



University Courses & Curricula Committee 2015-2016

December 9, 2015
Talley Student Union 4140
12:00pm-2:30pm

Lunch for UCCC Members 12:00pm
Call to Order 12:30pm

- Welcome and Instructions, Chair Dr. Scott Despain
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Remarks from Vice Chancellor and Dean for Division of Academic and Student Affairs
- Approval of UCCC November 4th, 2015 Minutes
- Course and Curricular Business

Old Business

Presenter	Reviewers	Action	Type	Notes
Lindsay	Ferguson, Banks, Hergeth	SMT 301 Chemistry of Sustainable Materials	Rev: Instructional format, credit hours, and cat. desc.	Tabled at 11.4.2015 UCCC pending consult with COS
Ferguson	Hessling, Rieder, Currie	Aerospace Engineering Mechanical Engineering	Rev: Pre/Co reqs	14AEBS 14MEBS

New Business

- Review of the Consent Agenda

Presenter	Action	Type	Notes
Beller	HON 321 <i>Music and the Science of Sound</i>	Drop Course	HON Memo
	HON 342 <i>Issues in Contemporary Religion</i>	Drop Course	
	HON 346 <i>Ethics and Gender</i>	Drop Course	
Fath	MUS 315 Music of the 19th Century	Rev: Cat Desc.	
	MUS 320 Music of the 20th Century	Rev: Cat Desc.	
Ozturk	Chemical Engineering Chemical Engineering-Sustainable Engineering, Energy, and the Environment Concentration Chemical Engineering—Honors Program Chemical Engineering—Nanoscience Concentration	Rev: Chemistry Elective	14CHEBS 14CHEBS- 14CHESEE 14CHEBS- 14CHEHON 14CHEBS- 14CHENAN
Hessling	Mathematics Education Mathematics Dual Degree	Rev: Elective, footnote	13MTHEDBS 13MTHEDMA
Ferguson	MAE 314 - Solid Mechanics	Renumber (214)	Mechanical and Aerospace Memo
	MAE 301 - Engineering Thermodynamics I	Renumber (201)	
Trivedi	Agricultural Science	Rev: Requisites	11AGSBS
Discroll	FLS 202 Intermediate Spanish II	Rev: Requisite/elective	Make FLS 202 a 16SPNSH requirement or elective
	FLS 332 Spanish Oral and Written Expression II	Rev: Pre-req.	Drop placement
	FLS 336 Spanish for Business	Rev: Pre-req.	Drop placement
	FLS 340 Introduction to Hispanic Literatures and Cultures	Rev: Pre/Co reqs	Drop FLS 331 pre-req, change FLS 331, 332, 335 into co-reqs.
	FLS 341 Literature and Culture of Spain I	Rev: Pre/Co reqs	

	FLS 342 Literature and Culture of Spain II	Rev: Pre/Co reqs	Drop FLS 332 pre-req, FLS 340 co-req
	FLS 343 Literature and Culture of Spain III	Rev: Pre/Co reqs	
	FLS 351 Literature and Culture of Latin America I	Rev: Pre/Co reqs	
	FLS 352 Literature and Culture of Latin America II	Rev: Pre/Co reqs	
	FLS 353 Literature and Culture of Latin America III	Rev: Pre/Co reqs	
	FLS 360 Hispanic Cinema	Rev: Pre/Co reqs	Pre-reqs FLS 332 & 335 into co-reqs
	ENG 100 <i>Reading and Writing Rhetorically</i>	Rev: Credits	Error corrected and R&R notified
	HSS Courses Not Taught In Five Years	Drop Course	See memo for full list

College of Agricultural & Life Sciences			
Presenter	Reviewers	Action	Type
Tarpy	Nowel, Driscoll, Hessling	HS 410 Community Food Systems	New Course
	Rieder, Black, Fath	HS 480 Sustainable Food Production	New Course
	Lindsay, Currie, Ozturk	NTR 320 Nutrition Education	New Course
Trivedi	Ferguson, Auerbach, Beller	PB 400 Plant Diversity & Evolution	Rev: Title, Abrv. Title, Cat. Desc.
	Banks, Nowel, Beller	Agroecology and Sustainable Food Systems <i>Appendix A</i>	New Major
College of Humanities and Social Sciences			
Presenter	Reviewers	Action	Type
Driscoll	Tarpy, Hergeth, Banks	English Minors—16ALM, 16WCM, 16ENGLM, 16FSM, 16JOM, 16LIM, 16WLM	Rev: Permit double counting for two courses
	Ferguson, Beller, Wu	16FLLARAB <i>Arabic Language and Culture</i>	New concentration
	Hessling, Rieder, Nowel	16 SPNSH <i>Spanish Concentration</i>	Rev: credit hours, rename, footnote, add classes
	Fath, Lindsay, Currie	16PSYCHBA <i>Psychology B.A</i>	Rev: foundational, core, & elective courses
College of Natural Resources			
Presenter	Reviewers	Action	Type
Lindsay	Tarpy, Black, Driscoll	15WSCIM <i>Wildlife Sciences Minor</i>	Rev: electives, GPA
University College			
Presenter	Reviewers	Action	Type
Beller	Currie, Banks, Lindsay	24DANM <i>Dance Minor</i>	New Minor
Division of Academic and Student Affairs			
Presenter	Reviewers	Action	Type
Fath	Nowel, Hergeth, Wu	MUS 133 British Brass Band	New Course

Notes:

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.

University Courses and Curricula Committee – November 4, 2015

Talley Student Union 4140

Call to Order: 12:36 PM

Members Present: Chair, Scott Despain, David Aurbach, Andy Nowel, Catherine Driscoll, Peter Hessling, David Tarpy, Shweta Trivedi, Kathleen Rieder, Alton Banks, Betty Black, Peggy Dominigue, Edwin Lindsay, Hatice Ozturk, Amanda Beller.

Ex-Officio Members Present: Barbara Kirby, Rebecca Swanson, Charles Clift. Kasey Harris, Sarah Howard

Recurring Guests: John Harrington, Li Marcus, Lindsey Mihalov

Guests: Autumn Belk, Victoria Silvestri

Welcome and Introductions

- **Remark from Chair Dr. Scott Despain**
- **Remarks from Associate Vice Provost, Dr. Barbara Kirby**
- **Approval of UCCC October 21, 2015 Minutes**
 - Approved Unanimously
- **Review of Consent Agenda**
 - Approved Unanimously

New Business:

- **Course and Curricular Business**
 - FS 250 *Basics of Food Safety & Quality*— **Approved Unanimously**
Discussion: Course was approved without discussion.
 - SMT 301: *Chemistry of Sustainable Materials*— **Tabled Unanimously**
Discussion: Members suggested a consultation with the Chemistry department to clarify reasoning for not offering a lab with the course.
 - MEA 488 *Meteorology for Media*— **Approved Unanimously**
Discussion: Members suggested removing crosslisting of course.
 - HESM 322 *Dance and Technology*—**Approved Unanimously**
Discussion: Members suggest consult with the Film Studies department to ensure course takes full advantage of its interdisciplinary perspectives.
 - ANT 345 *Anthropology of the Middle East*—**Approved Unanimously**
Discussion: Course was approved without discussion.
 - HI 403/503 *Ancient Greek Civilization*—**Approved Unanimously**
Discussion: Members noted that 403 exists on the GEP list, but questioned if a dual level course belongs on GEP.

