produce a poster for display that summarizes the topic, literature, data collection method, and findings of their research. Each person will also give a 10 minute presentation to the class on their research (you can use the poster as a prop, if you like) describing the topic, literature, etc. as well as the surprises (and of course, problems) you encountered while conducting the research. In other words, talk about your research as well as your experiences as a researcher.

A sign-up sheet of presentation dates will be circulated in class in late March/early April. There will be NO make-ups for the class presentation.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign the attendance sheet. For those students who miss *less* than 5 classes AND have an average course assignment grade of 60+, an extra half letter grade will be added to their final course grades (a B+ becomes an A).

Attendance, while not mandatory and your responsibility alone, has many benefits: higher exam scores, regular opportunities to ask for help on the project, being informed about what occurred in class, and a chance for me to mention it in employment and/or graduate school recommendation letters.

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT drop students from the course.

Course Grades

Final course grades will be based upon the weighted average of your exam, project, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 -100 B+ = 86 - 89 B = 80 - 85 C+ = 76 - 79
 C = 70 - 75 D+ = 66 - 69 D = 60 - 65 F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates).

Tentative Course Schedule

Below is a tentative schedule of dates and the topics/readings covered that day in class.

Date	Topic
1/9	Syllabus
1/11	Sociological approach to social problems
1/16	Wealth and power: bias of the system
1/18	World population and global inequality
1/23	Threats to the environment
1/25	Demographic changes in the US: Browning and Graying of society
1/30	Review for Exam 1
2/1	Exam 1
2/6	Conducting research
2/8	Data sources and analysis
2/13	Urban problems in the US
2/15	Poverty
2/20	Racial and ethnic inequality
2/22	Gender inequality
2/27	Review for Exam 2
3/1	Exam 2
3/13	Sexual Orientation inequality
3/15	Disability and ableism; Substance abuse
3/20	Crime and justice
3/22	Work
3/27	Families
3/29	Review for Exam 3
4/3	Exam 3
4/5	Health care
4/10	National security; Project presentations
4/12	Project presentations
4/17	Project presentations

4/19 Project presentations; Review for Final Exam

TBA Final Exam

Sources/References for Course Lectures

Eitzen and Baca Zinn textbook

Various journal articles

Various web sites

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology and Sociology Date 9/21/05

Course No. or level 331 Title Environment, Power, and Opportunity

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 201 Principles of Sociology

Enrollment expectation 25 per section, with usually 2 sections

Indicate any course for which this course is a (an)

modification proposed change in course's catalog description
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa A. Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006

Date of School/Department approval 9/22/05

Catalog description:

MODIFY the course description of Sociology 331, Environment, Power, and Opportunity **FROM:**

An introduction to the study of the relationship between human society and the physical environment, with an emphasis on the relationships among population growth, economic development, systems of inequality, and control and use of the natural environment. Local, regional, and global approaches will be used to understand environmental issues.

TO:

An introduction to the study of the relationship between human society and the physical environment, with an emphasis on the relationships among population growth, economic development, systems of inequality, and control and use of the natural environment. Local, regional, and global approaches will be used to understand environmental issues. An emphasis is placed on how environmental resources (kind, amount, and quality) varies by race/ethnicity, gender, class, and nationality and the different responses that these groups have to environmental problems/issues.

Purpose: 1. For Whom (generally?)

The course is designed for those students who have interests in the environment (whether it be career or volunteer work related) and issues of racism, gender and class discrimination, and economic development and growth.

2. What should the course do for the student?

The course will provide students with understandings of how perspectives toward the natural environment are socially constructed; how those perspectives shape interaction with the environment, what phenomena we define as environmental problems, and how we study those problems. The ways in which structured inequality, especially based upon racial/ethnic, gender, and social class differences, are manifested in the control and the use of the environment will be central concerns.

Teaching method planned: Lecture and discussion; student projects and presentations

Textbook and/or materials planned (including electronic/multimedia):

Harper, Charles L. 2001. Environment and Society: Human Perspectives on Environmental Issues

Frey, R. Scott. 2001. The Environment And Society Reader.

Course Content:

- Environmental Thought and Theories
 - Beliefs about the environment
 - History of environmental sociology
 - Social theories about the society-environment relationship
- Conducting Environmental Research
 - Research process and procedure
 - Environmental data sources and analysis
- Resources: Distribution, Change, and Consequences

- Food and water sources
- Air and energy sources
- Contaminant hazards, risks, and exposure
- Consequences of exposure by race, class, gender, sexual orientation, age, and nationality
- Responses: Institutional, Organizational, Group, and Individual
- Public opinion and attitudes by race, class, gender, education, age, and political affiliation
- Addressing environmental inequities: social movements by race, class, gender, nationality
- Changing economies
- Changing politics
- New technologies
- Future Environmental Sustainability
- Attaining goals for sustainable and equitable development

SOCI 331: Environment, Power and Opportunity

Spring 2006

Instructor: Dr. L.A. Eargle
Office: 240 FH
Office Hours: M - F 10:00 - 11:20
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

Textbooks

Harper, Charles L. 2001. Environment and Society: Human Perspectives on Environmental Issues

Frey, R. Scott. 2001. The Environment And Society Reader.

Other materials will be handed out in class as needed.

Course Prerequisites

A passing grade in SOCI 201.

Course Description

This course is an introduction to the study of environmental issues and problems. We will examine (1) the different viewpoints on what the environment is and how should be treated/used; (2) different theories on the society-environment relationship; (3) how to study environmental issues; (4) how the distribution of environmental resources and contaminants varies by social groups (race, class, gender, age, nationality); (5) how these groups have responded to environmental inequity/justice issues; and (6) the role of politics, economics, and technology in environmental decisions making and change.

The course format will be a combination of lecture and discussion, with several in-class written examinations, presentations, and a research project.

Course Objectives

This course makes several contributions to the Sociology and the Gender Studies (forthcoming) programs. The goals of this course are to:

Demonstrate the connections social processes, social relations, and the environment.
Demonstrate the contributions of the three major perspectives in Sociology (Functionalist, Conflict, and Symbolic Interactionist) to studying and understanding environmental phenomena

Highlight environmental inequities and impacts faced by different racial/ethnic, gender, class, age, and nationality groups

4. Discuss attitudes of and responses by different racial/ethnic, gender, class, age, nationalities to environmental inequities

5. Demonstrate how the environment is a dynamic phenomenon.

6. Demonstrate how to design a research study of environmental phenomena.

7. Further develop and apply research skills that students have obtained from previous research courses.

8. Further develop students' oral communication (presentation) skills.

Course Assignments

During the semester, 4 exams, a project, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

Exams:

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 3 essay questions. In the class meeting prior to each exam, a review sheet will be handed out and any questions regarding the material on that sheet will be addressed.

The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items. You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor's note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on April 25 (Reading Day), between 10 am and 2 pm. Otherwise, a grade of zero will be assigned to the missed exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Do NOT count on extra credit work being assigned to improve your exam scores. Grades of Incomplete will NOT be assigned. Each exam is worth 18 percent of your final grade, with all 4 exams together counting for 72 percent of the final course grade.

Project:

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This project has 7 parts to it: (1) a hypothesis/research question; (2) an introduction; (3) a literature review/theory section; (4) data, methods, and analysis discussion; (5) results/findings component; (6) interpretation of results; and (7) conclusion section. This information will then be used to give a poster presentation and a 10 minute talk to the class about your research. The breakdown of project points are as follows:

hypothesis/research question	= 5 points
introduction paragraph	= 3 points
literature review/theory	= 20 points
data/methods/analysis discussion	= 20 points
results section	= 20 points
interpretation of results	= 15 points
conclusion	= 3 points
poster appearance	= 5 points
presentation	= 9 points

TOTAL	= 100 points, for 28% of course grade

Project topics/hypotheses must be submitted to me for approval by February 16. If I have not approved your project topic, you will NOT receive any credit for your project. The project will count for 28 percent of your final grade and **the project is due on April 11 during class time.** (I will store the posters until a person's presentation day). Late projects will NOT be accepted.

Below is a diagram demonstrating how to assemble the project's poster, with a brief description of each Project item/piece.

Poster Board Layout

Introduction – 1 paragraph	Topic/Research Question	Interpretation of Findings— ½ to 1 page
Literature Review – 1 to 3 pages	Findings – ½ to 2 pages	Conclusion –

Data and Methods – 1 page (maybe another if using questionnaire)	(output from SPSS)	½ to 1 page
--	--------------------	-------------

Description of project parts

Introduction – names topic, provides justification for study

Literature Review – contains major theories used to explain topic and major findings of previous research, as well as hypotheses

Data and Methods – names the data source, sample, variables used (including designation of dependent and independent variables), variable measurement or operationalization, and statistical technique to be used

Findings – contain all pertinent statistical results from analyses

Interpretation of Findings – provide explanation of what the results show, both statistically and in terms of hypotheses support/lack of support

Conclusion – overall summary and limitations of study and directions for future research

Place list of references (at least 10) on the back of the poster board

For the literature review, you should follow the format of the American Sociological Association (see “ASA Style Guide” portion of this syllabus) for citations and references. The review should be typed using margins of 1.25 inches, with a font size no larger than 12, and should be 1 to 3 pages long. You should use and cite at least 10 references.

Posters lacking citations and a reference page will automatically lose 20 points. You can use information from the Internet for your project, but do NOT use encyclopedias or dictionaries as your references.

The project’s sample size should be at least 45 cases (such as 46 counties in SC, 50 states in US, 75 cities across the US, or 50 individuals surveyed) and you should perform a multivariate analysis (5 or more variables) on the data (such as regression or multilevel crosstabs or multiple t-tests of means). **Posters displaying only graphs or having less than 45 cases in the sample will automatically lose 35 points.** Results for all analyses performed should be included on the poster.

Posters not clearly naming the data source, sample, variables used, and/or analysis performed in the Data/Methods section will also lose major points. It is your responsibility to ensure all pertinent/required information is included and clearly labeled on your poster. I will not play “mental gymnastics” to figure out what you did for your project, nor inquire why something is missing from the poster. I will just deduct the points if something is missing or unclear.

I have allocated class meetings to show how to do research, such as picking a topic, looking for data, and how to do data analyses using SPSS (See “Tentative Course Schedule” for dates). It is your responsibility, however, to seek additional help from me if you have questions about what/how to do parts of the project.

Poster boards (the 3 piece, fold-out, cardboard type) are available at Walmart SuperCenters, Office Depot, Office Max, and Staples for less than \$12. **Do not wait until the last minute to purchase your board** because the public schools also use these for science fair projects. **Power Point presentations, written papers, or other means of display will NOT be accepted as substitutes for the poster board.**

4 Additional Warnings!!!!

DO NOT WAIT UNTIL NOVEMBER TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF “F.”

DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE’S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the project.

NO DOUBLE SUBMISSIONS ARE ALLOWED (you can’t use the same exact project for this and another class, whether in poster or paper format.). Those “doubly submitting” work will receive a grade of ZERO for the project.

PROJECTS WITHOUT HSRB APPROVAL WILL RECEIVE A ZERO. For those who wish to use data collected from obtrusive methods (survey, interview, or observation), you will need to seek Human Subjects Review Board approval. (HSRB wants to make sure that your research will not cause harm to anyone involved, including yourself –i.e. lawsuit protection.) HSRB proposals are reviewed a couple of times a semester, but don’t assume you can obtain approval on short-notice. This applies only to projects using observational or survey data collection methods (and not to those using secondary data and/or content analysis).

Presentation:

Near the end of the semester, each researcher will produce a poster for display that summarizes the topic, literature, data collection method, and findings of their research. Each person will also give a 10 minute presentation to the class on their research (you can use the poster as a prop, if you like) describing the topic, literature, etc. as well as the

surprises (and of course, problems) you encountered while conducting the research. In other words, talk about your research as well as your experiences as a researcher.

A sign-up sheet of presentation dates will be circulated in class in late March/early April. There will be NO make-ups for the class presentation.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign the attendance sheet. For those students who miss *less* than 5 classes AND have an average course assignment grade of 60+, an extra half letter grade will be added to their final course grades (a B+ becomes an A).

Attendance, while not mandatory and your responsibility alone, has many benefits: higher exam scores, regular opportunities to ask for help on the project, being informed about what occurred in class, and a chance for me to mention it in employment and/or graduate school recommendation letters.

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT drop students from the course.

Course Grades

Final course grades will be based upon the weighted average of your exam, project, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 -100	B+ = 86 - 89	B = 80 - 85	C+ = 76 - 79
C = 70 - 75	D+ = 66 - 69	D = 60 - 65	F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates).

Tentative Course Schedule

Below is a tentative schedule of dates and the topics/readings covered that day in class.

Date Topic

Part 1: Environmental Thought and Theories

1/10 Syllabus
 1/12 Overview of environmental problems
 1/17 Beliefs about the environment
 1/19 History of environmental sociology
 1/24 Social theories about the society-environment relationship
 1/26 Social theories continued
 1/31 Review for Exam 1
2/2 Exam 1

Part 2: Conducting Environmental Research

2/7 Research process and procedure
 2/9 Environmental data sources and analysis

Part 3: Resources: Distribution, Change, and Consequences

2/14 Food and water sources
 2/16 Air and energy sources
 2/21 Contaminant hazards, risks, and exposure
 2/23 Consequences of exposure by race, class, gender, sexual orientation, age,
 and nationality
 2/28 Review for Exam 2
3/2 Exam 2

Part 4: Responses: Institutional, Organizational, Group, and Individual

3/14 Public opinion and attitudes by race, class, gender, education, age, and
 political affiliation
 3/16 Addressing environmental inequities: social movements by race, class,
 gender, nationality
 3/21 Changing economies
 3/23 Changing politics
 3/28 New technologies
 3/30 MSS conference – No class
 4/4 Review for Exam 3
4/6 Exam 3

Part 5: Future Environmental Sustainability

4/11 Attaining goals for sustainable and equitable development; Project
 presentations
 4/13 Indicators and measures of sustainability; Project presentations
 4/18 Project presentations
 4/20 Project presentations; Review for Final Exam

TBA Final Exam

Sources/References for Course Lectures

Harper textbook; Frey textbook; Bell, Michael. Invitation to Environmental Sociology.
Bullard, Robert. Dumping in Dixie.; EPA website; assorted journal articles

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSEDepartment/School Department of Psychology & Sociology Date 09/22/05Course No. or level SOC 381 Title Sociology of SportSemester hours 3 Clock hours: Lecture X Laboratory _____Prerequisites Sociology 201 or permission of the departmentEnrollment expectation 25

Indicate any course for which this course is a (an)

Modification proposed change in course description

(proposed change in course title, course description, course content or method of instruction)

Name of person preparing course description Rusty Ward

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006Date of School/Department approval 09/22/05

Catalog description:

MODIFY the course description of Sociology 381, Sociology of Sport **FROM:**

Uses various social theories to examine how sports are tied to the following major spheres of social life: family, economy, media, politics, education, and region.

TO:

Scientific study of sports to better understand how they are practiced and what those practices mean. Using various theoretical approaches, we focus on topics as they relate to sports such as: identity, ideology, children, gender, race and ethnicity, the media, economics, politics, globalization, drugs and violence.

