

Brown Innovation Fellows

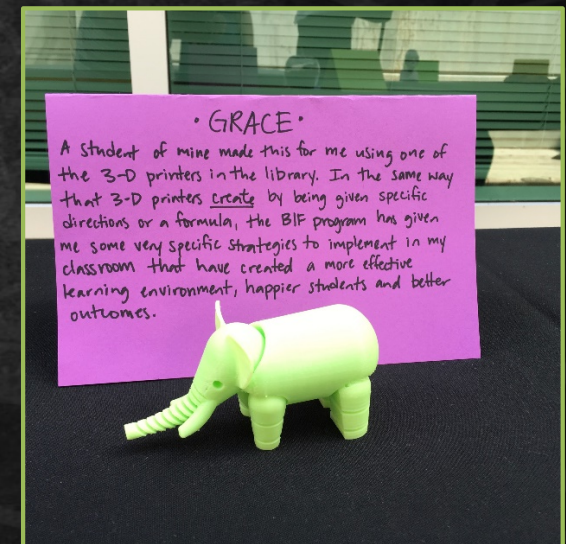
Brown Innovation Fellows demonstrate cutting edge innovation across diverse aspects of the teacher-scholar role to foster lifelong excellence in learning.

Who?

- Any full-time faculty at Stetson University

How?

- Applications accepted Aug 1 – Sep 15, 2018



STETSON
UNIVERSITY

What is an Inclusive Syllabus?

Non-inclusive Syllabus

- Tone is contractual and authoritarian
- Focused on one perspective
- Hidden or implied learning objectives
- Learning goals designed for one type of student
- Assignments and assessments require conformation to one common norm
- Describes teaching activities as information provision only
- Not accessible in different forms or ADA compliant
- Does not include teaching philosophy

Inclusive Syllabus

- Tone is learner-centered, inviting, supportive, energizing
- Communicates openness to multiple perspectives and experiences
- Clearly stated learning objectives
- Learning goals appeal to wide range of student types
- Assignments and Assessments are flexible, vary in type, tightly correspond to learning objectives and reward creative thinking
- Teaching supports diverse types of learning through inclusive interaction

Syllabus

Title of Course: GENERAL ASTRONOMY
AST 110 Spring/ Fall 2017

Class hours 3
Lab hours 2

Credits: 4

Course Description

This course presents a panoramic view of modern astronomy. It introduces students to fundamental concepts about our universe starting from basic sky observations to the structure and origin of the universe. It presents the fundamental ideas of the astronomical scientific methodology as a human inquiry that leads us into a better and progressive understanding of all the universe around us. Topics to be covered include the scientific method, age and origin of the universe and the solar system, description of planets, interactions between light and matter, the sun, gravity, black holes and dark matter, among others.

This is textbook free course. All materials used are from open noncommercial electronic resources (most of them under a Creative Commons Attribution License) available free of cost to the students. That includes the textbook, laboratory manual, software and videos.

Course Prerequisites: (ENG 88 or ESL 62) and ACR 94 and MAT 8

Text Resources:

Title: *ASTRONOMY*
Authors: Andrew Fraknoi, David Morrison, Sidney C. Wolff
Publisher: OpenStax, Rice University
ISBN-10 1-938168-28-3
ISBN-13 978-1-938168-28-4

This textbook is in PDF format and can be downloaded from the following web page:
<https://openstax.org/details/books/astronomy>. It is also available in printed form for a very low price.

Laboratory: Laboratory material will proceed mainly from two sources, a printed manual provided to the students during the first laboratory and the software Stellarium that is a free open source planetarium for your computer. Stellarium will be available in all laboratory computers and the can be downloaded from the following web page: <http://www.stellarium.org/>

Additional Resources:

In addition to the textbook and laboratory resources, this course will be using the Teach Astronomy Web Course. It is a comprehensive online astronomy course, textbook and video series created by Dr. Chris Impey. It can be accessed at the following web page: <http://www.teachastronomy.com/>

To expand and reinforce the concepts taught in class you will be required to watch videos from BMCC's Library Video Database. Please familiarize yourselves with the use BMCC Library video databases, especially with Films on Demand and Kanopy.

