

## Design Your Inclusive Syllabi

The following questions have been adapted from Brantmeier, Broscheid, and Moore's worksheet *Inclusion By Design*. The full version can be accessed at: <http://bit.ly/inclusionbydesign>. The questions are designed for you to analyze syllabi and develop a broader perspective on inclusive methods in your teaching.

After reviewing the two syllabi, answer the following questions:

1. What are the values and real-life connections your course offers?
2. 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.
3. Does your course include a variety of assignments for a diverse group of students to demonstrate learning?
4. 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.
5. Are there implicit rules or messages about the course, content, and learning?

Additionally, how might this analysis spark changes in your own syllabi?

# us history II

HI 112-02  
HI 112-H2

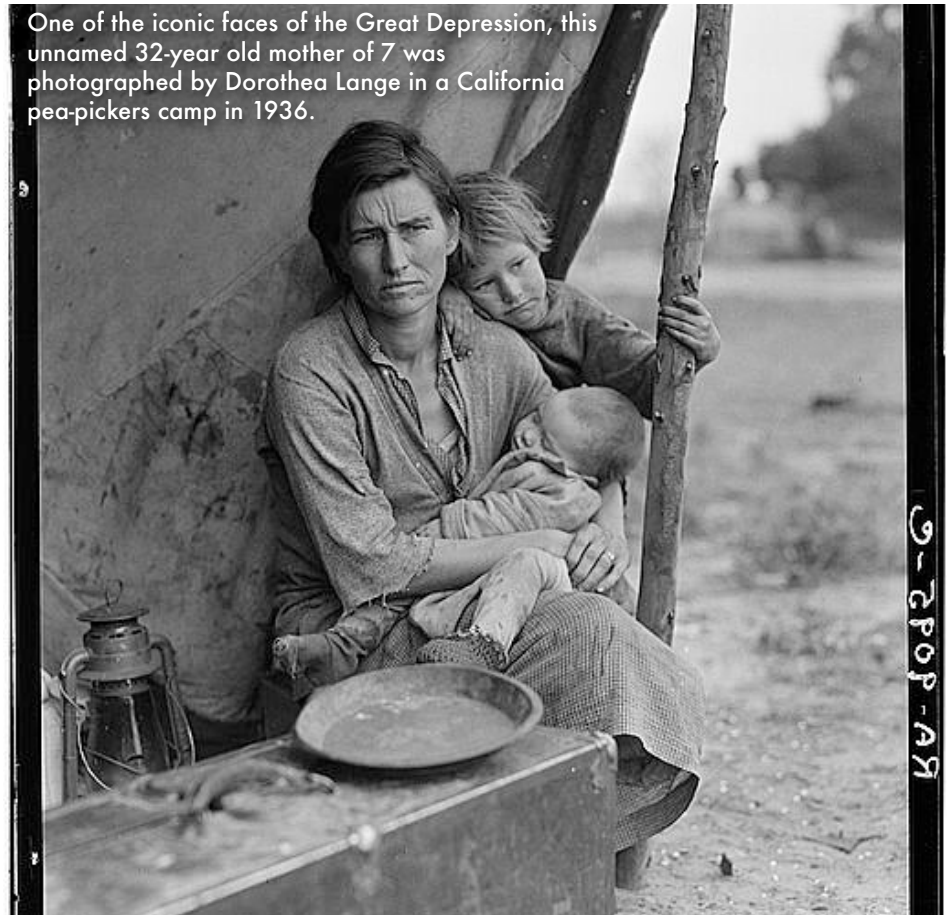
SPRING 2011

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://tonahangen.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

## 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 new-found 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.

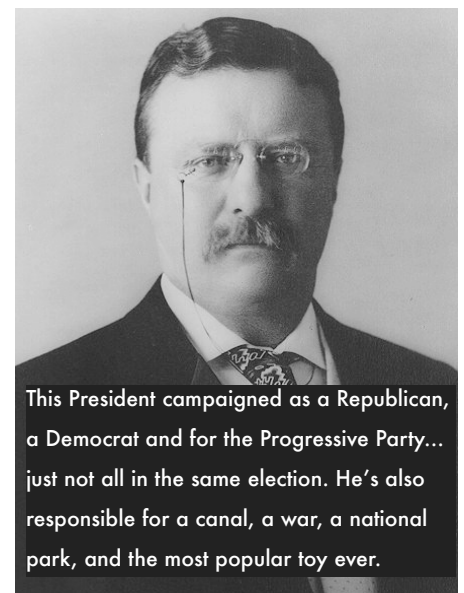
**Attendance and Daily Work (20%)** I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, substantive, and that you will have done that day's assigned reading before class. There's no such thing as an "excused absence" – 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.

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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

Spring 5-7-2017

# General Astronomy 110 Syllabus (Zero Textbook Cost)

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# 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.