Meeting Adjourned at: 1:25 PM

Respectfully Submitted by Sarah Howard

SMT 301 – Chemistry of Sustainable Materials
Proposed Syllabus – Spring 2017

Instructor:

Dr. Dave Tilotta
1022M Biltmore Hall
Phone: 515-5579
E-mail: dave_tilotta@ncsu.edu
Office hours: By appointment

Course Prerequisites: Chemistry 101, 102, and 220

Course Goals:

The major goals of this course are to: (1) provide the student with the theoretical foundation needed to understand both the chemical nature of wood and the polymers used with wood, and (2) familiarize the student with the principles and industrial practices of chemically modifying wood; protecting wood and wood-based materials; and producing energy and chemical products from wood.

Student Learning Outcomes:

After completing this course, students will be able to:

1. Identify the chemical features of sustainable materials (wood, cork, starch, silk, etc.) that dominate their behavior as polymeric materials
2. Explain the fundamentals of polymeric, biopolymeric, and composite materials
3. Describe how the chemical properties of sustainable materials impact their thermal and viscoelastic properties
4. Explain the treatments that can limit or prevent the degradation (decay) of sustainable materials;
5. Describe how wood and other renewable materials can be separated into their individual components and how these individual components can be transformed into value-added bio-based products
6. Explain how sustainable materials can be used as feedstock for the production of energy
7. Explain the interactions between sustainable materials and polymeric materials such as resins

Textbook:

Belgacem, M. and Gandini, A (eds), *Monomers, Polymers, and Composites from Renewable Resources*, Elsevier, 2011. 560 p., eBook download price \$164 or available free on-line through NC State at http://www.knovel.com/web/portal/browse/display?_EXT_KNOVEL_DISPLAY_bookid=4889

Various handouts available on the moodle site.

References:

Forest Products Laboratory. 1999. Wood Handbook – Wood as an Engineering Material. Gen. Tech. Rep. FPL-GTR-113. U.S. Department

of Agriculture, Forest Service, Forest Products Laboratory, Madison, WI.
<http://www.fpl.fs.fed.us/documnts/fplgtr/fplgtr113/fplgtr113.htm>

Sjostrom, E. 1993. Wood Chemistry : Fundamentals and Applications. 2nd ed. Academic Press, San Diego, CA. 293 p.

Young, R.J. and P. Lovell. 1991. Introduction to Polymers. 2nd ed. Chapman and Hall, London ; New York. 443 p.

<u>Grading System:</u>	2 one-hour exams (100 pts each)	40%
	Homework/Quizzes (10 @ 10 pts each)	20%
	Final exam (200 pts)	40%

<u>Grade Equivalents:</u>	97≤ A+ ≤100	73≤ C <77
	93≤ A <97	70≤ C - <73
	90≤ A- <93	67≤ D+ <70
	87≤ B+ <90	63≤ D <67
	83≤ B <87	60≤ D- <63
	80≤ B- <83	0≤ F <60
	77≤ C+ <80	

Course Policies:

1. Academic Integrity.

- Students are expected to adhere to the University policy on academic integrity found in the Code of Student Conduct Policy (<http://policies.ncsu.edu/policy/pol-11-35-01>).
- It is the instructor's understanding and expectation that the student's signature on any test or assignment is his/her Honor Pledge ("I have neither given nor received unauthorized aid on this test or assignment.").

2. Special Needs. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

3. Attendance. Full participation in classes, laboratory period and examinations is expected of all students. When the number of hours lost by unexcused absence of a student reaches 15 percent of the total course hours, he/she will get a grade of F unless the student drops the course before the university deadline. Excused absences will be granted according to university guidelines: <http://policies.ncsu.edu/regulation/reg-02-20-03>. Excuses for anticipated absences must be cleared with the instructor before the absence; while excuses for emergency absences must be reported to the instructor as soon as possible, but no more than one week after the return to class. Assignment not submitted by the deadline date because of an excused absence will be graded, provided it is submitted on the first day the student returns to class. Missed examination during an excused absence will be dealt with individually. A makeup test will be given at a designated time near the

end of the semester to students who missed an exam without a certified medical excuse or prior instructor approval. A zero will be averaged into the student's final grade if he/she misses the final examination without a valid excuse.

4. **Credit only and Incomplete Grades.** The university policy on "Credit only" and "Incomplete" grades will be followed. If you are taking this course as credit only, you will need to take all exams and quizzes, complete all assignments, earn a C- or better to receive Satisfactory grade (S). For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>

A grade of incomplete will be given only in the event of a serious disruption in your studies not caused by your own negligence and that the disruption results in your missing one or more graded activities in this course. If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>

5. **Assignments.** Students are required to submit assignments on the date specified by the instructor. Assignment not submitted by the deadline date because of an excused absence will be graded, provided it is submitted on the first day the student returns to class. Late assignments due to unexcused absence will not be accepted.
6. **Non-Discrimination.** NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Organization, Scope, Reading Assignments, and Approximate Schedule (43 Lectures)

- I. Review of organic chemistry (4 lectures), *Handouts 1-3*
 - A. Bonding concepts
 - B. Organic functional groups
 - C. Simple organic reactions
- II. Introduction to polymer and biopolymer chemistry (14 lectures)
 - A. Classifications of polymers and biopolymers, *Handout 4*
 - B. General physiochemical/thermal properties of polymers and biopolymers, *Handout 5*
 - C. Monomers, macromonomers, and the chemistry of polymer formation, *Chapter 1*
 - D. Resins and adhesives, *Chapter 4*
 - E. Cellulose from sustainable materials and bacteria; starch, *Chapters 15-17*
 - F. Hemicelluloses, *Chapter 13*
 - G. Lignin, *Chapter 11*
 - H. Chitin and chitosan, *Chapter 25*
 - I. Cork and silk, *Chapter 14*
 - J. Extractives (tannins, terpenes, etc.), *Chapters 2, Handout 6*
- III. Exam 1 *
- IV. Chemistry and derivatives of sustainable materials (9 lectures)
 - A. Cellulose derivatives, *Chapter 16*
 - B. Rayon, nitrocellulose, and related polymers, *Chapter 19 and Handout 7*
 - C. Chemistry of physical properties, *TBD*
 - D. Materials from vegetable oils, *Chapter 3*
- V. Deterioration and preservation (7 lectures), *Handouts 8-12*
 - A. Fungi
 - B. Anatomy of decay
 - C. Deterioration caused by insects
 - D. Misc. decay agents
 - E. Treated wood
- VI. Exam 2*
- VII. An introduction to energy and chemical production from sustainable materials (7 lectures), *Handouts 13-15*
 - A. Energy from combustion
 - B. Biochemical (enzymatic) conversion technologies for ethanol
 - C. Thermal conversion technologies for bio-fuel
- VIII. Final Exam – University Schedule

*Note: Exams 1 and 2, quizzes, and homework assignment due dates will be scheduled at mutually agreed upon times.