Purpose: 1. For Whom (generally?)

The modification to the course description is proposed to welcome students interested in Gender Studies. Also, this course is for students with an academic interest in sports or those who seek careers in sports (e.g., coaching, sports journalism, etc.); one of the courses that sociology majors can take to satisfy requirements in the general track of sociology.

What should the course do for the student?

Students will (1) learn to use the tools to think critically about sports in society; (2) understand sports in terms that go beyond performance statistics and competitive outcomes and deal with issues of power and power relations in society; (3) develop an awareness of how sports and sport participation impact the lives of individual men and women and groups in society; and (4) learn what is needed to make informed choices about sports and sport participation in connection with our lives and the lives of others in our families and communities.

Teaching method planned: Lecture and Discussion

Textbook and/or materials planned (including electronic/multimedia):

Coakley, J. (2004). *Sport in society: Issues and controversies* (8th ed.). Boston: McGraw Hill.

Eitzen, D. S. (2001). *Sport in contemporary society* (6th ed.). New York: Worth.

Course Content:

Introduce why some sociologists think sports are important, and discuss the criteria used to determine whether an activity is considered a sport.

Describe the various theoretical approaches (functionalist, conflict, interactionist, critical, feminist, and figurational) used to help us study sports in society.

Discuss how sports have varied by time and place, from Ancient Greece to the present.

Explain how people become involved in sports, stay involved, and what happens to people when they end their participation in sports.

Debate whether organized programs for children are worth the effort.

Propose the question of whether deviance in sports is out of control.

Describe violence in sports through history, player violence, and spectator violence.

Discuss whether sports are organized in a way that provides equal opportunities and benefits for men and women.

Describe sports participation among racial and ethnic minorities in the United States

Introduce issues of money and power in sports, in particular, social class and sports participation patterns.

Explain how commercialization has changed sports.

Discuss how sports depend on the media, and how the media depend on sports.

Discuss how sports depend on the government, and the how government depends on sports.

Present arguments for and against sports in high school and college.

Describe the similarities and differences between sports and religion.

Pose the question of what we can expect from sports in the future.

COURSE TITLE/NUMBER: SOCIOLOGY OF SPORT 381HH-4

Semester: Fall 2004
Class Schedule: 12:45–2:00 TTH
Building/Room: CEMC 241
Instructor: Russell (Rusty) E. Ward, Jr., Ph.D.
Office: Founders Hall 242
Phone: 661-4632
Email: rward@fmarion.edu

Office Hours: 10:30-11:30 Monday through Friday, or by appointment

Course description: Sociology of sports is a course where we attempt to critically analyze sports to better understand how they are practiced and what those practices mean. Using various theoretical approaches, we focus on topics as they relate to sports such as: identity, ideology, children, gender, race and ethnicity, the media, economics, politics, globalization, drugs and violence.

Course goal: The goal of this course is to reflect on five questions related to sports:

Why are certain physical activities selected and designated as sports?
How do sports and sport participation affect our lives?
How do sports impact our ideas about masculinity, femininity, class inequality, race and ethnicity, work, fun, achievement, competition, individualism, aggression and violence?
How are the organization and meaning of sports connected with social relations in groups, communities, & societies?
How are sports connected with important social institutions (such as education, politics, economics, media, & religion).

Course objectives: The objectives of the course are the following:

Learn to use the tools to think critically about sports in society.
Understand sports in terms that go beyond performance statistics and competitive outcomes and deal with issues of power and power relations in society.
Develop an awareness of how sports and sport participation impact the lives of individual men and women and groups in society.
Learn what is needed to make informed choices about sports and sport participation in connection with our lives and the lives of others in our families and communities.

Texts: Coakley, J. (2004). *Sport in society: Issues and controversies* (8th ed.). Boston: McGraw Hill.

Eitzen, D. S. (2001). *Sport in contemporary society* (6th ed.). New York: Worth.

Requirements: Class attendance will be based on the university's attendance policy (if a student is absent more than twice the number of required class or lab sessions per week during the regular semester, the instructor has the option to assign a grade of F or W).

In regard to class attendance, be aware of two more things. First, there appears to be a correlation between attendance and academic performance in my courses. Those students who miss class frequently tend to be students who earn C's, D's, and F's. Those who rarely miss class tend to be the students who earn A's and B's. Second, students whose total points are "on the line" (i.e., 1 percentage point away from cut-off point) are rewarded for a consistent pattern of offering comments in class that relate to the readings and generate discussion. This opportunity implies the need for perfect, or near perfect class attendance. Please note there is no extra-credit. Please bring your textbook to each class session.

Grades will be based on your performance in the following four areas: (1) completion of 16 student discussion worksheets; (2) submission of 6 research paper assignments; (3) submission of research paper; and (4) classroom presentation of research paper. There is no final exam for the course. Graded research papers and classroom presentation grades will be handed to students on Monday, December 13 (8:30 to 10:30 a.m.).

Grading scale: Each component of the course carries the following weight:

Student discussion worksheets:	160 points	A = 360 +
Research paper assignments: (all 6)	40 points	B+ = 340 - 359
Research paper:	100 points	B = 320 - 339
<u>Classroom presentation:</u>	<u>100 points</u>	C+ = 300 - 319
Total	400 points	C = 280 - 299
		D+ = 260 - 279
		D = 240 - 259
		F = Below 259

Details of Requirements:

Student discussion worksheets: There are 16 discussion worksheets that you are assigned to complete. Each worksheet corresponds to a chapter from the Coakley book. In your answers to questions on the worksheets, you are asked to use the book as a starting point. But then go beyond that material by including your thoughts in the form of analysis, critique, and examples. Grades will be based on my assessment of your grasp of the course material and the extent to which you have thought about and learned from that material. Each worksheet is worth a maximum of 10 points (160 points total). Worksheets for each chapter are due in class on the date the chapter is assigned. If chapters from the Eitzen book are assigned on the date the Coakley chapter is due, type two questions on the worksheet for each assigned chapter from Eitzen. You do not need to write the answers to the questions, but be prepared to discuss the answers in class. No

credit is given for worksheets that are not completed before class. Answers to questions from the worksheets must be typed.

Answers can be typed on line, and printed from your computer screen. Worksheets can be located at <http://highered.mcgraw-hill.com/sites/0072556579>.

Research paper assignments: In each of the 6 short developmental assignments, I ask that you produce part of your research paper and I will provide feedback on these assignments. These assignments will not be graded. If you turn in all 6 assignments, you will receive 40 points toward your final grade. Failure to turn in one or more of these assignments will result in a loss of these 40 points. Details and due dates for these assignments are listed on a separate handout. These assignments will not be accepted late nor can they be made up.

Research paper: The purpose of this paper is to encourage you to explore sociological questions in detail and to help you discover the practical value and complexity of conducting social research. There are 13 topics from which you may choose to complete the paper. Each topic requires that you go out into the community to observe and/or collect information in a variety of specified settings. The topics and further details for the paper are found in a separate handout. Guidelines for writing and organizing the research paper appear toward the end of this syllabus. The paper is worth 100 points.

Presentation of research paper: You are assigned to present the findings and observations of your research to the class. Guidelines for the classroom presentation appear at the end of this syllabus. The presentation is worth 100 points.

NOTE: You are expected to show up for tests during the scheduled time and turn all work in on time. If for some reason (e.g., the outbreak of World War III, alien abduction, personally bearing triplets, etc.) you are unable to take a scheduled test or meet a deadline, please discuss this matter with me **BEFORE** (not the day) the test is scheduled or the project is due. The instructor does not guarantee that missed tests or uncompleted projects can be made up.

Standards of Conduct: If you have not already done so, please refer to the *Student Handbook* for descriptions of your rights and responsibilities at Francis Marion. Please read it carefully! See me if you have any questions.

Course calendar

*****I try to stick with this schedule, but reserve the right to make changes*****

*****Please read the chapter before the day it is assigned*****

Date	Class topic
<u>Week One</u>	
Thurs. 8/26	Course introduction
<u>Week Two</u>	
Tues. 8/31	Read chapter 1 (Sociology of sports) in Coakley Read chapters 1, 2, and 3 in Eitzen
Thurs. 9/2	Read chapter 2 (Social theories) in Coakley
<u>Week Three</u>	
Tues. 9/7	Read chapter 3 (History of sports) in Coakley
Thurs. 9/9	
<u>Week Four</u>	
Tues. 9/14	Read chapter 4 (Sports and socialization) in Coakley Read chapters 9, 10, and 11 in Eitzen
Thurs. 9/16	
<u>Week Five</u>	
Tues. 9/21	Read chapter 5 (Sports and children) in Coakley Read chapters 4, 5, and 6 in Eitzen
Thurs. 9/23	Read chapter 6 (Deviance and sports) in Coakley Read chapters 12, 13, 14, 15, and 17 in Eitzen
“Eighty percent of success is showing up.” – Woody Allen	
<u>Week Six</u>	
Tues. 9/28	Read chapter 7 (Violence in sports) in Coakley Read chapters 16, 19, 33, 34, and 35 in Eitzen
Thurs. 9/30	Read chapter 8 (Gender and sports) in Coakley Read chapters 29, 30, 31, and 32 in Eitzen
<u>Week Seven</u>	
Tues. 10/5	Read chapter 9 (Race and sports) in Coakley Read chapters 26, 27, and 28 in Eitzen
Thurs. 10/7	

Week Eight

Tues. 10/12 Read chapter 10 (Class and sports) in Coakley
Read chapters 23 and 25 in Eitzen

Thurs. 10/14

Week Nine

Tues. 10/19 Read chapter 11 (Economy and sports) in Coakley
Read chapter 24 in Eitzen

Thurs. 10/21 No class – Professor is presenting paper at the MidSouth
Sociological Association Conference in Biloxi, Mississippi.

Week Ten

Tues. 10/26 Read chapter 12 (Media and sports) in Coakley

Thurs. 10/28 Read chapters 7 and 8 in Eitzen

“He who cuts his own wood warms himself twice.” – Henry David Thoreau

Week Eleven

Tues. 11/2 No class – Fall break

Thurs. 11/4 Read chapter 13 (Sports and politics) in Coakley
Read chapter 18 in Eitzen

Week Twelve

Tues. 11/9 Read chapter 14 (Varsity sports) in Coakley
Read chapters 20, 21, and 22 in Eitzen

Thurs. 11/11

Week Thirteen

Tues. 11/16 Read chapter 15 (Sports and religion) in Coakley
Paper due

Thurs. 11/18 Read chapter 16 (Future of sports) in Coakley

Week Fourteen

Tues. 11/23 Presentation of papers

Thurs. 11/25 No class – Thanksgiving

Week Fifteen

Tues. 11/30 Presentation of papers

Thurs. 12/2 Presentation of papers

Week Sixteen

Tues. 12/7 No class – Reading day

Research paper guidelines

Your paper will be graded based upon completion of the six sections described below.

I. Introduction (1-2 pages, 10 points)

Introduce your research question. What is being investigated and why? Why is it an important question to ask?

Briefly (in a paragraph or so) explain how your paper will be organized.

II. Theory and Research (2-3 pages, 20 points)

Review the basic literature on the topic. Use current *sociological research*. Relate available research to the theoretical perspectives developed in the texts and class. Please use the **APA (American Psychological Association)** style for citing references within the text and on the reference page. Include at least five peer-reviewed references. The library does not have all journals. You can order articles from other university libraries. It takes approximately 10 days for our library to receive them – sometimes sooner, sometimes later. That is why you need to start the research process early. Possible journal sources are listed below:

Sociology of Sport Journal
Research Quarterly
Journal of Sport History
 ARENA Review
Social Problems
Journal of Sport and Social Issues
Journal of Leisure Research
Journal of Popular Culture
International Review of Sport Sociology
Social Science Quarterly
Sex Roles

III. Methods (1-2 pages, 20 points)

Discuss how you collected information (e.g., Observations? Interviewing? Surveys? Digital cameras? Video tape?, etc. . .) If observation was used, what were you looking for? If surveys or interviews were used, what questions were asked? Be as detailed as you can be. Note: before beginning your research you may need to submit a form to the

Human Subjects Review Board Committee at Francis Marion University that describes how you will interact with human subjects in your research.

Briefly discuss the advantages and disadvantages of the method used to analyze the data, but don't present the results until the next section.

IV. Results/Findings (2-3 pages, 20 points)

Report your findings. What did you observe? Who's doing what? How? Look for and describe specific behavior patterns and activities. Give specific examples! Detail your observations!

V. Discussion (2-3 pages, 20 points)

Present a sociological analysis of your observations. Remember, no personal opinion is allowed. Your statements must be supported by theories and research. This is a must! You must develop and present a relevant, sociological theoretical analysis, focusing on the central concerns, concepts and variables of particular interest to the theory(ies) which best explain the social reality of the behavior in question.

B. Recommend ideas for further research.

VI. Reference page (1 page, 10 points)

Check your paper for correct referencing, spelling and grammatical errors. Focus on organization and presentation of your ideas— a good paper does not make the reader struggle to understand basic points, issues and relationships. Include a reference page and cite references (**using APA style**) throughout the body of your paper. Although paper length will vary from individual to individual, you may expect your paper to be 10-15 pages long, reference page included.

Presentation guidelines

You are assigned to do a 10-minute in-class presentation of your research paper covering a specific substantive area within the sociology of sports. This assignment is worth a maximum of 100 points. The general guidelines for the presentation are presented below:

Limit presentation to 10 minutes.

Introduce your research question and the sociological concepts and theories used to answer it.

Provide at least one visual aid (power point presentations are encouraged, but as you probably know, there are good and bad power point presentations!). We will discuss specific strategies for giving effective presentations.

“Hand-outs” are good ideas (but we’ll talk about what should and should not be included on a handout).

Preparation and practice are the keys!!

Organize your presentation the way you organized your paper.

Spend more time presenting the results and conclusions, and less time discussing the introduction and methods.

You will be evaluated on your ability to offer a professional appearance (maximum 50 points) and to inform us about the sociology of sport (50 points).

Offer us a professional appearance and presentation. Here are some suggestions: (1) make eye contact with audience – practice holding your gaze with people for about 5 seconds; (2) do NOT read from your paper – notes are okay, but use flashcards if possible; (3) wear formal attire – think about what you would wear to church, a night at the Florence Little Theatre, a wedding, a job interview, etc. – men should wear a tie with no buttons undone at the neck, jacket optional, but if you wear a jacket be sure to have it buttoned when you present - women should wear a business suit, jacket buttoned when you present – no low-cut blouses (men and women should not wear ball caps or sneakers!); (4) beware of filler words, such as ah’s and uhm’s – it’s best to be silent rather than use unnecessary words; (5) do NOT grip the podium, stand away from it, move around if you want; (6) make sure everyone in audience has handouts (if you use handouts) before you start presentation; and, (7) be organized – there should be an introduction (tell us what you are going to do), a body (do it), and conclusion (summarize your main ideas, and analyze them from a sociological perspective) to your presentation.