us history II

HI 112-02
HI 112-H2

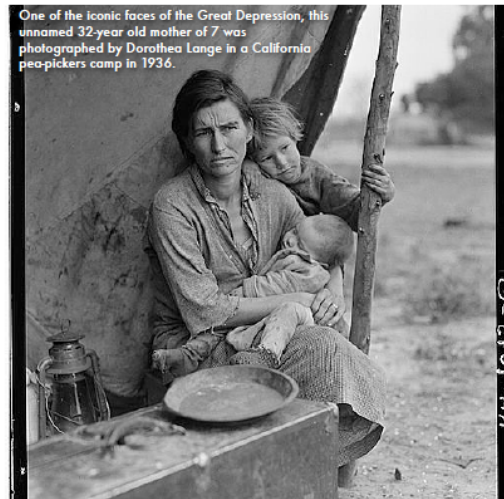
SPRING 2011

MWF 9:30 AM

ROOM S-105

WORCESTER
STATE
UNIVERSITY

One of the iconic faces of the Great Depression, this unnamed 32-year old mother of 7 was photographed by Dorothea Lange in a California pea-pickers camp in 1936.



Course Description and Objectives

In this course, we explore US history since the end of the Civil War & Reconstruction

You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through critical analysis of primary and secondary sources; setting events, documents and people in their historical

contexts; and crafting interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates - you will be busy actively doing history, not passively learning about history.

Since it fulfills your "Constitutions" requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: "In all state colleges the constitutions of the United States and of the commonwealth shall be taught as

required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

What's in this syllabus

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course details

Website: <http://fnahangen.com/wsc/us2>

LASC: USW, CON

Required texts: James West Davidson et al, *Experience History: Interpreting America's Past* Volume 2, From 1865 (McGraw Hill 2011), ISBN: 978-0077368326

David Emory Shi and Holly Mayer, *For the Record: A Documentary History of America: From Reconstruction through Contemporary Times* 4th edition (WW Norton), ISBN: 978-0393934045

Blackboard

A great amount of course material will be available through Blackboard, that includes the syllabus, class notes and laboratory material. All students must check that their Blackboard accounts are accessible, and working properly. Also, students must verify that the contact email in Blackboard is set up and working properly since all course announcements will be made through that system only. If you have any issues with Blackboard please go to E-Learning Center located at S-510A. To set your university email or solve any problems related to it, you must go to the IT Office located at S-140.

Course Email

This course will rely on email to conduct business, make last minute announcements, and so on. It is assumed that students will check their college email at least once per day for possible course announcements.

Course Policies:

Laboratory Reports

All Laboratory reports are due a week after the laboratory was performed or next laboratory meeting in case of holidays or changes in schedule only. If you do not attend to a Laboratory, you will be still responsible to hand in the report on time. No excuses will be accepted. All reports must include a cover sheet. If you have to send a report by email, it must be one single file in PDF format only.

Cell Phones and Other Electronic Devices

Cell phones and other electronic devices should *not* be seen, heard or used during lecture, laboratory or during any examination. The repeated appearance of a phone or other electronic device is grounds for ejection from class and subject to a class disruption report to BMCC's Behavioral Assessment Response Team (BART), at my discretion. In case of an emergency situation where having access to a cell phone is a necessity, you must inform me prior to the class, laboratory or examination in question. No head gear/headphones are permitted in class or laboratory. If you want to make a recording of the lecture, you must likewise inform me prior to the start of class.

Classroom Etiquette: Expected behavior at class and laboratory

As members of the BMCC community, it is the responsibility of all to uphold the values of respect, dignity and concern for self and others. Any improper remarks, disrespectful or disruptive behavior toward the instructor/professor or any other student will be dealt harshly and immediately, and reported to BMCC's Behavioral Assessment Response Team (BART).

Important Laboratory Rules: (1) Absolutely consumption of food or beverages are NOT allowed in the laboratory. There are NO exemptions to this rule and NO excuses for its enforcement. (2) Appropriate dress is required in the laboratory, shoulders, legs and feet are to be covered. If you need to take a medication, you will have to go out of the laboratory to take it and come back. Refusal to obey this rule will cause immediate removal from the laboratory, a report against the student will be filed in the Science Department and to the College BART System.

Evaluation & Requirements of Students

Test format will be multiple choice. Final grade will be calculated based on a point system of 480 points¹ distributed in the following way:

Laboratory reports 140 pts (10 Reports at 10 points each)
Three partial exams 240 points (80 points each)
Final Examination (Comprehensive) 100 pts

¹ Final number of points may vary depending particular circumstances.

how to take this course

It's not what you "get" in this course, it's how deep you go. People take a US History survey for lots of reasons, usually variations on "it's required." Think about why someone has decided that learning this material might be essential to your college experience, and what that means for you personally.