NC STATE UNIVERSITY

Centennial Campus, Bldg EB3
911 Oval Drive
Campus Box 7910
Raleigh, NC 27695-7910
Telephone: 919-515-5665
Fax: 919-515-7968
Email: imsilver@ncsu.edu

MEMORANDUM

Date: November 2, 2015

To: Dr. Michael D. Mullen, Vice Provost and Dean, Division of Academic and Student Affairs
From: Larry Silverberg, MAE, Associate Head & Director of Undergraduate Programs
Re: Minor Actions

Both our Aerospace Engineering (AE) and Mechanical Engineering (ME) curricula are being acted on this spring 2016 for the first time. As the students are enrolling, the minor actions below arose as issues that need to be addressed. The individual minor actions are listed below with an explanation provided for each.

MAE 252 Aerodynamics I

This course was moved to the spring of the sophomore year from the fall of the junior year, at the same time as MA 341. MA 341 turns into a co-requisite from a prerequisite. All of the MAE sophomore classes are "C-wall" classes, so the "C- or better" requirement was added, too.

MAE 253 Experimental Aerodynamics I

This course was moved to the spring of the sophomore year from the fall of the junior year, at the same time as MA 341. MA 341 turns into a co-requisite from a prerequisite. All of the MAE sophomore classes are "C-wall" classes, so the "C- or better" requirement was added, too.

MAE 302 Engineering Thermodynamics II

In our AE and ME curricula, our students can take CSC113 as an alternative to CSC 112 or CSC114. In fact, CSC113 is the designated computer course requirement with the other two serving as the alternatives. Therefore, CSC113 was added to the list of CSC prerequisites.

MAE 305 Mechanical Engineering Laboratory I

This course was moved to the spring of the sophomore year in the ME curricula. Therefore the "C- or better in MAE 208 or CE 215" was turned into a co-requisite from a prerequisite.

MAE 314 Solid Mechanics

The co-requisites are not being enforced because they were not needed. In the new AE curricula, MSE 200 or MSE 20 I was moved to the junior year after the students take MAE 314. Therefore, the co-requisite was removed.

MAE 351 Aerodynamics II

In the new AE curriculum this is now the first junior-level required course and serves as the "C-wall," so "C- or better" was added.

MAE 435 Principles of Automatic Control

In the new AE curriculum MAE 361 serves as an alternative to MAE 315, which is the prerequisite to MAE 435. Therefore, MAE 361 is being added as a prerequisite.

NC STATE UNIVERSITY

Campus Box 8610
Raleigh, North Carolina 27695-8610

919.513.4078 (Phone)
919.513.4392 (Fax)
aaron_stoller@ncsu.edu

26 October 2015

MEMO

To: Courses & Curriculum Committee
Council on Undergraduate Education

From: Aaron Stoller, Associate Director, University Honors Program

Re: Removal of HON Seminars from the Course Catalog


The University Honors Program requests the removal of the following HON courses from the NC State Course Catalog. The faculty members who proposed and taught these courses are no longer at NC State.

HON 321: "Music and the Science of Sound"
HON 342: "Issues in Contemporary Religion"
HON 346: "Ethics and Gender"

Proposed effective date: Spring 2016


Head, Department/Program

10/27/15
Date


Chair, University College Courses & Curricula Committee

11/09/15
Date


College Dean

11/11/15
Date

Chair, University Courses & Curricula Committee

Date

Chair, Council on Undergraduate Education

Date

SYLLABUS
MUS 315 001: Music of 19th-century Europe
Fall 2010, T/H 10:15-11:30

Classroom: Price Music Center, 110
Instructor: Dr. Tom Koch ("Coke")
Office: Price Music Center, 205
Phone: 919-513-0888
Email: tom_koch@ncsu.edu
Office Hours: Mondays 11:15-12:15, or by appointment

Course Description: This class constitutes a survey of 19th-century European music, including a study of individual composers and their works, along with an analysis of forms and styles. This course fulfills GEP categories in Visual and Performing Arts and Global Knowledge. Students may be required to attend an on- or off-campus musical event at their own cost and to provide their own means of transportation.

GEP Student Learning Outcomes and Means of Assessment for Visual and Performing Arts

1. Deepen understanding of aesthetic, cultural, and historical dimensions of artistic traditions:

Student Learning Outcomes: Students will describe specific social, historical, and artistic contexts of 19th-century Western music, such as composition and performance opportunities, political and economic circumstances, contributions of contemporary literary and artistic movements, and the effects of the social and physical sciences

Means of Assessment: Sample test question: "Explain the cultural and musical significance of Mendelssohn's 1829 performance of *The St. Matthew Passion* in the rehabilitation of Johann S. Bach's music and reputation."

2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works;

Student Learning Outcomes: Students will identify the variety of meanings a work of art may communicate based on an analysis of the musical elements, including melody, harmony, rhythm, timbre, texture, form, genre, and text

Means of Assessment: Sample test essay question: "Chopin is often dubbed the 'poet of the piano'. Analyze 2 character pieces by Chopin and explain how each of these works conveys the "poetic" ideal discussed in class.

3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Student Learning Outcomes: Students will develop critical listening skills that enable them to distinguish the ways composers organize musical elements to create an art work that is coherent and unified.

Means of Assessment: Students will attend a live performance and submit a Concert Review that answers this question: in each work you hear, explain how the composer and (by extension) the performer(s) organize the musical elements to create a coherent and unified work of art?

GEP Student Learning Outcomes and Means of Assessment for Global Knowledge

- 1. Students will identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.**

Student Learning Outcomes: Students will discuss the historical and cultural consequences of music composed and performed in the United States and Western Europe between 1800 and 1900.

Means of Assessment: Sample essay question: What effects did the technological advances of the Industrial Revolution have on the following: (1) piano construction and performance technique; (2) instrumentation, size and performance contexts of the symphony orchestra; and (3) music printing and publishing?

- 2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.**

Student Learning Outcomes: Students will articulate how musical genres, styles, and subject matter reflected and even shaped the nationalistic and cultural identities of Germany, Italy, and France.