Inform us about the sociology of sport. There are many sociological principles/concepts/theories of sport presented in this course that can be used in your presentation, but because of time you may want to limit your presentation to only two or three.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology and Sociology Date 9/21/05

Course No. or level 407 Title Urban Sociology

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 201 Principles of Sociology and SOC 202 Methods of Sociology

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification proposed change in course's catalog description
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa A. Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006

Date of School/Department approval 9/22/05

Catalog description:

MODIFY the course description of Sociology 407, Urban Sociology **FROM**:

Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, strategies of urban planning.

TO:

Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, strategies of urban planning. Examines how gender, racial/ethnic, class, and other group relations affect urban processes and life.

Purpose: 1. For Whom (generally?)

Students who have interests in (a) urban planning, development, and growth, (b) race, class and gender issues, and (c) social policy.

2. What should the course do for the student?

This course will (a) demonstrate the interrelatedness of urban social relations and urbanization processes; (b) demonstrate the contributions of the three major perspectives in Sociology (Functionalist, Conflict, and Symbolic Interactionist) to studying and understanding urban phenomena; (c) highlight the contributions of different gender, racial/ethnic, age, political, economic, and social groups to urban development and life; (d) provide a balanced view of social groups often portrayed negatively (as either troublemakers or victims); (e) demonstrate how urban areas and urban life are dynamic (changing) phenomena; (f) demonstrate how to design a research study of an urban phenomenon; (g) further develop and apply research skills that students have obtained from previous research courses; and (h) further develop students' oral communication (presentation) skills

Teaching method planned: Lecture and discussion; student projects and presentations

Textbook and/or materials planned:

Gottdiener and Hutchinson's The New Urban Sociology, 2nd Edition

Course Content:

Preindustrial Urban Development and Life

terminology; general urbanization trends
physical structure/layout of earliest cities (Mesopotamian, Greece, Rome)
life in early cities – stratification and inequality for different gender,
political, and economic groups physical structure/layout of medieval cities
life in medieval cities – stratification and inequality for different
gender, political, and economic groups

Urbanization and Urban Life in US: History and Theories

US cities during colonial period (1700s to 1850s)
US cities during industrial period (1860s to 1920s)

US cities during corporate period (1920s – now)
Urban theories: Human Ecological (Functionalist) Perspective
Urban theories: Political Economy (Conflict) Perspective
Urban theories: Symbolic Interactionist Perspective

Urban Research

How to do research project and poster display
Secondary data sources on the Web
Using SPSS for data analyses

Modern Urban Issues: Contributions and Inequalities by Race, Class, Gender

Urban utopias and planning critics
Urban social classes, poverty and fiscal issues
Urban immigration, racial and ethnic relations
Women and men's roles in urban development
Gay and Lesbian roles in urban development
Urban environmental concerns
Urban crime and social unrest

International Urban Development and Life

Urban politics
Modern Latin American cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups
Modern Asian cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups
Modern African and Middle Eastern cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups
Globalization of cities

SOCI 407: URBAN SOCIOLOGY

Fall 2005

Instructor: Dr. L.A. Eargle
Office: 240 FH
Office Hours: M - F 10:00 - 11:20
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

Textbooks

For Fall 2005, I am requiring Gottdiener and Hutchinson's The New Urban Sociology, 2nd Edition. as the textbook. Other materials will be handed out in class as needed.

Course Prerequisites

A passing grade in SOCI 201 and 202. It is recommended that students have either earned a passing grade in a data analysis/statistics course (such as SOCI 303, MATH 120, MATH 114, PSY 302, or POL 295) or are concurrently enrolled in such a course.

Course Description

This course examines the emergence of, physical arrangement, and life within the city over time (from the first cities to the present). We will examine (1) American cities as well as cities within other developed and developing nations; (2) Different perspectives on urban development; (3) City inhabitants (race/ethnicity and nationality, gender, sexual orientation, and economic position) and their contributions to urban development and urban life; (4) Problems facing cities (fiscal, political, environmental, and social unrest/crime); and (5) Increasing globalization of cities/city life.

The course format will be a combination of lecture and discussion, with several in-class written examinations, presentations, and a research project.

Course Objectives

This course makes several contributions to the Sociology and the Gender Studies (forthcoming) programs. The goals of this course are to:
Demonstrate the interrelatedness of urban social relations and urbanization processes.
Demonstrate the contributions of the three major perspectives in Sociology (Functionalist, Conflict, and Symbolic Interactionist) to studying and understanding urban phenomena

Highlight contributions of different gender, racial/ethnic, age, political, economic, and social groups to urban development and life that are often ignored by urban researchers and courses (such as women, gays and lesbians, elderly, and illegal immigrants)
Provide a balanced view of social groups often portrayed negatively (as either troublemakers or victims) by urban researchers and courses (e.g. urban poor and racial/ethnic minorities)
Demonstrate how urban areas and urban life are dynamic (changing) phenomena
Demonstrate how to design a research study of an urban phenomenon
Further develop and apply research skills that students have obtained from previous research courses
Further develop students' oral communication (presentation) skills

Course Assignments

During the semester, 4 exams, a project, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

Exams:

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 3 essay questions. In the class meeting prior to each exam, a review sheet will be handed out and any questions regarding the material on that sheet will be addressed.

The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items . You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor's note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on December 6 (Reading Day), between 10 am and 2 pm. Otherwise, a grade of zero will be assigned to the missed

exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Do NOT count on extra credit work being assigned to improve your exam scores. Grades of Incomplete will NOT be assigned. Each exam is worth 18 percent of your final grade, with all 4 exams together counting for 72 percent of the final course grade.

Project:

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This project has 7 parts to it: (1) a hypothesis/research question; (2) an introduction; (3) a literature review/theory section; (4) data, methods, and analysis discussion; (5) results/findings component; (6) interpretation of results; and (7) conclusion section. This information will then be used to give a poster presentation and a 10 minute talk to the class about your research. The breakdown of project points are as follows:

hypothesis/research question	= 5 points
introduction paragraph	= 3 points
literature review/theory	= 20 points
data/methods/analysis discussion	= 20 points
results section	= 20 points
interpretation of results	= 15 points
conclusion	= 3 points
poster appearance	= 5 points
presentation	= 9 points

TOTAL	= 100 points, for 28% of course grade

Project topics/hypotheses must be submitted to me for approval by September 19. If I have not approved your project topic, you will NOT receive any credit for your project. The project will count for 28 percent of your final grade and **the project is due on November 21 during class time.** (I will store the posters until a person's presentation day). Late projects will NOT be accepted.

Below is a diagram demonstrating how to assemble the project's poster, with a brief description of each Project item/piece.

Poster Board Layout

Introduction – 1 paragraph	Topic/Research Question	Interpretation of Findings— ½ to 1 page
Literature Review – 1 to 3 pages	Findings – ½ to 2 pages (output from SPSS)	Conclusion – ½ to 1 page
Data and Methods – 1 page (maybe another if using questionnaire)		

Description of project parts

Introduction – names topic, provides justification for study

Literature Review – contains major theories used to explain topic and major findings of previous research, as well as hypotheses

Data and Methods – names the data source, sample, variables used (including designation of dependent and independent variables), variable measurement or operationalization, and statistical technique to be used

Findings – contain all pertinent statistical results from analyses

Interpretation of Findings – provide explanation of what the results show, both statistically and in terms of hypotheses support/lack of support

Conclusion – overall summary and limitations of study and directions for future research

Place list of references (at least 10) on the back of the poster board

For the literature review, you should follow the format of the American Sociological Association (see “ASA Style Guide” portion of this syllabus) for citations and references. The review should be typed using margins of 1.25 inches, with a font size no larger than 12, and should be 1 to 3 pages long. You should use and cite at least 10 references.

Posters lacking citations and a reference page will automatically lose 20 points. You

can use information from the Internet for your project, but do NOT use encyclopedias or dictionaries as your references.

The project's sample size should be at least 45 cases (such as 46 counties in SC, 50 states in US, 75 cities across the US, or 50 individuals surveyed) and you should perform a multivariate analysis (5 or more variables) on the data (such as regression or multilevel crosstabs or multiple t-tests of means). **Posters displaying only graphs or having less than 45 cases in the sample will automatically lose 35 points.** Results for all analyses performed should be included on the poster.

Posters not clearly naming the data source, sample, variables used, and/or analysis performed in the Data/Methods section will also lose major points. It is your responsibility to ensure all pertinent/required information is included and clearly labeled on your poster. I will not play "mental gymnastics" to figure out what you did for your project, nor inquire why something is missing from the poster. I will just deduct the points if something is missing or unclear.

I have allocated class meetings to show how to do research, such as picking a topic, looking for data, and how to do data analyses using SPSS (See "Tentative Course Schedule" for dates). It is your responsibility, however, to seek additional help from me if you have questions about what/how to do parts of the project.

Poster boards (the 3 piece, fold-out, cardboard type) are available at Walmart SuperCenters, Office Depot, Office Max, and Staples for less than \$12. **Do not wait until the last minute to purchase your board** because the public schools also use these for science fair projects. **Power Point presentations, written papers, or other means of display will NOT be accepted as substitutes for the poster board.**

4 Additional Warnings!!!!

DO NOT WAIT UNTIL NOVEMBER TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF "F."

DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE'S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the project.

NO DOUBLE SUBMISSIONS ARE ALLOWED (you can't use the same exact project for this and another class, whether in poster or paper format.). Those "doubly submitting" work will receive a grade of ZERO for the project.

PROJECTS WITHOUT HSRB APPROVAL WILL RECEIVE A ZERO. For those who wish to use data collected from obtrusive methods (survey, interview, or observation), you will need to seek Human Subjects Review Board approval. (HSRB wants to make sure that your research will not cause harm to anyone involved, including yourself –i.e. lawsuit protection.) HSRB proposals are reviewed a couple of times a semester, but don't assume you can obtain approval on short-notice. This applies only to projects using observational or survey data collection methods (and not to those using secondary data and/or content analysis).

Presentation:

Near the end of the semester, each researcher will produce a poster for display that summarizes the topic, literature, data collection method, and findings of their research. Each person will also give a 10 minute presentation to the class on their research (you can use the poster as a prop, if you like) describing the topic, literature, etc. as well as the surprises (and of course, problems) you encountered while conducting the research. In other words, talk about your research as well as your experiences as a researcher.

A sign-up sheet of presentation dates will be circulated in class in late October/early November. There will be NO make-ups for the class presentation.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign the attendance sheet. For those students who miss *less* than 5 classes AND have an average course assignment grade of 60+, an extra half letter grade will be added to their final course grades (a B+ becomes an A).

Attendance, while not mandatory and your responsibility alone, has many benefits: higher exam scores, regular opportunities to ask for help on the project, being informed about what occurred in class, and a chance for me to mention it in employment and/or graduate school recommendation letters.

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT drop students from the course.

Course Grades

Final course grades will be based upon the weighted average of your exam, project, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 -100	B+ = 86 - 89	B = 80 - 85	C+ = 76 - 79
C = 70 - 75	D+ = 66 - 69	D = 60 - 65	F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates).

Tentative Course Schedule

Below is a tentative schedule of dates and the topics/readings covered that day in class.

Date	Topic
------	-------

Part 1: Preindustrial Urban Development and Life

8/24	Syllabus
8/26	terminology; general urbanization trends
8/29	physical structure/layout of earliest cities (Mesopotamian, Greece, Rome)
8/31	life in early cities – stratification and inequality for different gender, political, and economic groups
9/2	physical structure/layout of medieval cities
9/5	life in medieval cities – stratification and inequality for different gender, political, and economic groups
9/7	Review for Exam 1
9/9	Exam 1

Part 2: Urbanization and Urban Life in US: History and Theories

9/12	US cities during colonial period (1700s to 1850s)
9/14	US cities during industrial period (1860s to 1920s)

- 9/16 US cities during corporate period (1920s – now)
- 9/19 Urban theories: Human Ecological (Functionalist) Perspective
- 9/21 Urban theories: Political Economy (Conflict) Perspective
- 9/23 Urban theories: Symbolic Interactionist Perspective
- 9/26 Examples of research projects from each perspective
- 9/28 Review for Exam 2
- 9/30 Exam 2**

Part 3: Conducting Urban Research

- 10/3 How to do research project and poster display
- 10/5 Secondary data sources on the Web
- 10/7 Using SPSS for data analyses
- 10/10 Fall Break

Part 4: Modern Urban Issues: Contributions and Inequalities by Race, Class, Gender

- 10/12 Urban utopias and planning critics (including Jane Jacobs)
- 10/14 Urban social classes, poverty and fiscal issues
- 10/17 Urban immigration, racial and ethnic relations
- 10/19 Women and men's roles in urban development
- 10/21 Gay and Lesbian roles in urban development
- 10/24 Urban environmental concerns
- 10/26 MSSA conference – no class
- 10/28 MSSA conference – no class
- 10/31 Urban crime and social unrest
- 11/2 Review for Exam 3
- 11/4 Exam 3**

Part 5: International Urban Development and Life

- 11/7 Urban politics
- 11/9 Modern Latin American cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups
- 11/11 Modern Asian cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups
- 11/14 Modern African and Middle Eastern cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups

11/16	Globalization of cities		
11/18	Globalization of cities		
11/21	Project presentations		
11/23	Project presentations		
11/25	Thanksgiving Holiday		
11/28	Project presentations		
11/30	Project presentations		
12/2	Project presentations		
12/5	Review for Exam 4 (Final Exam)	12/9 at 11:45	Exam
4 (Final Exam)			

Sources/References for Course Lectures

Gottdiener, Mark and Ray Hutchinson. 2000. *The New Urban Sociology*, 2nd edition. McGraw Hill. (Soon to be out of print and unavailable)

Kleniewski, Nancy. 2002. *Cities, Change, and Conflict: A Political Economy of Life*. Wadsworth. (Presents only the conflict perspective)

Lyon, Larry. 1999. *The Community in Urban Society*. Waveland Press.

Sjoberg, Gideon. 1960. *The Preindustrial City: Past and Present*. Free Press.

Most of the material will come from Gottdiener/Hutchinson, Kleniewski, Lyon, and Sjoberg textbooks. However, to adequately address urban issues, information/materials will be acquired from the following items:

Abrahamson, Mark. 2004. *Global Cities*. Oxford.

Fellows, Will. 2004. *A Passion to Preserve: Gay Men as Keepers of Culture*. University of Wisconsin Press.

Gallagher, Winifred. 1993. *The Power of Place: How Our Surroundings Shape Our Thoughts, Emotions, and Actions*.

Garreau, Joel. 1991. *Edge City: Life on the New Frontier*. Anchor Books.

Gates, Gary and Jason Ost. 2004. *The Gay and Lesbian Atlas*. Urban Institute.

Gilbert, Alan. 1994. *The Latin American City*. Latin American Bureau.

Harper, Charles. 2001. *Environment and Society: Human Perspective on Environmental Issues*. Prentice Hall.