It is entirely possible to do well in the class without being transformed by your newfound historical knowledge, but it would be a darn shame. I like to think that this (and indeed, any) course operates on three levels. Imagine we are standing on the seashore; the course is the ocean. Enter with me and go as deep as you dare...

wading

you need the basic outlines of US history, the highlights, the main characters & ideas, the surface-level knowledge

There's nothing wrong with staying in the shallows; this approach may work for you if this is likely to be your only history course, or if you've never taken one before & it's all new

"Waders" will tend to assume that textbook, documents, and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with WHAT happened in the past.

snorkeling

you have a grasp of the basics and are ready to think historically and explore what's below the surface

Perhaps you've taken US history before, or are a beginning history major. You already know that history is a conversation among differing and/or contradictory perspectives.

"Snorkelers" notice historical inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in HOW & WHY things happened as they did.

scuba diving

you want to go deeper into the past, using the cognitive equipment & tools of history as a focused critical thinker

Experienced? You are well aware of historical controversy and how historical knowledge is constructed. You actively seek alternative sources, interpretations, and voices.

"Divers" don't take any of the course's structure or content as natural or inevitable. They see (and then fill) the course's gaps. They are curious, passionate, and concerned with WHY HISTORY MATTERS.

Course Requirements

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb textbook material on your own outside of class. You will write the equivalent of 30 pages over the course of the term. You will need to put in consistent effort throughout the whole semester. You'll need to have (or learn) basic library and online research skills. You will need to speak up in class and demonstrate active learning, not passive absorption. **Learning is not a spectator sport.**

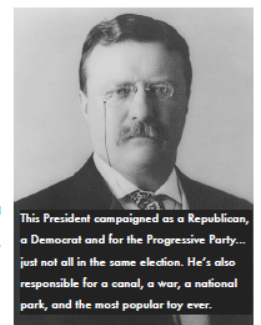
Attendance and Daily Work (20%) I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, substantive, and that you will have done that day's assigned reading before class. There's no such thing as an "excused absence" - you're either in class, or you're not. Daily Work may include pop quizzes, discussion questions, in-class short writings, and class participation. These cannot be made up, since they depend on being present in class.

Exams (30%) We will have 4 exams. The last one will take place during the final exam period, but will be the equivalent of the other three exams (not a cumulative final). Your lowest exam is dropped; **there are no makeup exams.**

You'll note at this point that fully half of your grade involves showing up prepared for class, participating intelligently, and taking at least 3 of the 4 exams. The other half of your grade is based on original written work and research.

Document Duel (30%) - 2 double-spaced pages, no more and no less. You can turn in one of these each week on Fridays. They are short papers that give you practice working with primary sources and developing historical interpretations. You can safely skip one week, since there are 11 possible Fridays (but you will get the extra credit if you do all 11). They need to be turned in DURING CLASS or uploaded to Digital Dropbox BEFORE CLASSTIME on Friday. There are NO makeups or late work accepted on these short papers. See p. 4 for more information on the DDs.

Projects (20%) - you will do two projects of your own original work, each of which involves planning ahead, research, and well-crafted, evidence-based historical writing. For the first project you will compare two documents from the *For the Record* reader, and then write a paper that uses these documents as evidence for a historical argument. For the second project, you'll use and then improve a student-made packet of sources for studying a recent event in American history. Each of these projects is worth 10% of your final grade.



This President campaigned as a Republican, a Democrat and for the Progressive Party... just not all in the same election. He's also responsible for a canal, a war, a national park, and the most popular toy ever.

Your Instructor: Dr. Tona Hagen
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Phone extension: 8688
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Email is the preferred way to reach me

Office Hours (signup posted on door)
M 2-3, W 1:30-2:30, F 10:30-11:30,
and by appointment

	TOPIC ¹	CHAPTERS	LABORATORY EXPERIMENT ²
1	Science and the Universe: A Brief Tour & The Scientific Method	1	Math for Astronomy
2	Observing the Sky: The Birth of Astronomy	2	Measurement
3	Orbits and Gravity	3	Lenses and Telescopes
4	Earth, Moon, and Sky	4	Phases of Venus
5	Radiation and Spectra	5	Acceleration due to Gravity
6	Other Worlds: An Introduction to the Solar System & Earth as a Planet	6, 7	Retrograde Motion
7	Earthlike Planets: Venus and Mars & The Giant Planets	10, 11	Celestial Sphere, Star Maps
8	Rings, Moons, and Pluto & Comets and Asteroids: Debris of the Solar System	12, 13	Spectra
9	The Sun	15, 16	Heliocentric Parallax
10	The Birth of Stars and the Discovery of Planets outside the Solar System	21	Hertzsprung-Russell Diagram
11	Stars from Adolescence to Old Age	22	Galaxy Identification