Means of Assessment: Sample essay question: "Discuss how the subject matter of the operas of Giuseppe Verdi and Richard Wagner manifested the culture and aspirations for nationhood of their respective countries."

Textbook: No textbook is required, but students must have access to the internet. Course content will be delivered and received by means of class lectures, outside assignments, and students' own observations. In order to reinforce subject matter taught in class, three relevant textbooks with supplemental reading assignments have been placed on reserve at Hill Library. Students should understand, however, that test questions are derived from class content and not from these texts:

Craig Wright, Bryan Simms, *Music in Western Civilization*
Barbara R. Hanning, *Concise History of Western Music*, 4th ed.
Mark E. Bonds, *A History of Music in Western Culture*, 2nd ed.

Attendance Policy: You should refer to the university's Attendance Policy

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php for clarification. Attendance is mandatory and is taken at each class.

- Two (2) absences are permitted for any reason (whether excused or unexcused, emergency or non-emergency) without penalty in the cumulative course grade, with the following exceptions:
 - An absence cannot occur on the day of a test; otherwise official documentation will be required in order for any make-up test to be validated.
 - Only emergency or pre-approved absences on the day of a test will be accepted in order for a make-up test to be validated (emergency absences constitute death or

serious injury in the family, serious illness or injury of the student, and court appearances, as allowed by university policy)

- If you are absent on the day of a test, email me as soon as possible about the nature of the absence. Together we will coordinate a time for a make-up test. In any case, make-up tests must be taken within two days of the absence, unless otherwise warranted. Test grades will only be validated pending official documentation of absence.
- Upon your 3rd and subsequent absences, you must provide official documentation in order to avoid the penalties outlined below.
- If you realize **within the first week of class** that (1) the anticipated number of absences will exceed the number of excused absences permitted in the course, or (2) your schedule necessitates regular tardiness or early dismissals, you should discuss the situation with me right away.
- Two (2) tardies of 5 or more minutes will result in one (1) absence.
- Each instance of behavioral disturbance, sleeping in class, texting, or other extracurricular activity will result in one absence.

Grading: Course grading will be assessed by means of (1) tests, (2) listening journal, (3) concert review, and (4) class attendance

- **Tests:** Three tests are given throughout the term and are graded equally. Tests are multiple-choice, with questions derived from (1) class lectures and (2) listening assignments. Tests are not cumulative.
- **Listening journal:** You will be required to keep a journal of your observations made while listening to assigned compositions.
 - The completed journal will contain about 40 entries (i.e., 40 individual musical selections) and will be submitted in 2 installments (see “Course Outline”). Each entry should average ½ to ¾ pages (typed, single-space, 12-pitch font).
 - Journals submitted after the deadline will be deducted 10% per day. Incomplete journals will be deducted proportionately.
- **Concert review:** You are required to attend one NCSU music department event listed on the Events website (<http://www.ncsu.edu/music/events.html>).
 - The review must NOT be based on a concert in which you yourself are performing. This project is about experiencing a performance as a distanced listener, absorbing the ambiance of the performance without the advantage of repeated hearings or rehearsed knowledge. It is as much about first impressions as about critical listening.
 - Concert reviews submitted after the deadline will be deducted 10% per day.
 - The concert review should be 2½ -3 typed pages (double-spaced, 12-pitch font, 1” margins). Before you attend, prepare yourself on what to write by reading this guide:
 - “Reporting on the Concert Experience” and “Sample Concert Report” by Kristine Forney under the link “Musical Excursions” at <http://www2.wwnorton.com/college/music/enj9/shorter/index.htm>
- **Class Attendance:** Your first 2 absences are allowed without documentation and penalty. The following scale will be used to determine your semester grade as it relates to an excess of the allowable number of absences:
 - **First 2 absences** = no reduction in the cumulative course grade
 - **3-4 absences** = reduction of 5% in the cumulative course grade (e.g., 90% becomes 85% B)
 - **5-6 absences** = reduction of 10% in the cumulative course grade (e.g., 90% becomes 80% B-)
 - **7-8 absences** = reduction of 20% in the cumulative course grade (e.g., 90% becomes 70% C-)
 - **9+ absences** = reduction of 40% in the cumulative course grade (e.g., 90% becomes 50% F)

Grade weight:

55% Tests

40% Listening journals

5% Concert report

100%**Grading Scale:** Letter grades will be awarded on the following scale:

A+ 100 - 97.5	B+ 89.4 - 87.5	C+ 79.4 - 77.5	D+ 69.4 - 67.5
A 97.4 - 91.5	B 87.4 - 81.5	C 77.4 - 71.5	D 67.4 - 61.5
A- 91.4 - 89.5	B- 81.4 - 79.5	C- 71.4 - 69.5	D- 61.4 - 59.5

Incomplete grade: An "incomplete" is a temporary grade, given as a result of documented serious event. An IN is only appropriate when the student's record in the course is such that the successful completion of course expectations missed as a result of a documented serious event would enable that student to pass the course.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php.

Academic Integrity: The instructor of this course fully expects you (the student) to complete all tests and assignments honestly. Students who violate University rules on academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and /or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on academic integrity will be strictly enforced. All students should be aware of the University's policy on academic integrity found in the Code of Student Conduct Policy (POL11.35.1) http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Likewise, the Honor Pledge, "I have neither given nor received unauthorized aid on this test or assignment" will be signed on each written project verifying that you have neither given nor received unauthorized aid. See detailed explanation of academic honesty at