- Higley, Stephen. 1995. *Privilege, Power and Place: The Geography of the American Upperclass*. Rowman and Littlefield.
- Hiss, Tony. 1990. *The Experience of Place*. Vintage Press
- Kerbo, Harold. 2003. *Social Stratification and Inequality: Class Conflict in Historical, Comparative, and Global Perspective*. 5th edition. McGraw Hill.
- Kuhr, Fred. 2004. "There Goes the Gayborhood." *The Advocate*, July 6 edition, p.34-36.
- La Gory, Mark and John Pipkin. 1981. *Urban Social Space*. Wadsworth.
- Monkkonen, Eric. 1988. *American Becomes Urban: The Development of US Cities and Towns, 1780 – 1980*. California Press.
- Nolan, Patrick and Gerhard Lenski. 1999. *Human Societies: An Introduction to Macrosociology*, 8th edition. McGraw Hill.
- Portes, Alejandro and Ruben Rumbaut. 1990. *Immigrant America: A Portrait*. California Press
- Wagner, Fritz, Timothy Joder, and Anthony Mumphrey, Jr. 1995. *Urban Revitalization: Policies and Programs*. Sage.
- Wilson, William . 1980. *The Declining Significance of Race*. Chicago.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology and Sociology Date 9/21/05

Course No. or level 419 Title Population and Society

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 210 Principles of Sociology and SOC 202 Methods of Sociology

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification change in catalog description to more fully describe course content
(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa A. Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006

Date of School/Department approval 9/22/05

Catalog description:

MODIFY the course description of Sociology 419, Population and Society **FROM**:

Scientific study of population size, composition, and distribution; analysis of trends and differentials in birth rates, death rates, and migration; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and social structure.

TO:

Scientific study of population size, composition, and distribution; analysis of trends and differentials in birth rates, death rates, and migration by race/ethnicity, gender, class, age, and nationality; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and social structure as it varies by race/ethnicity, class, gender, age, and nationality.

Purpose: 1. For Whom (generally?)

Those with interests in (a) fertility, mortality, and migration, (b) social policies, (c) race, class, and gender, and (d) who may be pursuing careers in social and human service fields.

2. What should the course do for the student?

This course will (a) demonstrate the connections between of population features/processes and other social phenomena; (b) demonstrate how population and population characteristics are dynamic (changing) phenomena; (c) Highlight how population processes differentially impact racial/ethnic, class, gender, sexual orientation, age, and nationality groups; (d) demonstrate how to design a research study of population phenomenon; (e) further develop and apply research skills that students have obtained from previous research courses; and (f) further develop students' oral communication (presentation) skills

Teaching method planned: Lecture and discussion; student projects and presentations

Textbook and/or materials planned:

Weinstein, Jay and Vijayan K. Pillai. 2001. Demography: The Science of Population

Course Content:

Demographic Concepts

History and concepts in demography
Structure and distribution of populations

Conducting Demographic Research

Conducting demographic research
Demographic data sources
Demographic analyses

Fertility: Measures, Theories, Patterns, Trends, and Policies

Fertility concepts and measures
Fertility theories
Fertility patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality
Fertility public policies/laws

Mortality: Measures, Theories, Patterns, Trends, and Policies

Mortality and morbidity concepts and measures
Mortality and morbidity theories
Mortality patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality
Mortality and health policies

Migration: Measures, Theories, Patterns, Trends, and Policies

Migration concepts and measures
Migration theories
Migration patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality
Migration policies/Immigration law

Population Growth Models, Projections, and Estimates

Population growth models, projections, and estimates
Life Table and its uses

Demographic Influences on Other Social Phenomena

Environmental impacts; Environmental inequalities by race, class, gender, sexual orientation, and age
Political and economic power: their distribution and uses by race/ethnicity, class, gender, sexual orientation and age
Changing social and cultural institutions (family, worship, recreation): overall trends and patterns, and by race/ethnicity, class, gender, sexual orientation, and age
Type and incidence of crime; Crime perpetrators and victims by race/ethnicity, class, gender, and age
Impact on educational and social welfare institutions: demands upon and responses by

SOCI 419: Population and Society

Spring 2006

Instructor: Dr. L.A. Eargle
Office: 240 FH
Office Hours: M - F 10:00 - 11:20
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

Textbooks

Weinstein, Jay and Vijayan K. Pillai. 2001. Demography: The Science of Population

Other materials will be handed out in class as needed.

Course Prerequisites

A passing grade in SOCI 201 and 202. It is recommended that students have either earned a passing grade in a data analysis/statistics course (such as SOCI 303, MATH 120, MATH 114, PSY 302, or POL 295) or are concurrently enrolled in such a course.

Course Description

This course is an introduction to the study of population and population related issues. Some of the topics we will address are: (1) factors influencing the number of children people have; (2) life expectancy and disease rate patterns and trends; (3) who is likely to change residence and why; (4) how fertility, mortality, and migration vary across racial/ethnic, class, gender, sexual orientation, age, educational, and nationality groups; and (5) how population dynamics (fertility, mortality, and migration) impact the environment, the family, health care, the economy, politics, crime rates, and educational institutions.

The course format will be a combination of lecture and discussion, with several in-class written examinations, presentations, and a research project.

Course Objectives

This course makes several contributions to the Sociology and the Gender Studies (forthcoming) programs. The goals of this course are to:
Demonstrate the connections between of population features/processes and other social phenomena

Demonstrate how population and population characteristics are dynamic (changing) phenomena

Highlight how population processes differentially impact racial/ethnic, class, gender, sexual orientation, age, and nationality groups

Demonstrate how to design a research study of population phenomenon

Further develop and apply research skills that students have obtained from previous research courses

Further develop students' oral communication (presentation) skills

Course Assignments

During the semester, 4 exams, a project, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

Exams:

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 3 essay questions. In the class meeting prior to each exam, a review sheet will be handed out and any questions regarding the material on that sheet will be addressed.

The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items . You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor's note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on April 25 (Reading Day), between 10 am and 2 pm. Otherwise, a grade of zero will be assigned to the missed exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Do NOT count on extra credit work being assigned to improve your exam scores. Grades of Incomplete will NOT be assigned. Each exam is worth 18 percent of your final grade, with all 4 exams together counting for 72 percent of the final course grade.

Project:

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This project has 7 parts to it: (1) a hypothesis/research question; (2) an introduction; (3) a literature review/theory section; (4) data, methods, and analysis discussion; (5) results/findings component; (6) interpretation of results; and (7) conclusion section. This information will then be used to give a poster presentation and a 10 minute talk to the class about your research. The breakdown of project points are as follows:

hypothesis/research question	= 5 points
introduction paragraph	= 3 points
literature review/theory	= 20 points
data/methods/analysis discussion	= 20 points
results section	= 20 points
interpretation of results	= 15 points
conclusion	= 3 points
poster appearance	= 5 points
presentation	= 9 points

TOTAL	= 100 points, for 28% of course grade

Project topics/hypotheses must be submitted to me for approval by February 15. If I have not approved your project topic, you will NOT receive any credit for your project. The project will count for 28 percent of your final grade and **the project is due on April 10 during class time.** (I will store the posters until a person’s presentation day). Late projects will NOT be accepted.

Below is a diagram demonstrating how to assemble the project’s poster, with a brief description of each Project item/piece.

Poster Board Layout

Introduction – 1 paragraph	Topic/Research Question	Interpretation of Findings— ½ to 1 page
Literature Review – 1 to 3 pages	Findings – ½ to 2 pages (output from SPSS)	Conclusion – ½ to 1 page

Data and Methods – 1 page (maybe another if using questionnaire)		
--	--	--

Description of project parts

Introduction – names topic, provides justification for study

Literature Review – contains major theories used to explain topic and major findings of previous research, as well as hypotheses

Data and Methods – names the data source, sample, variables used (including designation of dependent and independent variables), variable measurement or operationalization, and statistical technique to be used

Findings – contain all pertinent statistical results from analyses

Interpretation of Findings – provide explanation of what the results show, both statistically and in terms of hypotheses support/lack of support

Conclusion – overall summary and limitations of study and directions for future research

Place list of references (at least 10) on the back of the poster board

For the literature review, you should follow the format of the American Sociological Association (see “ASA Style Guide” portion of this syllabus) for citations and references. The review should be typed using margins of 1.25 inches, with a font size no larger than 12, and should be 1 to 3 pages long. You should use and cite at least 10 references.

Posters lacking citations and a reference page will automatically lose 20 points. You can use information from the Internet for your project, but do NOT use encyclopedias or dictionaries as your references.

The project’s sample size should be at least 45 cases (such as 46 counties in SC, 50 states in US, 75 cities across the US, or 50 individuals surveyed) and you should perform a multivariate analysis (5 or more variables) on the data (such as regression or multilevel crosstabs or multiple t-tests of means). **Posters displaying only graphs or having less**

than 45 cases in the sample will automatically lose 35 points. Results for all analyses performed should be included on the poster.

Posters not clearly naming the data source, sample, variables used, and/or analysis performed in the Data/Methods section will also lose major points. It is your responsibility to ensure all pertinent/required information is included and clearly labeled on your poster. I will not play “mental gymnastics” to figure out what you did for your project, nor inquire why something is missing from the poster. I will just deduct the points if something is missing or unclear.

I have allocated class meetings to show how to do research, such as picking a topic, looking for data, and how to do data analyses using SPSS (See “Tentative Course Schedule” for dates). It is your responsibility, however, to seek additional help from me if you have questions about what/how to do parts of the project.

Poster boards (the 3 piece, fold-out, cardboard type) are available at Walmart SuperCenters, Office Depot, Office Max, and Staples for less than \$12. **Do not wait until the last minute to purchase your board** because the public schools also use these for science fair projects. **Power Point presentations, written papers, or other means of display will NOT be accepted as substitutes for the poster board.**

4 Additional Warnings!!!!

DO NOT WAIT UNTIL NOVEMBER TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF “F.”

DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE’S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the project.

NO DOUBLE SUBMISSIONS ARE ALLOWED (you can’t use the same exact project for this and another class, whether in poster or paper format.). Those “doubly submitting” work will receive a grade of ZERO for the project.

PROJECTS WITHOUT HSRB APPROVAL WILL RECEIVE A ZERO. For those who wish to use data collected from obtrusive methods (survey, interview, or observation), you will need to seek Human Subjects Review Board approval. (HSRB wants to make sure that your research will not cause harm to anyone involved, including yourself –i.e. lawsuit protection.) HSRB proposals are reviewed a couple of times a semester, but don’t assume you can obtain approval on short-notice. This applies only to projects using observational or survey data collection methods (and not to those using secondary data and/or content analysis).

Presentation:

Near the end of the semester, each researcher will produce a poster for display that summarizes the topic, literature, data collection method, and findings of their research. Each person will also give a 10 minute presentation to the class on their research (you can use the poster as a prop, if you like) describing the topic, literature, etc. as well as the surprises (and of course, problems) you encountered while conducting the research. In other words, talk about your research as well as your experiences as a researcher.

A sign-up sheet of presentation dates will be circulated in class in late March/early April. There will be NO make-ups for the class presentation.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign the attendance sheet. For those students who miss *less* than 5 classes AND have an average course assignment grade of 60+, an extra half letter grade will be added to their final course grades (a B+ becomes an A).

Attendance, while not mandatory and your responsibility alone, has many benefits: higher exam scores, regular opportunities to ask for help on the project, being informed about what occurred in class, and a chance for me to mention it in employment and/or graduate school recommendation letters.

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT drop students from the course.

Course Grades

Final course grades will be based upon the weighted average of your exam, project, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 -100

B+ = 86 - 89

B = 80 - 85

C+ = 76 - 79

C = 70 - 75

D+ = 66 - 69

D = 60 - 65

F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates).

Tentative Course Schedule

Below is a tentative schedule of dates and the topics/readings covered that day in class.

Date	Topic

Part 1: Demographic Concepts	
1/11	Syllabus
1/13	History and concepts in demography
1/16	MLK Jr. Holiday – No Class
1/18	Structure and distribution of populations
Part 2: Conducting Demographic Research	
1/20	Conducting demographic research
1/23	Demographic data sources
1/25	Demographic analyses
1/27	Review for Exam 1
1/30	Exam 1
Part 3: Fertility: Measures, Theories, Patterns, Trends, and Policies	
2/1	Fertility concepts and measures
2/3	Fertility theories
2/6	Fertility patterns and trends by race, class, gender, sexual orientation, age, religious and
	political orientation, education, and nationality
2/8	Fertility patterns and trends continued
2/10	Fertility public policies/laws
Part 4: Mortality: Measures, Theories, Patterns, Trends, and Policies	

Part 1: Demographic Concepts

1/11	Syllabus
1/13	History and concepts in demography
1/16	MLK Jr. Holiday – No Class
1/18	Structure and distribution of populations

Part 2: Conducting Demographic Research

1/20	Conducting demographic research
1/23	Demographic data sources
1/25	Demographic analyses
1/27	Review for Exam 1
1/30	Exam 1

Part 3: Fertility: Measures, Theories, Patterns, Trends, and Policies

2/1	Fertility concepts and measures
2/3	Fertility theories
2/6	Fertility patterns and trends by race, class, gender, sexual orientation, age, religious and
	political orientation, education, and nationality
2/8	Fertility patterns and trends continued
2/10	Fertility public policies/laws

Part 4: Mortality: Measures, Theories, Patterns, Trends, and Policies

- 2/13 Mortality and morbidity concepts and measures
- 2/15 Mortality and morbidity theories
- 2/17 Review for Exam 2
- 2/20 Exam 2**

- 2/22 Mortality patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality
- 2/24 Mortality and health policies

Part 5: Migration: Measures, Theories, Patterns, Trends, and Policies

- 2/27 Migration concepts and measures
- 3/1 Migration theories
- 3/3 Migration patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality

- 3/6 – 3/10 Spring Break – No Classes
- 3/13 Migration policies/Immigration law
- 3/15 Review for Exam 3
- 3/17 Exam 3**

Part 6: Population Growth Models, Projections, and Estimates

- 3/20 Population growth models, projections, and estimates
- 3/22 Life Table and its uses

Part 7: Demographic Influences on Other Social Phenomena

- 3/24 Environmental impacts; Environmental inequalities by race, class, gender, sexual orientation, and age
- 3/27 Political and economic power: their distribution and uses by race/ethnicity, class, gender, sexual orientation and age
- 3/29 MSS Conference – No Class
- 3/31 MSS Conference – No Class

- 4/3 Changing social and cultural institutions (family, worship, recreation): overall trends and patterns, and by race/ethnicity, class, gender, sexual orientation, and age

- 4/5 Type and incidence of crime; Crime perpetrators and victims by race/ethnicity, class, gender, and age
- 4/7 Impact on educational and social welfare institutions: demands upon and responses by
- 4/10 Project Presentations
- 4/12 Project Presentations
- 4/14 Project Presentations
- 4/17 Project Presentations
- 4/19 Project Presentations
- 4/21 Review for Final Exam

Final Exam Date -- TBA

Sources/References for Course Lectures

Weinstein and Pillai textbook

Weeks, John. 2002. Population, 8th Edition.

Handbook of Demography published by RAND.

Gay Atlas

Various websites, such as CDC and NIH

Various journal articles

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Gender Studies Program Date September 26, 2005

Course No. or level 200 Title Gender Studies

Semester hours 3 Clock hours: 3 Lecture x Laboratory _____

Prerequisites None

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jennifer Liethen Kunka, Janis McWayne, Charlene Wages, Lisa Eargle, Rusty Ward, Lisa Pike

Department Chairperson's /Dean's Signature _____

Date of Implementation Fall 2006

Date of School/Department approval _____

Catalog description.