	Course Student Learning Outcomes (Students will be able to:)	Measurements (Means of assessment for student learning outcomes listed in first column)
12	The Death of Stars & Black Holes and Curv	
13	The Milky Way Galaxy	
14	The Big Bang	
15	Finals Week	
	1. Students will be able to collect astronomical data in table format	1. Lab write-ups
	2. Students will be able to plot astronomical data	2. Lab write-ups
	3. Students will be able to interpret plotted astronomical data	3. Lab write-ups, exam questions

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
<input checked="" type="checkbox"/>	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Laboratory write-ups
<input checked="" type="checkbox"/>	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	Laboratory write-ups, exams
<input checked="" type="checkbox"/>	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences	Laboratory write-ups, exams



Grading Scale

Attendance & Daily Work	20%	Silent attendance will not earn full credit. Sleeping or texting in class lowers your grade. Daily work cannot be made up, it depends on being in class
Exams (best 3 of 4)	30%	Exam dates: 2/16, 3/11, 4/8 and 5/9
Document Duels (10)	30%	Turn in one each week on Fridays as listed. You need a total of 10 by the end of the term
Primary Source Project	10%	An analysis & comparison of 2 FIR documents
History Now Project	10%	A project focused on an event since 1980

Syllabus

Type of Week	#	Date	Topic	What to Read	What's Due
Sprint	1	W 1/19			
	2	F 1/21	Reconstruction	RH Ch 17	DD 1
Deep Unit	3	M 1/24	New South	RH Ch 18 (to p. 480)	
	4	W 1/26			
	5	F 1/28	New West	RH Ch 18 (480-507)	DD 2
	6	M 1/31			
	7	W 2/2	New Industrial Order	RH Ch 19	
	8	F 2/4			DD 3
	9	M 2/7	The Urban Order	RH Ch 20	
	10	W 2/9			
	11	F 2/11	At Home & Abroad	RH Ch 21	(no DD)
	12	M 2/14			
	13	W 2/16	Exam #1	Covers Ch 17-21	
Sprint	14	F 2/18	The Progressive Era	RH Ch 22	DD 4
Monday 2/21, No Class (Presidents Day)					
	15	W 2/23	US & World War I	RH Ch 23	
	16	F 2/25	The New Era	RH Ch 24	DD 5
Deep Unit	17	M 2/28	America, 1930-1945	RH Ch 25	
	18	W 3/2	Primary Source Project		
	19	F 3/4		RH Ch 26	DD 6
	20	M 3/7			Primary Source
	21	W 3/9			
	22	F 3/11	Exam #2	Covers Ch 22-26	(no DD)
Spring Break, No Classes March 14-18					

(continued on next page)

Syllabus Overview

For each class, you will have a reading assignment, usually a chapter of the textbook, *Experience History* (EH in the syllabus). You need to keep up with the textbook reading on your own; we cannot cover everything in class. I consider the textbook to be "background reading" - in other words, read it before class, and if it covers new or unfamiliar history for you, then re-read and study it more carefully on your own time. Pop quizzes, and the exams, are based on the textbook and our class discussions will assume that reading has been done prior to class. Unless I specify otherwise you do not need to bring *Experience History* with you to class.

Some periods in history we will spend more time on - these are "deep units."

They are: 1877-1914 in the South/North/West; the Depression and WW2; the Sixties; and the Post Cold War era.

During the deep units we will read and analyze primary source documents in the *For the Record* reader, which is also the source for your weekly Document Duel. You should bring the FIR with you to class during deep units (as listed in the syllabus).

Some periods in history we will cover more quickly than others - these are "sprints" between each of the deep units when our pace is faster and our coverage less deep.

Small Group work

- Break into small groups (ideally 5), facilitated by BIFs. You will examine two syllabi using a set of 4-5 guiding questions about inclusive syllabi.
- Think | Pair | Share exercise to discuss changes you might make to your own syllabi based on the analysis you just did.
- Examples of changes BIFs have made to their syllabi to promote inclusivity for all learners

Guiding Questions

- **Does your syllabus include all students and perspectives in the learning goals?**
Think about different types of students, different types of thinking, different applications and interests, etc.
- **Does your course include a variety of assignments for a diverse group of students to demonstrate learning?**
- **Does your syllabus include all students and perspectives in teaching and learning activities?**
Think about different types of students, but also flexibility, alignment with course goals, interaction between all members of the classroom, etc.
- **Are there implicit rules or messages about the course, content, and learning?**