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

For Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations

covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

MUS 315: COURSE OUTLINE

Date	Lesson	Supplemental Reading
Week 1: Aug 19	Prelude to 19 th century (Introduction)	
Week 2: Aug 24, 26	Prelude to 19 th century (Beethoven)	Wright, 443-464 Hanning, 376-396 Bonds, 378-402
Week 3: Aug 31, Sep 2	Music in Vienna (Beethoven, Schubert)	Wright, 464-471 Hanning, 398-411 Bonds, 406-454
Week 4: Sep 7, 9	Music in Vienna (Beethoven, Schubert)	Wright, 471-485 Hanning, 411-421 Bonds, 406-454
Week 5: Sep 14, 16	Music in Paris (Berlioz, Chopin, Liszt)	Wright, 486-499 Hanning, 421-426; 434-439 Bonds, 406-454
Week 6: Sep 21, 23	Music in Paris (Berlioz, Chopin, Liszt)	Wright, 531-539 Hanning, 472-478 Bonds, 406-454
Week 7: Sep 28, 30	Sep 28 • Test 1 Music in Leipzig (Mendelssohn, Schumann)	Wright, 500-511 Hanning, 426-434 Bonds, 406-454
Week 8: Oct 5	• Listening journals, installment #1 due by 4:00 PM (either email attachment or hardcopy, placed in my doorbox, room 205) Opera in Italy (Rossini, Verdi, Puccini)	Wright, 521-529 Hanning, 442-453 Bonds, 458-467
Week 9: Oct 12, 14	Opera in Italy (Rossini, Verdi, Puccini)	Wright, 573-579 Hanning, 453-460; 510-512 Bonds, 458-467; 470-471
Week 10: Oct 19, 21	Opera in Germany (Weber, Wagner)	Wright, 511-521 Hanning, 460-471 Bonds, 469-484
Week 11: Oct 26, 28	Opera in Germany (Weber, Wagner)	Wright, 511-521 Hanning, 460-471 Bonds, 469-484
Week 12: Nov 2, 4	Nov 2 • Test 2 Music in late 19 th -century Vienna (Brahms, J. Strauss, Mahler)	Wright, 539-548 Hanning, 478-484 Bonds, 486-488
Week 13: Nov 9, 11	Music in late 19 th -century Vienna (Brahms, J. Strauss, Mahler)	Wright, 557-565 Hanning, 491-503 Bonds, 497-506
Week 14: Nov 16, 18	Music in Russia (Tchaikovsky and The Five)	Wright, 549-556 Hanning, 484-487; 503-508 Bonds, 490-493
Week 15: Nov 23	Music in other nations (Dvorak, Grieg, Sibelius, Elgar)	Wright, 565-572 Hanning, 487-490; 508-509; 539 Bonds, 494-497

Week 16: Nov 30, Dec 2	Music in late 19 th -century France (Debussy)	Wright, 580-589 Hanning, 530-535 Bonds, 542-548
Fri, Dec 3	<ul style="list-style-type: none"> • Concert Reviews due by 4:00 PM (either email or hardcopy, placed in my doorbox, room 205) 	
Mon, Dec 13	<ul style="list-style-type: none"> • Listening Journals, installment #2 due by 4:00 PM (either email attachment or hardcopy, placed in my doorbox, room 205) 	
Thursday, Dec. 16, 9:00 AM	<ul style="list-style-type: none"> • Test 3 begins at 9:00 AM; latecomers will be penalized 5%. 	

Listening Journal:

The listening journal is an account of your aural observations and impressions regarding each work you are assigned. The journal will contain about 40 entries (i.e., 40 individual musical selections) and will be submitted in 2 installments (see "Course Outline"). Each entry should average ½ to ¾ pages (typed, single-space, 12-pitch font). Journals submitted after the deadline will be deducted 10% per day. The purpose of the journal is to enable you to

1. Describe and organize in prose the musical sounds you hear
2. Gain greater understanding of the musical elements and appreciation of major works of Western music through the process of attentive listening
3. Recall specific titles, styles, and composers by documenting particular features of a work that impress you

Your journal should include:

1. A heading that identifies the following information:
 - a. Title of the composition (in English and/or original language)
 - b. Composer (first and last name) and country of origin
 - c. Genre (the type of composition, such as concerto, symphony, opera)
 - d. Biographical note (if known) that identifies the life circumstances of the composer at the time of composition, or any historical connection that you yourself find worthy of mention.

2. A discussion of three (3) musical features that grab your attention and that will help you recall the title, period, and composer if and whenever you hear the work again during your lifetime. You may examine aspects of the work you found remarkable or unusual, but make sure you support your impressions with musical details. Above all, your journal entries should consist of a discussion of what you hear happening in the music.
 - a. Your description of these features should be constructed in paragraphs and not simply presented in an outline or bullet points.
 - b. Each entry should explore
 - i. How the composer achieves the musical effect that caused you to take notice.

Questions to consider:

 1. Does the music suddenly get louder/softer?
 2. Are different instruments/voices added?

3. Does the speed (tempo) of the music change?
 4. Is the melody particularly beautiful or memorable? What makes it so?
 5. Do the harmonies sound dissonant (harsh to the ear) or consonant (pleasing and agreeable)?
 6. Is the music repetitive?
- ii. How the music makes you feel or whether it evokes memories. Questions to consider:
1. Does it engender in you a certain emotion (melancholy, joy, anger)? What is happening in the music to cause that feeling?
 2. Do you associate the music with a story, movie, poem, or image?
 3. Have you heard this work before and in what context?

Example of Listening Journal entry:

Composition: Piano Quintet in A Major, D.667 ("Trout"), 4th movement
 Composer: Franz Schubert, Austria
 Genre: Piano quintet (violin, viola, cello, double bass, piano)
 Biographical note: This composition receives its nickname from the composer's own Lied of the same name ("Die Forelle"/"The Trout"), whose melody is used in the 4th movement of the quintet. Schubert was 22 (1819) when he composed this quintet for a wealthy Austrian music patron.

This particularly video (<http://www.youtube.com/watch?v=19KTMFZySC4>) is meaningful to me because I grew up listening to these performers as soloists, and this is the first time I've seen them playing together. Also, the collaboration of Jacqueline du Pré (cello) and husband Daniel Barenboim (piano) is tender because a few years after this performance she contracted MS and had to give up concertizing (she died in the 1980s, as told in the biopic *Hilary and Jackie*, 1988).

The first musical attribute that I find captivating is the main melody, which is introduced by the violinist at the beginning of the movement. The piece is called "The Trout" and Schubert uses energetic rhythms in this melody to suggest the image of a trout swimming whimsically in the water. This basic melody, called a theme, is so singable that I feel that after hearing it only once or twice, I have it memorized. The simple construction of the theme, like a folk melody, aids in remembering it: it consists of 2 parts, each of which is repeated.

The second memorable feature is the constant repetition of the melody, played in turn by each instrument of the quintet. Although it begins in the violin, the lively melody passes to piano (I particularly like the pianist's quick fingerwork, which reminds me of the swishing of the trout's tail), viola, and double bass. At one point, the melody is played forcefully by all instruments and then suddenly becomes quiet for dramatic effect. The cello's presentation of the melody is especially moving because it doesn't follow the original theme exactly but states it in a minor key with additional pitches that ornament the theme. The melodic repetitions are not monotonous, however, because the composer varies each by employing differing instrumentation, harmony, tempo, and melodic shape.

The third aspect that draws my attention is the accompaniment. As each instrument performs the melody in turn, Schubert weaves a web of harmonies around the melody. Some chords, like that of the first variation, progress slowly, with rhythms tend to follow the rhythms of the melody. Others, like the second (when the piano enters), introduce in the accompanying instruments harmonies containing faster and bouncier rhythms. My favorite, however, is the fourth variation, where, as the melody is played by the lowest instrument (double bass), the piano performs fast scales in the highest register, thus demonstrating a wide contrast in pitch between melody and harmony.

Concert Review

Unlike the Listening Journal, the concert review is an account of your aural experience at a live concert. Rather than an unlimited number of hearings, you will have only one opportunity to listen and collect data from which to form your impressions.