ADD, on page 176 of the current catalog:

GNDR 200 (3) Introductory survey of the basic concepts and scope of gender including the intersections of gender, race, class, and sexuality from the perspectives of the participating disciplines.

Purpose:

1. For Whom (generally?)

Undergraduate students pursuing a minor or collateral in Gender Studies will be required to take this course. This course is appropriate for any undergraduate student interested in learning about gender.

2. What should the course do for the student?

Specific course objectives include teaching students

- To understand theories of gender and to develop a critical framework for thinking about questions relating to gender
- To improve critical thinking and analytical skills and apply them to contemporary gender issues
- To articulate in speech and writing ideas about gender and its intersections with class, race and sexuality
- To improve research skills
- To examine critically the processes by which we reach and develop opinions
- To analyze historical gender prescriptives
- To examine issues of social justice and equality.

Teaching method planned:

This course will be team-taught by faculty from two different disciplines. The scheduling of this course will be arranged by the Gender Studies Coordinator (when appointed). Gender Studies 200 will include a combination of lectures and discussions. Student-organized discussions and presentations will also form part of the course content. Films and other media resources will be reviewed and analyzed throughout the course.

Textbook and/or materials planned (including electronic/multimedia):

McKee, Nancy P., and Linda Stone. *Gender and Culture in America*. 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2002.

McKee, Nancy P., and Linda Stone. *Readings in Gender and Culture in America*. 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2002.

Additional readings and films will be added by the course instructors. Please refer to the two attached syllabi for examples of additional texts and films that may be added, depending upon the disciplinary focus of each course.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

GNDR 200 will examine gender patterns, dynamics, and biases that will enhance the understanding and scope of work in many fields. GNDR 200 introduces historical, theoretical, behavioral, philosophical, scientific, and multi- and cross-cultural perspectives on gender and its meanings, exploring its disciplinary and interdisciplinary uses and implications.

This course is designed to facilitate student development of a critical framework for thinking about questions relating to gender, and may include the following contemporary issues: femininity and masculinity theories; the social construction of gender; gender and the body; gender and culture; the biology and psychology of sex and sexuality; the dynamics of gender, language, representation, and interpretation; current and historical inquiries into the relationships between the sexes; institutional operation and development; gender role development; sexual orientation; sexual identity politics; queer theory; intersexuality theory; and other intersections of sex, gender, race, class, and sexuality. An emphasis will be placed on developing skills for reading, interpreting, and critiquing gender perspectives.

When completed, forward to the Office of the Provost.

9/03

**Dr. Jennifer Liethen
Kunka
Office: Founders Hall**

115

**Office Phone: 661-1520
Office Hours: TBA
Email:
jkunka@fmarion.edu**

GENDER STUDIES 200

**Dr. Charlene Wages
Office: SAB 105
Office Phone: 661-1140
Office Hours: TBA
Email:
cwages@fmarion.edu**

REQUIRED TEXTS AND MATERIALS:

Gender and Culture in America – Nancy P. McKee and Linda Stone
Readings in Gender and Culture in America – Nancy P. McKee and Linda Stone
Passing – Nella Larsen
As Nature Made Him – John Colapinto
Stone Butch Blues – Leslie Feinberg
The Laramie Project – Moises Kaufman

On reserve:

Diamond, M. (1965). A critical evaluation of the ontogeny of human sexual behavior. *Quarterly Review of Biology*, 40, 147-175.
Money, J. (1973). Gender role, gender identity, core gender identity: Usage and definitions and terms. *Journal of American Academy of Psychoanalysis*, 1, 397-403.
Money, J. (1987). Human sexology and psychoneuroendocrinology. In D. Crews (ed.), *Psychobiology of reproductive behavior: An evolutionary perspective*, p.323-344. Englewood Cliffs, NJ: Prentice-Hall.

COURSE GOALS:

GNDR 200 will examine gender patterns, dynamics, and biases that will enhance the understanding and scope of work in many fields. GNDR 200 introduces historical, theoretical, behavioral, philosophical, scientific, and multi- and cross-cultural perspectives on gender and its meanings, exploring its disciplinary and interdisciplinary uses and implications. This course may be team taught.

This course is designed to facilitate student development of a critical framework for thinking about questions relating to gender, and may include the following contemporary issues: femininity and masculinity theories; the social construction of gender; gender and the body; gender and culture; the biology and psychology of sex and sexuality; the dynamics of gender, language, representation, and interpretation; current and historical inquiries into the relationships between the sexes; institutional operation and development; gender role development; sexual orientation; sexual identity politics; queer theory; intersexuality theory; and other intersections of sex, gender, race, class, and sexuality. An emphasis will be placed on developing skills for reading, interpreting, and critiquing gender perspectives.

This course satisfies a requirement for the Gender Studies Collateral and Minor; for more information contact XXXXXX.

GRADE DISTRIBUTION:

Exam 1	15%
Exam 2	15%
Debate	15%
Research Paper	25%
Final Exam	15%
Class Participation/Quizzes	15%

CLASS POLICIES:

- 1) This policy sheet supplements the policies printed in the Francis Marion University Handbook.
- 2) Attendance: There is no formal penalty for not attending class; however your participation grade will suffer if you are not here to participate. Roll will be taken so that we can have a record of your attendance. If you decide to withdraw from the course during the semester, be sure to complete a withdrawal form from the Registrar's office. If you do not complete the withdrawal process, you will receive an F for the course even if you were passing at the time of withdrawal. If you must miss class, please call or email your professors so we can inform you of the assignment for the following class.
- 3) Daily Assignments: Many reading and writing assignments will be made over the semester, and students are expected to complete these assignments by the beginning of the next class period unless otherwise specified. Part of being present is being prepared. Not only should reading and writing assignments be completed for each class meeting, but regular class participation will be expected and appreciated. This includes regular interaction on the Blackboard site and message boards. Students are expected to access the class Blackboard site and their email on a regular basis. In addition, students should plan to read or watch reliable news sources to keep informed of events that may impact our class discussions.
- 4) Papers: Drafts and final copies of papers (double-spaced, 12-point Times New Roman font, 1-1.25" margins, in MLA or APA documentation format) are to be submitted at the beginning of each class period they are due. Papers may be submitted through the drop box on Blackboard or in class.
- 5) Late work: Professional submissions of daily assignments and final versions of writing assignments will be made at the beginning of class on the specified due date. Work will be accepted within 48 hours of the due date, but for a reduced grade. Missed in-class assignments and quizzes cannot be made up.
- 6) Academic Honesty: Academic dishonesty (plagiarism) is presenting the work or ideas of someone else as your own without careful and accurate acknowledgment. Academic dishonesty is a serious offense and can result in failure of your assignment, failure of the course, and expulsion. Chapter 9 in *The Brief Handbook* discusses ways to avoid plagiarism; you are responsible for mastering those ways immediately. If you have questions about the use of source materials, please do not hesitate to ask.

ASSISTANCE:

- 1) Conferences and Office Hours: As you begin to develop ideas for your papers, you may discover that you have questions and need advice as to how to approach your writing. Please feel free to stop in during office hours or to schedule an appointment with your professors at any time to discuss any difficulties you may be having with class, your writing, or anything else.
- 2) Disabilities: If you have any learning or physical disability that may possibly affect your progress in this course, please notify your professors as soon as possible.

3) FMU Writing Center: For assistance with questions and problems about writing, I strongly encourage you to take advantage of the Writing Center, located in Founders Hall 114-C. Call early for an appointment (661-1528) because the center can become quite busy around due dates, though drop-in visits can also be made on a first-come, first-serve basis. The FMU Writing Center also provides many helpful links through its web site, located at www.fmarion.edu/academics/wcenter.

COURSE CALENDAR

I. Gender and Culture, Images and Assumptions	
WEEK 1	Introduction to the course; definitions of sex, gender, and sexuality Readings: "Becoming Members of Society" – Holly Devor (RGCA 26-47) "Introduction" – Stone and McKee (GCA 1-25)
WEEK 2	Advertisement analysis; discussion of cultural assumptions of gender Readings: "The Cult of Masculinity" – Michael S. Kimmel (RGCA 97-111) "Mothers Giving Birth to Motherhood" – John R. Gillis (RGCA 112-134)
WEEK 3	Television analysis; discussion of cultural assumptions of gender and the family Body images Readings: "Fat Talk" – Mimi Nichter and Nancy Vuckovic (RGCA 134-149) "In Pursuit of the Perfect Penis" – Leonore Tiefer (RGCA 150-164)
WEEK 4	EXAM 1
II. Gender in Disciplinary Contexts and Perspectives	
WEEK 4.5	History of gender; definitions of feminism, gender studies, masculinity studies Readings: "A Cultural History of American Gender: 1600-1900" – Stone and McKee (GCA 26-62)
WEEK 5	History of Gender Economics and Politics of Gender Readings: "The Twentieth Century" – Stone and McKee (GCA 63-95) "American Gender: Themes and Issues" – Stone and McKee (GCA 185-204)
WEEK 6	Gender and Race Readings: <i>Passing</i> – Nella Larsen "Ethnic Minorities: Native Americans and African Americans" – Stone and McKee (GCA 97-126) "Not That Sort of Women" – Hannah Rosen (RGCA 269-294)
WEEK 7	Biological Determinants: Chromosomes and Hormones
WEEK 8	Biological Determinants: Syndromes and Physical Aspects Readings: <i>As Nature Made Him</i> – John Colapinto EXAM 2
III. Clinical Considerations of Gender: Individual Experiences	
WEEK 9	Clinical Issues Readings: <i>As Nature Made Him</i> – John Colapinto
WEEK 10	Clinical Issues Readings: "Gender Role, Gender Identity, Core Gender Identity: Usage and Definitions and Terms" – John Money (on reserve) "Human Sexology and Psychoneuroendocrinology" – John Money (on reserve) "A Critical Evaluation of the Ontogeny of Human Sexual Behavior" – M. Diamond (on reserve) Selections from the DSM-IV CONFERENCES ON RESEARCH PAPERS
WEEK 11	DEBATE Gender identity and transgender Readings: <i>Stone Butch Blues</i> – Leslie Feinberg
WEEK 12	Gender identity and transgender Readings: <i>Stone Butch Blues</i> – Leslie Feinberg; "Transgender Warriors" – Leslie Feinberg (RGCA 186-200) "Difference, Desire, and the Self: Three Stories" – Arlene Stein (RGCA 200-

	215)
WEEK 13	Film: <i>Boys Don't Cry</i> Gender identity and homosexuality Readings: <i>The Laramie Project</i> – Moises Kaufman “Out-Takes” – Ron Caldwell (RGCA 165-186)
WEEK 14	Gender identity and homosexuality Readings: <i>The Laramie Project</i> – Moises Kaufman PAPER DUE
FINAL EXAM	TBA

Dr. Janis McWayne
CEMC 216
661-1467
Office Hours: TBA
jmcwayne@fmarion.edu
u

GENDER STUDIES 200

Dr. L. A. Eargle
240 FH
661-1653
Office Hours: TBA
leargle@fmarion.edu

REQUIRED TEXTS AND MATERIALS:

Gender and Culture in America – Nancy P. McKee and Linda Stone
Readings in Gender and Culture in America – Nancy P. McKee and Linda Stone
Stone Butch Blues – Leslie Feinberg
The Social Construction of Difference and Inequality – Tracy Ore (on reserve – Rogers Library)
Gender and Health: An International Perspective – Caroline B. Brettell and Carolyn F. Sargent (on reserve – Rogers Library)
Gender, Sexuality, and the Law: Gender Law -- William Eskridge Jr. and Nan Hunter (on reserve – Rogers Library)
Beyond Pink or Blue – Leslie Feinberg (on reserve – Rogers Library)
Coursepack

COURSE GOALS:

GNDR 200 will examine gender patterns, dynamics, and biases that will enhance the understanding and scope of work in many fields. GNDR 200 introduces historical, theoretical, behavioral, philosophical, scientific, and multi- and cross-cultural perspectives on gender and its meanings, exploring its disciplinary and interdisciplinary uses and implications. This course may be team taught.

This course is designed to facilitate student development of a critical framework for thinking about questions relating to gender, and may include the following contemporary issues: femininity and masculinity theories; the social construction of gender; gender and the body; gender and culture; the biology and psychology of sex and sexuality; the dynamics of gender, language, representation, and interpretation; current and historical inquiries into the relationships between the sexes; institutional operation and development; gender role development; sexual orientation; sexual identity politics; queer theory; intersexuality theory; and other intersections of sex, gender, race, class, and sexuality. An emphasis will be placed on developing skills for reading, interpreting, and critiquing gender perspectives.

This course satisfies a requirement in the Gender Studies Collateral; for more information contact XXXXXX.

GRADE DISTRIBUTION

Class Participation	25%
Research Paper	15%
Midterm Exam	15%
Group Presentation	15%
Reflections	15%

Final Exam 15%

CLASS POLICIES:

- 1) This policy sheet supplements the policies printed in the Francis Marion University Handbook.
- 2) Attendance: If you must miss class, please call or email your professors so we can inform you of the assignment for the following class. Students are responsible for all lectures and assignments made during their absence. Check Blackboard for assignments and announcements.
- 3) Daily Assignments: Many reading and writing assignments will be made over the semester, and students are expected to complete these assignments by the beginning of the next class period unless otherwise specified. Part of being present is being prepared. Not only should reading and writing assignments be completed for each class meeting, but regular class participation will be expected and appreciated. This includes regular interaction on the Blackboard site and message boards. Students are expected to access the class Blackboard site and their email on a regular basis. In addition, students should plan to read or watch reliable news sources to keep informed of events that may impact our class discussions.
- 4) Papers: Drafts and final copies of papers (single-spaced, 12-point Times New Roman font, 1-1.25" margins, in APA documentation format) are to be submitted at the beginning of each class period they are due. Papers may be submitted through the drop box on Blackboard or in class.
- 5) Late work: Professional submissions of daily assignments and final versions of writing assignments will be made at the beginning of class on the specified due date. Work will be accepted within 48 hours of the due date, but for a reduced grade. Missed in-class assignments cannot be made up.
- 6) Academic Honesty: Academic dishonesty (plagiarism) is presenting the work or ideas of someone else as your own without careful and accurate acknowledgment. Academic dishonesty is a serious offense and can result in failure of your assignment, failure of the course, and expulsion. Chapter 9 in *The Brief Handbook* discusses ways to avoid plagiarism; you are responsible for mastering those ways immediately. If you have questions about the use of source materials, please do not hesitate to ask.

ASSISTANCE:

- 1) Conferences and Office Hours: As you begin to develop ideas for your papers, you may discover that you have questions and need advice as to how to approach your writing. Please feel free to stop in during office hours or to schedule an appointment with your professors at any time to discuss any difficulties you may be having with class, your writing, or anything else.
- 2) Disabilities: If you have any learning or physical disability that may possibly affect your progress in this course, please notify your professors as soon as possible.
- 3) FMU Writing Center: For assistance with questions and problems about writing, I strongly encourage you to take advantage of the Writing Center, located in Founders Hall 114-C. Call early for an appointment (661-1528) because the center can become quite busy around due dates, though drop-in visits can also be made on a first-come, first-serve basis. The FMU Writing Center also provides many helpful links through its web site, located at www.fmarion.edu/academics/wcenter.

I. Gender and Culture, Images and Assumptions	
WEEK 1	Introduction to the course; definitions of sex, gender, and sexuality Readings: <ul style="list-style-type: none"> • Introduction – Stone and McKee (GCA 1-25) • Becoming Members of Society – Holly Devor (RGCA 26-47)
WEEK 2	Advertisement analysis; discussion of cultural assumptions of gender and body images Readings: <ul style="list-style-type: none"> • The Cult of Masculinity – Michael S. Kimmel (RGCA 97-111) • Mothers Giving Birth to Motherhood – John R. Gillis (RGCA 112-134) Film: Killing Us Softly 3
WEEK 3	Media, music, and other forms of entertainment, theme parks, analysis; discussion of cultural assumptions of gender and the family; Socialization versus stereotyping Readings: <ul style="list-style-type: none"> • Fat Talk – Mimi Nichter and Nancy Vuckovic (RGCA 134-149) • In Pursuit of the Perfect Penis – Leonore Tiefer (RGCA 150-164)
II. Gender in Disciplinary Contexts and Perspectives	
WEEK 4	Theories of gender formation – biological, psychological, cultural, and sociological; an integrated model Readings – <ul style="list-style-type: none"> • Theories of Sexuality, Gender, and the Law (GSL – Ch 3 on reserve) • The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles – Emily Martin (coursepack)
WEEK 5	History of gender; economics and politics of gender; social mobility (education, employment, income; status) Readings: <ul style="list-style-type: none"> • A Cultural History of American Gender: 1600-1900 – Stone and McKee (GCA 26-62) • The Twentieth Century – Stone and McKee (GCA 63-95) • American Gender: Themes and Issue – Stone and McKee (GCA 185-204)
WEEK 6	Intersections of gender and race Readings: <ul style="list-style-type: none"> • Understanding Race, Class Gender and Sexuality: A Conceptual Framework - Themes: Historically and Geographically/Globally Contextual -- Weber (coursepack) • Socially Constructed Power Relations: Race, Gender, Sexuality, and Social Class Weber - (coursepack) • Questions to Ask When Analyzing Gender, Race, Class, and Sexuality - Weber (coursepack)
WEEK 7	Midterm Exam Health promotion and disease prevention – World Health Organization definitions Readings: <ul style="list-style-type: none"> • Life Expectancy and Gender, Race, and Class Effects on Mortality Indices (coursepack) • Risk, Prevention, and International Health Policy (G & H 326 – 337 on reserve)

WEEK 8	<p>Violence and gender</p> <p>Readings:</p> <ul style="list-style-type: none"> • Where Race and Gender Meets: Racism, Hate Crimes, and Pornography (SCDI 515-518 on reserve) • Fraternities and Collegiate Rape Culture (SCDI 519 – 532 on reserve) • The Construction of Masculinity and the Triad of Men’s Violence (SCDI 533 – 549 on reserve) • Homophobia as a Weapon of Sexism (SCDI 550 - 559 on reserve)
WEEK 9	<p>Clinical issues, - medical distrust, HIV, eugenics, and Tuskegee</p> <p>Readings:</p> <ul style="list-style-type: none"> • Boundary Crossings: Gender and Power in Clinical Ethics Consultations – (G & H 205 – 226 on reserve) • Medicalization of Sex, Gender, and Sexuality - (GSL 133-201 on reserve)
WEEK 10	<p>Gender and Disease</p> <p>Readings:</p> <ul style="list-style-type: none"> • Young Males Sexual Education and Health Services – Howard – (coursepack) • A Sad Day for Science at the FDA – Wood (coursepack) <p>Film: Wit</p>
WEEK 11	<p>The Lifespan</p> <p>Readings:</p> <ul style="list-style-type: none"> • Gender, Aging, and Health: A Comparative Approach (G & H 87 - 122 on reserve) • Gender Differences in Physical Disability Among an Elderly Cohort – Murtaugh (coursepack) <p>Presentations Due</p>
III. Individual Experiences	
WEEK 11.5	<p>Gender Identity and Transgender</p> <p>Readings:</p> <ul style="list-style-type: none"> • Stone Butch Blues – Leslie Feinberg
WEEK 12	<p>Gender Identity and Transgender</p> <p>Readings:</p> <ul style="list-style-type: none"> • Stone Butch Blues – Leslie Feinberg; • “Transgender Warriors” – Leslie Feinberg (RGCA 186-200)
WEEK 13	<p>Gender Identity and Homosexuality</p> <ul style="list-style-type: none"> • Beyond Pink and Blue -- Leslie Feinburg (on reserve) • Changing Gay and Lesbian Images in the Media—Ore (SCDI 446-457 on reserve)
WEEK 14	<p>Putting it all together – It’s a wrap</p> <p>Course Reflections</p> <p>Papers Due</p>
FINAL EXAM	TBA

GNDR 200 Coursepack

The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles – Martin

Understanding Race, Class Gender and Sexuality: A Conceptual Framework - Themes: Historically and geographically/Globally Contextual, - Weber

Socially Constructed Power Relations: Race, Gender, Sexuality, and Social Class -- Weber

Questions to ask when analyzing Gender, Race, Class, and Sexuality --Weber

Life expectancy and gender, race, and class effects on mortality indices -- Mokdad

Young Males Sexual Education and Health Services – Howard

A Sad Day for Science at the FDA – Wood

Gender Differences in Physical Disability Among an Elderly Cohort – Murtaugh

GNDR 200 Books on Reserve

The Social Construction of Difference and Inequality – Tracy Ore (SCDI -- on reserve – Rogers Library)

Gender and Health: An International Perspective – Caroline B. Brettell and Carolyn F. Sargent (G & H -- on reserve – Rogers Library)

Gender, Sexuality, and the Law: Gender Law -- William Eskridge Jr. and Nan Hunter (GSL on reserve – Rogers Library)

Beyond Pink and Blue -- Leslie Feinburg (on reserve – Rogers Library)

Selections on Reserve

Theories of Sexuality, Gender, and the Law -- (GSL)

Risk, Prevention, and International Health Policy -- (G & H 326 - 337)

Where race and gender meets: Racism, Hate Crimes, and Pornography (SCDI 515-518)

Fraternalities and collegiate rape culture (SCDI 519–532)

The construction of masculinity and the triad of men’s violence (SCDI 533-549)

Homophobia as a weapon of sexism (SCDI 550-559)

Boundary Crossings: Gender and Power in Clinical Ethics Consultations – (G & H 205 - 226)

Medicalization of Sex, Gender, and Sexuality - (GSL 133-201)

Gender, Aging, and Health: A Comparative Approach (G & H 87 - 122)

Changing gay and lesbian images in the media—(SCDI 446-457)

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Mass Communication Date: 22 August 2005

Course No. or level: 402 Title: Online Journalism

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisites: MCOM 201, News and Feature Writing

Enrollment expectation: 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: William F. Loewenstein III, Assistant Professor

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

- Purpose: 1. Provides instruction in the basics of reporting, writing, and editing for online journalism using the Internet.

Teaching method planned: Students will, through lectures and exercises and critiques, learn to report, write, and edit for publications on the Internet.

Textbook and/or materials planned (including electronic/multimedia): "Online Journalism" by Richard Craig, Wadsworth, ISBN 0-534-53146-6.

Course Content: Students will learn the history of online journalism, how to report for online publications, how to use web resources and databases, dealing with sources and interviewing, online writing styles, editing for online publications, using multimedia for news, basic online layout, legal and ethical issues.

When completed, forward to the Office of the Provost.

9/03

Online Journalism, MCOM 402
 Monday, Wednesday, Friday, 8:30-9:20 a.m., ___ Rm. ___
 Section ___, 3 credits
 Francis Marion University, Florence, SC
 Course Description and Syllabus – Spring 2006

Instructor: Bill Loewenstein

Office: Cauthen Educational Media Center, Rm. 111F

Phone: Office – (843) 661-1542

Office Hours: ___

E-mail: wloewenstein@fmarion.edu**Textbook:** “Online Journalism” by Richard Craig, Wadsworth, ISBN 0-534-53146-6.**Course description:** Provides instruction in the basics of reporting, writing, and editing for online journalism using the Internet.**Opportunities to demonstrate learning:**

Attendance and participation: 15 percent

Exercises: 14 @ 5% each 70 percent

Final exam: 15 percent

Grading scale: Grades will be determined according to the following grading scale:

A = 4.0 = 100-91

C+ = 2.5 = 80-76

D = 1.0 = 65-61

B+ = 3.5 = 90-86

C = 2.0 = 75-71

F = 0 = 60-0

B = 3.0 = 85-81

D+ = 1.5 = 70-66

Attendance and participation: Attendance and participation are very important since we will be working in a collaborative environment where all students will be helping to provide feedback to each other. Please make it a priority to be here on time for every class and stay for the entire class session. Any assignments not completed on time will be dropped one full grade for each class session they are late. Make-up work is the responsibility of the student and should be done promptly after having made arrangements with the instructor. All work must be turned in by the last class session. It is your responsibility to attend all scheduled classes. If you are absent more than twice the number of required classes per week a grade of F or W will normally be assigned.

Online Journalism, tentative class schedule

- Week 1:** Introduction to the class
 Online Journalism, Chapter 1, “Why is Online Journalism Different, and Why Should You Care?”
 Assignment: Exercise 1, page 14
- Week 2:** Online Journalism, Chapter 2, “The Job of the Online Journalist”
 Assignment: Exercise 1, page 28

- Week 3:** Online Journalism, Chapter 3, “Generating and Focusing Story Ideas”
Assignment: Exercise 3, page 42
- Week 4:** Online Journalism, Chapter 4, “Web Resources and Databases”
Assignment: Exercise 3, page 62
- Week 5:** Online Journalism, Chapter 5, “Sources and Interviewing”
Assignment: Exercise 4, page 81
- Week 6:** Online Journalism, Chapter 6, “Online Writing Styles”
Assignment: Exercise 2, page 99
- Week 7:** Online Journalism, Chapter 7, “Hooking and Keeping Readers”
Assignment: Exercise 2, page 115
- Week 8:** Online Journalism, Chapter 8, “Revving Up Your Writing”
Assignment: Exercise 1, page 129
- Week 9:** Online Journalism, Chapter 9, “The Last Minute(s)”
Assignment: Exercise 1, page 140
- Week 10:** Online Journalism, Chapter 10, “An Uphill Battle: Online Copyediting”
Assignment: Exercise 4, page 157
- Week 11:** Online Journalism, Chapter 11, “The Online Editor/Utility Infielder”
Assignment: Exercise 3, page 173
- Week 12:** Online Journalism, Chapter 12, “Multimedia for News”
Assignment: Exercise 3, page 188
- Week 13:** Online Journalism, Chapter 13, “Basic Online Layout”
Assignment: Exercise 1, page 211
- Week 14:** Online Journalism, Chapter 14, “Online Standards versus Journalistic Standards”
Assignment: Exercise 4, page 229

- Week 15:** Online Journalism, Chapter 15, “Legal Issues Online and Offline”; Chapter 16, “Ethics in Cyberland”; and Chapter 17, “The 21st Century Journalist”
Review
- Week 16:** Final exam

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED MODIFICATION OF AN EXISTING COURSE

Department/School: Astronomy Date: September 22, 2005

Course No.: 201 Title: Introduction to Astronomy

Semester hours: 4 Clock hours: Lecture: 3 Laboratory: 3

Prerequisites: Eligibility to take Math 111 or Math 121

Enrollment expectation: 48

Indicate any course for which this course is a (an)

Modification: ASTR 201 course content and description change
(proposed change in course title, course description, course content or method of instruction)

Substitute: _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jeannette M. Myers

Department Chairperson's Signature: _____

Provost's Signature: _____

Date of Implementation: Fall 2006

Date of Department approval: September 21, 2005

Catalog description: 201 Introduction to Astronomy (4:3-3) (Prerequisite: Eligibility to take Math 111 or Math 121.) F, SU. A survey of astronomy, including historical observations and star maps; celestial motions of the sun, moon, planets and stars; electromagnetic radiation, including radiation laws and spectral classification; astronomical instruments and methods; the stars, including formation, evolution, properties, and types of stars; the universe, including the Milky Way Galaxy, other galaxies, theories of formation and evolution. The laboratory section for the class will include work at night in the FMU Observatory.

Purpose:

1. For whom?

This course is specifically for students interested in learning about the field of astronomy including a broad range of topics from celestial motions to the large- scale structure of the universe. With the large variety of topics covered in this class, it completes the general education requirement in Natural Sciences for the B.S. degree.

2. What should the course do for the student?

Completion of this course will see students with a greater knowledge of astronomy including a greater understanding of the universe we live in. Through the laboratory component, the student will gain experience using a variety of telescopes at the FMU Observatory as well as experience using the latest software to simulate the day and night sky.

Teaching method planned:

1. Class Lectures (38 in total)
 - a. Three lectures per week
 - b. Topics are outlined below
2. Laboratory Sessions (11 in total)
 - a. Computer based labs
 - b. Observational labs
 - c. Hands-on experiment labs
3. Written Assignments
 - a. Nine homework projects
4. Final Exam
 - a. Cumulative Final

The following describes the use of the 43 Class Days:

38	Days of full class lecture
3	In class test days
1	Bonus test/Class Survey day
1	Exam Review

Class lectures are divided into three sections to group relevant material together. After the completion of a section, an in class test is given which covers material for that section only. Laboratory classes highlight the material for each section and provide another source of material for the student's study.