The purpose of the Concert Review: Your primary goal in the Concert Review, like the Listening Journal, concerns the treatment of the musical elements: How do the composer and (by extension) the performer(s) organize the musical elements in each work to create a coherent work of art? You don't have to try to discuss all the elements, but focus on 3-4 elements for each work. You may discuss these elements individually, but also try to find relationships among them. If a composition is a multi-movement work, compare/contrast the movements for their handling of the musical elements.

Attending a live concert of art music:

1. Arrive early with pencil and paper and obtain a program (a program is a brochure with information on the pieces to be performed)
2. Sit in the middle of the auditorium (if possible) and read through the program. Familiarize yourself with the composers, titles, genres, and any "program notes" (program notes are historical and analytical data about the works to be performed). These will be useful in understanding the music and organizing your report. But don't allow your report to be a reproduction of someone else's ideas.
3. Take brief notes on your surroundings: size and makeup of the audience, atmosphere of the auditorium, description the performers.
4. Do not talk during the performance, but do take notes as you listen. See below "What Should I be Listening For"
5. Hold your applause until the very end of the work; remember that a large work may contain several movements, each separated by a lengthy pause.
6. As soon as you hear something that you'll want to discuss in your review, write it down. Don't depend on your memory. When you get home, you can expand on what you've written.

Writing the report:

1. Upon arriving home, immediately expand upon what you've written before you forget your initial impressions.
2. When you are prepared to sketch a draft, focus on one piece at a time. Make sure that your final copy is proofread and free of mechanical errors.

3. Your essay should show a logical development of ideas and flow naturally from one thought into another. It should not read like a bullet-point rendition of what you heard.

What should I be listening for? As a guide, read through the following questions in preparation for your concert. Don't try to answer all of them, but focus on at least 1-2 from each element group. We will be talking about each of these points during the semester.

Genre, form, and occasion:

1. Identify the genre (symphony, string quartet, opera, gospel hymn, etc.).
2. Was the work originally intended for a sacred (religious) or secular (non-religious) occasion?
3. Is the composition a single- or multi-movement work?
4. Can you identify the form of the composition or movement based on historical expectations of the genre or class discussions of form? If multi-movement, be prepared to compare the individual movements in their treatment of the elements.

Timbre ("sound color"):

1. Is the work vocal or instrumental or a combination of each? If the work is vocal, what is the language? How many and what kinds of instruments/voices are used and in what combinations?
2. Use the following terms to describe timbre, keeping in mind that timbres can exhibit a combination or interchange of any of these.
 - a. Piercing, strident, and bright suggest a "reedy" timbre.
 - b. Mellow, warm, and dark suggest a "flutey" timbre
 - c. Resonant, full, rich, and brilliant suggest a "brassy" timbre
3. How well does the combination of instrumental and/or vocal timbres blend? Does one timbre stand out above the others? This is probably intentional, so describe the effect.
4. Is there a recurrence of a specific timbre or instrumental/vocal combination, and does this recurrence coincide with a return of other elements, especially melody?

Dynamics and expression:

1. Discuss in musical vocabulary the general use of dynamics in a composition (e.g., piano, forte, crescendo). Do they essentially remain the same, or change frequently?
2. If significant changes in dynamics occur, are they performed by one section or by the entire ensemble?
3. What emotional effect does a change in dynamics communicate, and what do you think the composer was trying to achieve by this effect?
4. Does the performance contain any prominent accents and what dramatic expression do they convey?
5. What is the general character of the work (e.g., agitated, majestic, lyrical), and how do dynamics and tempo contribute to the character.

Rhythm and tempo:

1. Do you feel a direct beat (i.e., can you tap your foot to the pulse)? If so, ascertain which instruments are articulating the pulse. If the beat is indirect, explain whether the difficulty to tap the beat affects your overall listening experience.
2. Describe the tempo in musical nomenclature (e.g., allegro, andante), and evaluate your emotional response to the tempo.
3. Identify the meter as either duple or triple. What instrument or group gives it away?

4. How does the ensemble respond to the conductor's gestures and communication of tempo and expression?
5. Does the tempo and/or meter change in places, and, if so, what is the perceived effect (e.g., excitement, majesty, solemnity, contemplation)?
6. Changes in tempo are often accompanied by changes in other musical elements (e.g., timbre, melody, form). Identify these changes and the musical effect it has on you.

Melody:

1. In an extended composition, how many melodies can you identify? How do the properties of contour, motion, range, articulation, as well as the elements of rhythm, timbre, and harmony distinguish the character or mood of one melody from another?
2. For each melody in a composition, picture the contour of the melody. Is it organized into short units containing obvious phrases (ending with cadences), or does it meander for long stretches of time before reaching a cadence (point of repose)?
3. Mentally hum the melody. Would you characterize the motion as primarily conjunct or disjunct, or a combination? If the melody is very disjunct and unsingable, does this affect your listening experience?
4. Listen for the highest and lowest pitches in the melody and determine whether the range is easily singable or more idiomatic to an instrument like a piano or violin, which can encompass a large range with ease.
5. Is the articulation generally legato or staccato, and does it change in the course of the composition. What other musical elements (rhythm, timbre, etc.) accompany the changes in articulation?
6. How do the contour, motion, range, and articulation increase or decrease the dramatic or emotional nature of the work? Does the presence of a text influence choices in contour, motion, range, and articulation. What do think the composer was trying to communicate when he/she made those choices?

Harmony and tonality:

1. Would you characterize the harmonies as generally consonant or dissonant? Do consonance and dissonance convey a sense of tension and resolution and, if so, how does it affect your experience of the music at these places?
2. Listen for harmonic progressions. How often do they lead to the tonic pitch/chord, and can you identify any patterns in the way the progressions are organized?
3. Can you identify whether the tonality is major or minor (listen for the tonic chord)? What feelings or associations do you have with major and minor tonalities
4. If the work is nontonal (not based on tonality), what is the basis of its pitch organization and how does its sound differ from major and minor tonality?
5. Do the harmonies serve basically to accompany the melodies (background), or are they more integrated into the melodic fabric as an essential ingredient of the composition
6. What instruments or voices are performing the harmonies? Do they remain a function of the harmony throughout, or do they also participate in the melodies?

Texture:

1. Describe the general texture of the sound fabric. How does the combination of various musical features (number of instruments and voice-parts, spacing, register, rhythm and articulation, and timbre) determine if the sound is thick or thin, heavy or light, compact or transparent?