Textbook and other materials/locations to be used:

1. Comins, N. and Kaufmann, W. *Discovering the Universe*, 7th Ed. New York: W. H. Freeman and Company, 2005.
2. Myers, J. *Astronomy Laboratory Manual*, 2006.
3. Starry Night Pro (software)
4. Dooley Planetarium

- a. Lecture Room
 - i. Appropriate programs
 - ii. Day/Night sky demonstrations
 - b. Alternate Laboratory Room
5. FMU Observatory
- a. 14-inch Schmidt-Cassegrain
 - b. 8-inch Schmidt-Cassegrain (3)
 - c. 12-inch Dobsonian
 - d. 8-inch Schmidt-Newtonian
 - e. 5-inch Refractor
6. MSB 116, Computational Physics Laboratory
7. LSF L110, Modern Physics Laboratory

Course Content:

The course will cover (but not be limited to) the following outline of topics:

- I. Celestial Motions
 - A. Fundamental Motions
 - B. Celestial Races
 - C. Apparent Motions of the Sun
 - D. Seasons
- II. Scientific Method
 - A. Science
 - B. Scientific Approach
 - C. Hypotheses
 - D. Testing and Proving
 - E. Theories and Models
 - F. Scientific Laws
 - G. Paradigms
 - H. Doing Science
- III. Scientific Revolution
 - A. Geocentric vs. Heliocentric Models
 - B. Key Figures in History
 - C. Kepler's Laws of Planetary Motion
 - D. Newton's Laws of Motion and Gravity
- IV. Lunar Phases and Eclipses
 - A. Celestial Motions
 - B. Phases of the Moon
 - C. Eclipses
 - D. Solar Eclipses
 - E. Lunar Eclipses
 - F. Eclipse Seasons
- V. Star Formation
 - A. The ISM
 - B. Molecular Clouds
 - C. Self Gravity
 - D. Overall Picture of Star Formation
 - E. Protostar HR Diagram
 - F. Slow Contraction
 - G. The Influence of Mass
 - H. Triggers of Star Formation

- I. Theory vs. Observations
- VI. Stellar Evolution
 - A. Stellar Lifetimes
 - B. Main Sequence to Giants
 - C. Red Giants
 - D. Cepheid Variables
- VII. Supernovae
 - A. Advanced Nuclear Burning
 - B. Nuclear Processes
 - C. Core Collapse
 - D. Degenerate Neutrons
 - E. Supernova
 - F. Nucleosynthesis
 - G. Types of Supernovae
- VIII. White Dwarfs
 - A. Envelope Ejection
 - B. Planetary Nebulae
 - C. Chandrasekhar Limit
- IX. Neutron Stars
 - A. Evolution in Binary Systems
 - B. Pulsars
 - C. Observed Masses
 - D. Evolution
 - E. X-ray Binaries
- X. Black Holes
 - A. Stellar Evolution of Massive Stars
 - B. Surface Gravity
 - C. Looking for Black Holes
 - D. Views of Space
 - E. Event Horizon
- XI. Telescopes
 - A. Optical Telescopes
 - B. Why Telescopes?
 - C. Space Astronomy
- XII. Spectra
 - A. Atoms
 - B. Spectral Line Formation
 - C. Kirchhoff's Laws
 - D. Doppler Shifts
- XIII. Temperatures and Abundances
 - A. Actual Planck Curves
 - B. Photospheric Temperatures
 - C. Spectral Classes
 - D. Abundances
- XIV. Distances to Stars
 - A. Apparent Magnitudes
 - B. Parallax
 - C. Inverse Square Law
 - D. Absolute Magnitudes
 - E. Luminosities
 - F. Stellar Lineup
- XV. Distance Scale
 - A. The General Technique
 - B. Hubble's Law
- XVI. Masses of Stars
 - A. Periods and Velocities

- B. Kepler's Law
- C. Relative Orbits
- D. Center of Mass
- E. Mass Calculation
- F. Binary Systems
- G. Mass-Luminosity Relation
- H. Characteristics of Stars
- XVII. The HR Diagram
 - A. Distribution on the HR Diagram
 - B. The Main Sequence
 - C. Radii of Stars
 - D. Radii Calculation
- XVIII. The Milky Way Galaxy
 - A. The Overall Picture
 - B. Spiral Structure
 - C. Evolution of the MWG
 - D. The Mass of the MWG
- XIX. Galaxies
 - A. The Island Universe Debate
 - B. Classification of Galaxies
 - C. Radio Galaxies
 - D. Quasars
 - E. cD Galaxies
- XX. The Age of the Universe
 - A. The Hubble Flow
 - B. Expansion Age
 - C. The Hubble Constant
- XXI. Cosmic Background Radiation
 - A. Significance of the CBR
 - B. Temperatures in the Universe
- XXII. The Early Universe
 - A. Weak Force Reactions
 - B. Strong Force Reactions
 - C. Hydrogen and Helium Abundances
 - D. Brief History of the Universe
- XXIII. Cosmology
 - A. Expansion
 - B. Density Parameter
 - C. Inflation: The Idea
 - D. Forces in Nature
 - E. Inflation: The Cause
 - F. Creation
 - G. History of the Universe

ASTRONOMY 201: Introduction to Astronomy Syllabus for Fall 2006

Instructor Information:

Dr. Jeannette M. Myers Office: LSF L103F
 Phone: (843) 661-1441 and (843) 661-1381 Email:
 JMyers@fmarion.edu
 Observatory Star Line: (843) 661-1355
 Office Hours: 9:00 – 10:00 a.m. MWF; or by appointment

Texts:

Comins, N. and Kaufmann, W. *Discovering the Universe*, 7th Ed. New York: W. H. Freeman and Company, 2005.

Myers, J. *Astronomy Laboratory Manual*, 2006.

Content: A survey of astronomy, including historical observations and star maps; celestial motions of the sun, moon, planets and stars; electromagnetic radiation, including radiation laws and spectral classification; astronomical instruments and methods; the stars, including formation, evolution, properties, and types of stars; the universe, including the Milky Way Galaxy, other galaxies, theories of formation and evolution. The laboratory section for the class will include work at night in the FMU Observatory.

Grading: Your final grade will be based on your 3 in class test grades, laboratory grade, final exam, and any extra credit you do. The breakdown is given below:

3 In Class Tests	60 %
Laboratory Grade	20 %
Final Exam	20 %
	100 %

Final Letter Grades will be determined by using the following table:

A (minimum requirement) 90%
B+ (minimum requirement) 83%
B (minimum requirement) 79%
C+ (minimum requirement) 72%
C (minimum requirement) 68%
D+ (minimum requirement) 60%
D (minimum requirement) 57%
F (minimum requirement) 0%

Letter grades will be assigned based on total class percentage. If at any time you would like an assessment of your standing in the class, your blackboard account will contain your grades on all laboratories, homework and laboratory assignments, and extra credit.

Midterm grades will be made available online for those wishing to check their progress in the class.

Assignments: Several assignments will be given throughout the semester with firm deadlines posted on each one. These are to be done outside of class on your own. Work in groups will only be allowed in the laboratory sessions.

Observing: We will make use of the observatory during the semester for at least one laboratory session. You will be expected to dress appropriately for the weather. Any student dressed inappropriately will be sent home. High-heeled shoes will not be allowed under any circumstances. There are no public facilities at the Observatory, so bring your own drinks or snacks. The closest restrooms are located behind the Baseball stands and there is no telephone or Internet access at the observatory. For night observing, you will want to bring a flashlight (and even bug spray). Parking is available at the Observatory provided the ground is not water logged. I will announce in class if you will be permitted to park by the Observatory or not. Any student arriving after the designated start of lab will be required to park in Lot D and walk to the Observatory. Those on the Observatory Deck will not appreciate car lights, and use of high beams will result in your being asked to leave the area.

Test and Exam Policy: All tests and the final exam are closed note/book. No crib sheets or note cards will be allowed. Any student caught using such materials during the test or exam will have their test/exam confiscated and will automatically receive a failing grade in the Astronomy 201 course. Formal charges will be filed according to the policy outlined in your student handbook.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE

Department/School: Astronomy Date: September 22, 2005

Course No.: 202 Title: Voyage through the Solar System

Semester hours: 4 Clock hours: Lecture: 3 Laboratory: 3

Prerequisites: Eligibility to take Math 111 or Math 121

Enrollment expectation: 48

Indicate any course for which this course is a (an)

Modification: _____
(proposed change in course title, course description, course content or method of instruction)

Substitute: _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jeannette M. Myers

Department Chairperson's Signature: _____

Provost's Signature: _____

Date of Implementation: Spring 2007

Date of Department approval: September 21, 2005

Catalog description: 202 Voyage through the Solar System (4:3-3) (Prerequisite: Eligibility to take Math 111 or Math 121) AS, SU. A survey of our Solar System, including formation models, orbital properties, and motions of its members; planetary features; asteroids, comets and meteors; comparisons of terrestrial to jovian planets; planetary atmospheres. The laboratory section for the class will include work at night in the FMU Observatory.

Purpose:

1. For whom?

This course is specifically for students interested in learning specifically about the solar system and the objects contained within. The topics covered in this class will allow it to complete the general education

requirement in Natural Sciences for the B.S. degree. ASTR 202 taken along with ASTR 201 and 203 completes a collateral in astronomy. This will be beneficial for students in the physics program interested in continued study in the field of physics or astronomy at the graduate level. Enrollment will also be encouraged for those in the education program who are interested in teaching science (especially at the middle school level).

2. What should the course do for the student?

Completion of this course will give students a greater knowledge of the solar system we live in, including an understanding of the star we call our Sun and details about each of the planets, moons and other minor bodies. Through the laboratory component, the student will gain experience using a variety of telescopes at the FMU Observatory as well as experience using the latest software to simulate the day and night sky.

Teaching method planned:

5. Class Lectures (36 in total)
 - a. Three lectures per week
 - b. Topics are outlined below
6. Laboratory Sessions (12 in total)
 - a. Computer based labs
 - b. Observational labs
 - c. Hands-on experiment labs
7. Written Assignments
 - a. Nine homework projects
8. Final Exam
 - a. Cumulative Final

The following describes the use of the 41 Class Days:

36	Days of full class lecture
3	In class test days
1	Bonus test/Class Survey day
2	Exam Review

Class lectures are divided into three sections to group relevant material together. After the completion of a section, an in class test is given which covers material for that section only. Laboratory classes highlight the material for each section and provide another source of material for the student's study.

Textbook and other materials to be used:

8. Franknoi, A., Morrison, D., & Wolff, S. *Voyages to the Planets*, 3rd Ed. Belmont: Brooks/Cole – Thomson Learning, 2004.

9. Myers, J. *Astronomy Laboratory Manual*, 2006.
10. Starry Night Pro (software)
11. NASA: 50 Years of Space Exploration (DVD)
12. National Geographic's *Asteroids: Deadly Impact* (DVD)
13. Dooley Planetarium
 - a. Lecture Room
 - b. Alternate Laboratory Room
14. FMU Observatory
 - a. 14-inch Schmidt-Cassegrain
 - b. 8-inch Schmidt-Cassegrain (3)
 - c. 12-inch Dobsonian
 - d. 8-inch Schmidt-Newtonian
 - e. 5-inch Refractor
15. MSB 116, Computational Physics Laboratory
16. MSB 119, Physics Laboratory

Course Content:

The course will cover (but not be limited to) the following outline of topics:

- XXIV. The Sun
 - A. Granulation
 - B. Sunspots
 - C. Solar Flares
 - D. Interior Structure
 - E. Energy Generation
- XXV. Overview of the Planets
 - A. Terrestrial vs. Jovian
 - B. Structure of Earth
 - C. Atmospheric Structure
 - D. Structure of Jupiter
 - E. Surface Features
 - F. Earth's Age
 - G. RADAR Mapping
 - H. The Space Program
 1. U.S.A.
 2. Soviet Program
 3. European Space Agency
 4. Other Countries
- XXVI. Moon
 - A. Geological Comparison of Earth and Moon
 - B. Surface Features
 - C. Apollo Space Program
 - D. Types of Lunar Rocks
 - E. Types of Craters
 - F. Age of the Surface
 - G. Geological History
 - H. Origin of the Moon
- XXVII. Mercury

- A. Surface Features
 - B. Global Shrinkage of Mercury
 - C. Ages of Surface Features
 - D. Interior Structure
 - E. Geological History
 - F. Exploration of Mercury
- XXVIII. Venus
- A. Atmosphere
 - B. The Surface of Venus
 - C. Interior Structure
 - D. Exploration of Venus
 - 1. Surface
 - 2. Orbiting Space Probes
- XXIX. Mars
- A. Atmosphere
 - B. Surface Features
 - C. Interior Structure
 - D. Water on Mars
 - E. Exploration of Mars
 - 1. Viking Missions
 - 2. Mars Pathfinder Mission
 - 3. Mars Exploration Rover Missions
 - 4. Failed Missions
 - 5. Orbiting Space Probes
 - 6. Future Missions
- XXX. Jovian Planets
- A. Rotations and Tilts
 - B. Colors
 - C. Atmospheric Bands
 - D. Storm Systems
 - E. Interior Structures
- XXXI. Jovian Moons
- A. Jovian Satellite System
 - B. Moons of Saturn
 - C. Moons of Uranus and Neptune
 - D. Composition of Moons
 - E. Types
- XXXII. Planetary Ring Systems
- A. Rings of Saturn
 - B. Jovian Rings
 - C. Shepherding Moons
 - D. Gravitational Resonance
 - E. Roche Limit
 - F. Formation of Rings
- XXXIII. Pluto and Charon
- A. Origin of System
 - B. Ice Dwarfs
 - C. Early Solar System
- XXXIV. Comets
- A. Nucleus
 - B. Dirty Snowball Model
 - C. Tails and Clouds
 - D. Historical Comets
- XXXV. Asteroids and Meteorites
- A. Kirkwood Gaps
 - B. Sizes of Asteroids

- C. Classification of Asteroids
- D. Classification of Meteorites
- E. Ages of Meteorites
- F. Origin of Meteorites
- G. Impact Hazard

XXXVI. Formation of the Solar System

- A. Star Formation
- B. Characteristics of the Planets
- C. Chemistry in the Solar Nebula
- D. Planetary Accretion

ASTRONOMY 202: Voyage through the Solar System Syllabus for Spring 2007

Instructor Information:

Dr. Jeannette M. Myers

Phone: (843) 661-1441 and (843) 661-1381

JMyers@fmarion.edu

Observatory Star Line: (843) 661-1355

Office Hours: 9:00 – 10:00 a.m. MWF; or by appointment

Office: LSF L103F

Email:

Texts:

Franknoi, A., Morrison, D., & Wolff, S. *Voyages to the Planets*, 3rd Ed. Belmont: Brooks/Cole – Thomson Learning, 2004.

Myers, J. *Astronomy Laboratory Manual*, 2006.

Content: A survey of our Solar System, including formation models, orbital properties, and motions of its members; planetary features; asteroids, comets and meteors; comparisons of terrestrial to jovian planets; planetary atmospheres. The laboratory section for the class will include work at night in the FMU Observatory.

Grading: Your final grade will be based on your 3 in class test grades, laboratory grade, final exam, and any extra credit you do. The breakdown is given below:

3 In Class Tests	60 %
Laboratory Grade	20 %
Final Exam	20 %
	100 %

Final Letter Grades will be determined by using the following table:

A (minimum requirement)	90%
B+ (minimum requirement)	83%
B (minimum requirement)	79%
C+ (minimum requirement)	72%
C (minimum requirement)	68%
D+ (minimum requirement)	60%
D (minimum requirement)	57%
F (minimum requirement)	0%

Letter grades will be assigned based on total class percentage. If at any time you would like an assessment of your standing in the class, your blackboard account will contain your grades on all laboratories, homework and laboratory assignments, and extra credit. Midterm grades will be made available online for those wishing to check their progress in the class.

Assignments: Several assignments will be given throughout the semester with firm deadlines posted on each one. These are to be done outside of class on your own. Work in groups will only be allowed in the laboratory sessions.

Observing: We will make use of the observatory during the semester for at least 1 laboratory session. You will be expected to dress appropriately for the weather. Any student dressed inappropriately will be sent home. High-heeled shoes will not be allowed under any circumstances. There are no public facilities at the Observatory, so bring your own drinks or snacks. The closest restrooms are located behind the Baseball stands and there is no telephone or Internet access at the observatory. For night observing, you will want to bring a flashlight (and even bug spray). Parking is available at the Observatory provided the ground is not water logged. I will announce in class if you will be permitted to park by the Observatory or not. Any student arriving after the designated start of lab will be required to park in Lot D and walk to the Observatory. Those on the Observatory Deck will not appreciate car lights, and use of high beams will result in your being asked to leave the area.

Test and Exam Policy: All tests and the final exam are closed note/book. No crib sheets or note cards will be allowed. Any student caught using such materials during the test or exam will have their test/exam confiscated and will automatically receive a failing grade in the Astronomy 202 course. Formal charges will be filed according to the policy outlined in your student handbook.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE

Department/School: Astronomy Date: September 22, 2005

Course No.: 203 Title: Observational Astronomy

Semester hours: 4 Clock hours: Lecture: 2 Laboratory: 6

Prerequisites: Astronomy 201

Enrollment expectation: 10 (maximum due to equipment issues)

Indicate any course for which this course is a (an)

Modification: _____
(proposed change in course title, course description, course content or method of instruction)

Substitute: _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jeannette M. Myers

Department Chairperson's Signature: _____

Provost's Signature: _____

Date of Implementation: Spring 2008

Date of Department approval: September 21, 2005

Catalog description: Observational Astronomy (4:2-6) (Prerequisite: 201) AS.
Introduction to observational astronomy, including telescope design and usage; star maps; constellation figures, bright members and deep sky objects. Attendance will be required each week for at least one night observing session in the FMU Observatory.

Purpose:

1. For whom?

This course is specifically for students interested in learning about the night sky and how to identify the stars and constellations. The structure of the course is such that it is a hands-on class with the students having the ability to learn to use four different styles of telescopes currently available in the market. This course along with ASTR 201 and 202 completes a collateral in astronomy. This will be

beneficial for students in the physics program interested in continued study in the field of physics or astronomy at the graduate level. Enrollment will also be encouraged for those in the education program who are interested in teaching science (especially at the middle school level) and our non-traditional students.

2. What should the course do for the student?

Completion of this course will see students with a greater knowledge of the night sky, including names of the bright stars, constellations and their meanings, and other deep sky objects. This course gives students a hands-on course in astronomy. The students will be exposed to four different styles of telescopes currently available in the market to amateur astronomers and will learn the proper care and handling of these instruments.

Teaching method planned:

9. Class Lectures (24 in total)
 - a. Two lectures per week
 - b. Topics are outlined below
10. Evening Observing Sessions/Laboratories
 - a. Two semester long observing projects
 - b. Laboratories designed to illustrate
 - i. Telescope properties
 - ii. Observational Software and Resources
11. Quizzes
 - a. Four quizzes given in class
 - i. Constellation Groups
 - ii. Lecture Topics
12. Written Assignments
 - a. Four homework projects
13. Observing Assignments
 - a. Two semester long observing projects
 - i. Binary Star Systems
 - ii. Deep Sky Objects
 - b. Required for Letter Grade Assignment
14. Final Exam
 - a. Cumulative Final

Textbook and other materials/locations to be used:

17. Dickinson, T., Constanzo, V., and Chaple, G. *MAG 6 Star Atlas*. Tonawanda: Edmund Scientifics, 2000.
18. Star & Planet Locator (Edmund Scientific)
19. Starry Night Pro (software)
20. MSB 116, Computational Physics Laboratory
21. MSB 118, Physics Laboratory

22. FMU Observatory

- a. 14-inch Schmidt-Cassegrain
- b. 8-inch Schmidt-Cassegrain (3)
- c. 12-inch Dobsonian
- d. 8-inch Schmidt-Newtonian
- e. 5-inch Refractor

Course Content:

The course will cover (but not be limited to) the following outline of topics:

- XXXVII. Night Sky Appearance
 - A. Earth
 - 1. North Pole, South Pole, Equator, Prime Meridian
 - 2. Directions on Earth
 - 3. Terrestrial Coordinates
 - a) Longitude
 - b) Latitude
 - B. Celestial Sphere
 - 1. NCP, SCP, Celestial Equator
 - 2. Directions in the Sky
 - 3. Zenith, Nadir, Horizon
 - 4. Horizon Coordinates
 - a) Altitude
 - b) Azimuth
 - C. Rotation Effects
 - 1. Diurnal Motion
 - 2. Star Trails
 - a) Latitude Variations
 - b) Directional Variations
 - 3. Equatorial Coordinates
 - a) Right Ascension
 - b) Declination
 - D. Revolution Effects
 - 1. Ecliptic
 - a) Vernal Equinox
 - b) Summer Solstice
 - c) Autumnal Equinox
 - d) Winter Solstice
 - 2. Zodiac
 - 3. Precession
 - E. Star Charts
 - 1. Coordinates
 - 2. Hour Circles
 - 3. Diurnal Circles
 - 4. Star Names
 - 5. Star Wheel
- XXXVIII. Telescopes
 - A. Telescope Mounts
 - 1. Alt-Az
 - 2. Equatorial
 - a) Polar Axis

- b) Dec Axis
 - B. Time
 - 1. Hour Angle
 - 2. Solar Time
 - a) Standard Time
 - b) Daylight Time
 - c) Universal Time
 - 3. Sidereal Time
 - a) Calculation
 - b) Estimation
 - c) Star Wheel
 - d) Setting Circles
 - C. Telescope Optics
 - 1. Lenses
 - a) Converging
 - b) Diverging
 - 2. Mirrors
 - a) Concave
 - b) Convex
 - 3. Objective
 - 4. Eyepiece
 - a) Filter Usage
 - D. Telescope Powers
 - 1. Light-gathering Power
 - 2. Magnifying Power
 - 3. Resolving Power
 - a) Dawes Limit
 - E. Telescope/Camera Properties
 - 1. Aperture
 - 2. Focal Length
 - 3. Photographic Speed
 - 4. Lens Specifications
 - 5. Telescope Specifications
 - F. Astrophotography
 - 1. Shutter Speed
 - 2. f-stop
 - 3. Film Speed
 - 4. Image Size
 - 5. Star Trails
 - G. Telescope Applications
 - 1. Effects of Focal Length (f) & Aperture (D) on Viewing
 - 2. Focal Length Modifiers
 - H. Telescope Designs
 - 1. Newtonian
 - 2. Cassegrain
 - 3. Refractor
 - 4. Schmidt-Cassegrain
- XXXIX. Observing the Moon
- A. Phases
 - 1. Rise/Set Times
 - 2. Rise/Set Directions
 - B. Position in the Zodiac
 - C. Lunar Photography
 - D. Identification of Surface Features
 - 1. Maria

2. Highlands
 3. Craters
 4. Landing Sites
- XL. Observing the Planets
- A. Configurations of Inferior Planets
 1. Inferior Conjunction
 2. Superior Conjunction
 3. Greatest Eastern Elongation
 4. Greatest Western Elongation
 - B. Configurations of Superior Planets
 1. Conjunction
 2. Opposition
 3. Eastern Quadrature
 4. Western Quadrature
 - C. Synodic Periods
 - D. Ecliptic Coordinates
 1. Celestial Longitude
 2. Celestial Latitude
 - E. Position in the Zodiac
 - F. Graphic Time Tables
 - G. Planet Photography
- XLI. Constellations
- A. Characteristics
 1. Name
 - a) Meaning
 - b) Historical Background
 2. Standard Abbreviation
 3. Bright Stars
 - a) Names and Meanings
 - b) Order of Brightness
 4. Pattern
 5. Deep Sky Objects
 - B. Constellation Groups
 1. Spring Constellations
 2. Summer Constellations
 3. Autumnal Constellations
 4. Winter Constellations
 - C. Global Constellation Map

ASTRONOMY 203: Observational Astronomy Syllabus for Spring 2008

Instructor Information:

Dr. Jeannette M. Myers Office: LSF L103F
 Phone: (843) 661-1441 and (843) 661-1381 Email: JMyers@fmarion.edu
 Observatory Star Line: (843) 661-1355
 Office Hours: 9:00 – 10:00 a.m. MWF; or by appointment

Texts and Other Materials:

Dickinson, T., Constanzo, V., and Chaple, G. *MAG 6 Star Atlas*. Tonawanda: Edmund Scientifics, 2000.
 Star & Planet Locator (Edmund Scientific)

Content: Introduction to observational astronomy, including telescope design and usage; star maps; constellation figures, bright members and deep sky objects. Attendance will be required each week for at least one night observing session in the FMU Observatory.

Grading: The grading will be on a point system, with the following point values assigned:

Observing Assignments	90 points
Written Assignments	60 points
Laboratories	50 points
Quizzes	150 points
Final Exam	150 points
	500 points

Final Letter Grades will be determined by using the following table:

A (minimum requirement) about **410** points (82%) AND at least **40** observing points
B+ (minimum requirement) about **383** points (77%) AND at least **32** observing points
B (minimum requirement) about **370** points (74%) AND at least **25** observing points
C+ (minimum requirement) about **343** points (69%) AND at least **17** observing points
C (minimum requirement) about **330** points (66%) AND at least **10** observing points
D+ (minimum requirement) about **303** points (61%) AND at least **2** observing points
D (minimum requirement) about **285** points (57%) AND at least **0** observing points
F (minimum requirement) about **0** points (0%) AND at least **0** observing points

Letter grades will be assigned based on your total point distribution. If at any time you would like an assessment of your standing in the class, your blackboard account will contain an updated point total.

Assignments: Several assignments will be given throughout the semester. Two will be long term observing projects that will be completed at the FMU Observatory. These observing projects will be required for the assignment of letter grades as outlined above and are individual projects. Additional laboratories will be conducted to help illustrate topics covered in the class lecture as well as to demonstrate the available astronomy software for the amateur. Written assignments will be handed out as well, with firm deadlines posted on each one. These are to be done outside of class on your own. Work in groups will only be allowed in the additional laboratories.

Quizzes: Four quizzes will be given during the semester. Each quiz will cover a particular set of constellations and lecture topics. They will be given in class as a means of assessing your knowledge of the night sky. For each constellation, you should be familiar with:

- Name and Abbreviation
- Appearance and Shape
- Position in the Sky
- Bright Star Names (and meanings)
- Deep Sky Objects

Observing: This is a four-credit course with only two lecture times each week. The other scheduled class times will be at the FMU Observatory or alternate location. The first weeks of the semester will be using the alternate locations as we wait for the weather to warm to above freezing conditions at night. You will be required to attend at least one observing session per week. Observing sessions will be held MTWTh (and possibly F and Sa) as the weather permits. Clear nights cannot be predicted far into the future and all possible observing sessions should be taken advantage of to ensure enough observing points have been obtained.

You will be expected to dress appropriately for the weather. Any student dressed inappropriately will be sent home. High-heeled shoes will not be allowed under any circumstances. There are no public facilities at the Observatory, so bring your own drinks or snacks. The closest restrooms are located behind the Baseball stands and there is no telephone or Internet access at the observatory. For night observing, you will want to bring a flashlight (and even bug spray). Parking is available at the Observatory provided the ground is not water logged. I will announce in class if you will be permitted to park by the Observatory or not. Any student arriving after the designated start of lab will be required to park in Lot D and walk to the Observatory. Those on the Observatory Deck will not appreciate car lights, and use of high beams will result in your being asked to leave the area.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Political Science and Geography Date: 22 August 2005

Course No. or level: 323 Title: Rights of the Accused
Semester hours: 3 Clock hours: 3 Lecture: 3

Prerequisites: POL 101 or 103

Enrollment expectation: 25

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: James L. Renneker, Professor

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description: 323 Rights of the Accused (3) (Prerequisite: POL 101 or POL 103) Focuses of the rights of persons suspected or accused of crimes with particular emphasis on criminal legal procedure, the constitutional protection against unreasonable search and seizure, the rights of the accused before and during the trial, and the rights of those convicted of crimes.

Purpose: 1. For Whom (generally?) Primarily Political Science and Sociology majors seeking a concentration in criminal justice,

political science majors and minors and for those interested in law school or a career in law enforcement.

2. What should the course do for the student? Provide the student with a detailed understanding of the constitutional protections guaranteed individuals suspected or accused of crimes, the historical development of these protections, and their current application. Students will acquire an understanding of treason, ex. Post. Facto laws, and bills of attainder as well as the individual protections guaranteed by the fourth, fifth, sixth, guaranteed by the fourth, fifth, sixth, and eighth amendments. and eighth amendments.

Teaching method planned: Lecture, discussion, and class exercises

Course Content: Students will learn the historical development, court interpretation, and procedural application of the constitutional rights guaranteed to those suspected and/or accused of crimes. They will demonstrate their ability to apply currently accepted police and court procedures to real-life situations.

When completed, forward to the Office of the Provost.

9/03

Political Science 323
Fall 2006
Dr. Renneker
jrenneker@fmarion.edu
<http://alpha1.fmarion.edu/~polsci/jlr.htm>

Rights of the Accused

This course is intended primarily for political science and sociology majors seeking a concentration in criminal justice, political science majors and minors and for those interested in law school or a career in law enforcement. The purpose of this course is to provide the student with a detailed understanding of the constitutional protections guaranteed individuals suspected or accused of crimes, the historical development of these protections, and their current application. Students will acquire an understanding of treason, ex. Post. Facto laws, and bills of attainder as well as the individual protections guaranteed by the fourth, fifth, sixth, and eighth amendments.

The textbook for the course will be Criminal Procedure (4th ed.) by Joel Samaha. It is available in the Patriot Bookstore and at University Books.

My office is Founder's Hall, room 138, and if you need help, I will be available there from 10:30 until 12:30 MWF and from 11:20 until 12:20 on TTh. I will also be in my office from 1:30 until 2:30 on Mondays and from two until three on Thursdays. If these times are impossible for you, please see me after class and we will make an appointment at a mutually convenient time. My office telephone is 661-1615.

There will be three major exams given in this course, all of which will be equal in weight. Each exam will count as 30 percent of your course grade. The remaining 10 percent of your grade will be your combined score on four or five Internet research assignments. **I will use the following grading scale:**

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Attendance is extremely important if you expect to pass this course.

Students are expected to attend all scheduled classes and to take all exams at their scheduled times; any student leaving class before the class has been dismissed will be counted as absent. Those who attend all of the classes normally do significantly better than those who miss two or three classes.

Much of the material covered in the lecture is not available anywhere else. Any student who misses four or more classes, except for the most compelling reasons, will be dropped from the course with a grade of NC. It is **your** responsibility to make up any material in any class that you have missed. **Each student is expected to be in class, in his or her seat and ready to take notes, when class begins at 12:45.**

Calendar--Exam Schedule

Week 1	Criminal procedure and due process
Week 2	The 4 th Amendment
Week 3	Searches with warrants
Week 4	Warrantless searches with probable cause
Week 5	Limited searches
Week 6	Electronic surveillance First exam Samaha: chapters 1-7
Week 7	The 5 th Amendment
Week 8	Investigation and interrogation
Week 9	Arrest and booking
Week 10	The exclusionary rule
Week 11	Right to counsel & the pretrial phase
Week 12	The 6 th Amendment, the court, and trial procedure Second Exam Samaha: chapters 8-12
Week 12	Conviction and Sentencing
Week 13	Corrections & rehabilitation
Week 14	Parole and reentering society
Week 15	Final Exam