2. Can you identify specific texture? First, listen for a primary melody. Then go back and listen to the other voice-parts. Does the primary melody immediately repeat or overlap itself in another voice-part (*imitative polyphony*)? Is there a secondary melody in another voice-part that participates with the primary melody (*non-imitative polyphony*)? Do the other voice-parts merely provide harmonic accompaniment to the primary melody (*homophony*)?
3. If the voice-parts provide harmonic accompaniment to the primary melody, do their harmonies share the same (or similar) rhythmic values as the primary melody (*chordal homophony*), or do they perform rhythms essentially independent from those of the primary melody (*accompanied homophony*)?
4. Does either the general or specific texture change in the course of the composition (often they do)? What happens in the music to bring about these changes, and are these changes accompanied by changes in other musical properties, such as tempo, articulation, rhythmic values, timbre?

Example of a Concert Review

An Afternoon of Piano Trios

I attended “An Afternoon of Piano Trios,” which was held at NC State’s Stewart Theatre on January 25th. The concert featured NC State professor Dr. Phyllis Vogel on piano with Fabian Lopez on violin and Leonid Zipler on cello. The theatre was not packed, having only about 100 to 150 attendees. Dr. Vogel welcomed everyone to the concert and began with a few remarks about the nature of the pieces. The two key points she made were that the pieces resembled an emotional roller coaster and that they represented an international sampling of trios. And so, the stage was set for a fantastic performance.

The concert began with Beethoven’s “Kakadu” Variations. Not only was the Beethoven unique because it represented Europe, but because it was significantly older than the others. This period-appropriate piece was tonal and seemed to be marked by a sort of simplicity – there were no discords, no difficult rhythms, and each part seemed to fall nicely in place. Perhaps the most interesting aspect of the piece was its use of contrasting themes and textures. It opened in a dark, minor key with call and response among the three instruments in descending arpeggios. After only a short time, however, there was a pause, and a pleasant piano melody began a new, more playful section. This section – the theme of the piece – included a solo of sixteenth notes by the violin followed by a melodically similar solo of eighth notes by the cello. Overall, I feel this piece was the least interesting of the concert, yet it represented a good acclimation to the rich yet contrasting timbres of the piano trio.

The second piece was my favorite and the primary reason I attended the concert. Having studied Shostakovich in fall 2008, I was excited to learn that a piece of his – Piano Trio No. 2 in E minor – would be performed at this concert. In the fall, I primarily researched three of his symphonies (the Fourth, Fifth, and Seventh) and his *Lady Macbeth of Mtsensk District*, while trying to ascertain how politics influenced his writing. This trio, written in 1944, seemed to have many of the same elements as the Fifth and Seventh Symphonies. Most notably, each movement of the Trio carried the same tempos as the Fifth Symphony, and many of the melodies – both nervous (*Allegro non troppo*) and deathly (*Largo*) – sounded like they originated in the Fifth and Seventh as well. Noting the similar movement structure is especially significant for another reason. The cellist, Zipler, commented before the piece’s performance that the second movement would be more aptly named “Scherzo.” I am inclined to agree with him, both on the alternative name and on his hypothesis: Zipler surmised that Shostakovich may have purposefully avoided the title because

'Scherzo' is Italian for 'joke.' Stalin, clamping down on anything that was mocking or unwholesome to the people, might have condemned the piece, as he did *Lady Macbeth*. I would add to Zipler that it was probably convenient for Shostakovich to reuse the same generic movement titles as the Symphony which heralded his return to 'music of the people.'

I have spent so much space speaking to the immensely intriguing political background that I almost forgot to discuss the performance itself. The trio did a fantastic job producing the intricate tonalities and rhythms associated with Shostakovich's music. The first and third movements (Andante-Moderato and Largo) contrasted very well with the second and fourth (Allegro non troppo and Allegretto). One particularly noteworthy moment came in the Allegro non troppo when I realized I could not possibly listen to all three instruments at once. Each had its own "melody" - a scattered ruin of flying rhythms and complex discord. I think I was impressed that Shostakovich could write such a tricky part for only three instruments. It was definitely fascinating, and I truly wish to listen to the entire Trio again.

After the intermission, the ensemble performed two South American pieces. The first was an Aria by Villa-Lobos of Brazil (from *Bachianas Brasileiras*, No. 5). Dr. Vogel dedicated the performance of this piece to Coach Kay Yow, who passed away the previous day after a 22-year battle with breast cancer. This Aria, originally written for soprano and eight cellos, was short but quite moving. I could hardly take notes on the piece as I was enthralled by the smooth and sweet melodies. The piece was neither tragic nor mournful, but calming to the senses. In this manner, it was a perfect tribute to NC State's beloved women's basketball coach of 34 years.

The final piece on the program was Four Tangos by Astor Piazzolla of Argentina. This piece showed the versatility of the trio by creating thick and sensual melodies. Much of this was provided by the piano, which almost always had the left hand in the lower quarter of the register. In addition, the violin and cello effectively contrasted sharp accents with long, hairpin quarter and half notes. Perhaps the most interesting portion of this piece to me was in the first movement, Otono Porteno, in which the cello repeated a figure that sounded almost identical to the main theme from *Phantom of the Opera*. After a jazzy interlude, the violin then picked up the same melody. I wonder if there was any connection between the two pieces. Furthermore, it was really interesting to see how an almost identical musical phrase can meet the needs of two very different pieces.

This was a great concert. I was thoroughly drawn into the music and enjoyed every moment of it. It contained a little politics, some international flair, and a format (the trio) which I am relatively unfamiliar with. I am glad I went, and look forward to more similar music in the future.

SYLLABUS
MUS 320: Music of the 20th Century
Fall 2013, T/H 11:45-1:00

Classroom: Broughton 1403 (no food is permitted in this room; beverages must be capped and containers discarded)
Instructor: Dr. Tom Koch (“Coke”)
Office: Broughton Hall 2412
Office Phone: (919) 515-0149
Email: tom_koch@ncsu.edu
Office Hours: Tuesdays 10:00-11:00, or by appointment

Course Description: This course constitutes a study of Western art music of the 20th century (1890 to the present), emphasizing significant composers, repertoire, and compositional procedures and trends, including traditional, atonal, serial, aleatoric, electronic and computer music. This course fulfills GEP categories in Visual and Performing Arts and Global Knowledge, but check with your advisor on counting this course for degree requirements. Students may be required to attend an on- or off-campus musical event at their own cost and to provide their own means of transportation. Prerequisite: Any one 3-hour MUS course. Auditing this course is not permitted.

GEP Student Learning Outcomes and Means of Assessment for Visual and Performing Arts

1. Deepen understanding of aesthetic, cultural, and historical dimensions of artistic traditions:

Student Learning Outcomes: Students will describe specific social, historical, and artistic contexts of 20th-century Western music, such as composition and performance opportunities, political and economic circumstances, contributions of contemporary literary and artistic movements, and the effects of the social and physical sciences.

Means of Assessment: Sample essay question: Discuss how the major themes of Benjamin Britten's opera Peter Grimes – the individual against crowd and the individual banished by a hypocritical society – reflect the composer's own sense of alienation due to his pacifism and homosexuality.

2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works;

Student Learning Outcomes: Students will identify the variety of meanings a work of art may communicate based on an analysis of the musical elements, including melody, harmony, rhythm, timbre, texture, form, genre, and text

Means of Assessment: Sample essay question: Based on his use of collage, pastiche, and neo-Romanticism, in what ways does Rochberg's String Quartet no. 3 reveal a Postmodernist aesthetic?

3. **Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.**

Student Learning Outcomes: Students will develop critical listening skills that enable them to distinguish the ways composers organize musical elements to create an art work that is coherent and unified.

Means of Assessment: Students will attend a live performance and submit a Concert Review that answers the question: in each work you hear, explain how the composer and (by extension) the performer(s) organize the musical elements to create a coherent and unified work of art?

GEP Student Learning Outcomes and Means of Assessment for Global Knowledge

1. **Students will identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.**

Student Learning Outcomes: Students will explain the historical and cultural consequences of music composed and performed in the United States and Western Europe between 1880 and the present.

Means of Assessment: Sample essay question: Compare Stalin's theory of Socialist Realism and Hitler's agenda against "Degenerate Art." How did the implementation of these doctrines impact the careers of composers like Shostakovich and Webern?

2. **Compare these distinguishing characteristics between the non-U.S. society and at least one other society.**

Student Learning Outcomes: Students will articulate the social attitudes and artistic responses of representative European nations to the introduction of musical styles characteristic of other nations

Means of Assessment: Sample essay question: Compare the ambivalence toward jazz among American composers and audiences with the enthusiastic acceptance of jazz among European composers and audiences. Why was jazz taken more seriously in France and Germany than in the United States?

Textbook: Required readings and assignments are drawn from Richard Taruskin and Christopher Gibbs, *The Oxford History of Western Music, College Edition*. Oxford University Press, 2013, ISBN: 978-0-19-509762-7. Two copies of the textbook are on reserve at Hill Library. Purchase of the textbook is optional. Cost \$48.44 at www.textbook.com

Attendance Policy: Attendance is mandatory and is taken at each class. **If you do not acknowledge your presence when roll is called, you will be marked absent.**

<http://policies.ncsu.edu/regulation/reg-02-20-03>

- Your first 2 absences are permitted for **any** reason (e.g., illness, sleeping late, family emergency, beach vacation) without penalty in the cumulative course grade, with the following exception:
 - **If you are absent on the day of a test**, you must have a valid and documented reason for your absence. You must email me within 24 hours about the nature of the absence (out of fairness to the rest of the class, do NOT wait until the subsequent class to let me know of your absence or it will be too late for a make-up). Only emergency or pre-approved absences on the day of a test will be accepted in order for a make-up test to be validated (emergency absences constitute death or serious injury in the family, serious illness or injury of the student, and court appearances, as allowed by university policy). Together we will coordinate a time for a make-up test. Unless otherwise warranted, make-up tests must be taken within 2 days of the absence and must be accompanied by official documentation dated on the day of absence. Test grades will only be validated pending official documentation.
- Upon your 3rd and each subsequent absence, you must provide official documentation to me by the subsequent class in order to avoid the penalties outlined below (see “Class Attendance”). **NOTE:** EACH of these absences must be accompanied by its own documentation; for instance, if you are absent on Monday and again two days later on Wednesday, I will require one document with Monday’s date and another document with Wednesday’s date. Email me if you have a prolonged absence that requires you to miss consecutive classes.
- If you realize within the first week of class that (1) the anticipated number of absences will exceed the number of excused absences permitted in the course, or (2) your schedule necessitates regular tardiness or early dismissals, you should discuss the situation with me right away.
- Two tardies of 5 or more minutes will result in one absence.
- Each instance of behavioral disturbance, sleeping in class, working on homework, cell phone usage, texting, eating, or other extracurricular activity will result in one absence.

Adverse weather policy: If classes are cancelled due to adverse weather conditions, the university will announce this on the school website. As long as the university remains open and classes meet as scheduled, attendance is taken and your presence is expected.

Grading: Course grading will be assessed by means of (1) tests, (2) Listening Journal, (3) Concert Review, and (4) class attendance:

- **Tests:** Three (3) tests are given throughout the term and are graded equally. Tests are generally multiple-choice, with questions derived from class lectures and listening examples, textbook readings, and the Study Questions. Tests are not cumulative, but include only what was covered since the previous test. Make-up tests will be validated pending official documentation of absence (see “Attendance Policy”). Listening selections for each test will be derived from those discussed in class.
- **Study Questions:** At the end of each chapter, Taruskin provides a number of study questions. You will answer each question in the form of a well-written paragraph. Your grade is determined by your ability to (1) answer the question fully, (2) demonstrate an understanding of the subject, and (3) communicate an acceptable collegiate writing style.

Type both the question and your answer in a single Word document. Questions will be submitted to me via an email attachment (tom_koch@ncsu.edu) in 3 installments, each due by 11:00 AM on the day of the test. Installments not submitted by 11 AM on the due date will be deducted 10 percentage points per 24-hour period up to 4 days, after which that installment will not be accepted and you will receive 0%.

- **Concert and Lecture attendance:** You are required to attend the following 2 events:
 - **Sun, Oct. 20, 4:00 PM**, Titmus Theatre in Thompson Hall: Raleigh Civic Symphony Orchestra. The cost is \$5/NCSU students with ID. Tickets can be purchased at Ticket Central (currently housed in the lobby of Thompson Hall) in person or by phone at (919) 515-1100.
(Map of Thompson Hall: <http://www.ncsu.edu/facilities/buildings/thompson.html>)
 - **Wed, Oct 30, 7:00 PM**, Titmus Theatre in Thompson Hall. The Price Music Center Lecture Series presents a lecture by Dr. Mark Evan Bonds, Boshamer Distinguished Professor of Music at the University of North Carolina at Chapel Hill. This event is FREE and open to the public. A student sign-in sheet will be placed in close proximity to the hall. Failure to sign in will imply non-attendance and will result in a deduction of 2 percentage points from your overall course grade.
 - IF your schedule does not allow you to attend the Oct 20 orchestra concert, then you must attend *Totally Beethoven: Music @ NC State Celebrates 90 Years* on **Sunday, Nov. 17, 4:00 PM** at Meymandi Concert Hall of the Duke Energy Center for the Performing Arts in downtown Raleigh at 2 E South St, Raleigh, NC 27601. Tickets should be purchased via Ticketmaster <http://www.ticketmaster.com/> or at the Meymandi box office upon arrival. The cost is \$5/NCSU students with ID. Free shuttle service to and from Meymandi will be available. Details to follow.
- **Concert review:** In addition to attending either the Civic Symphony or 90th celebration concerts, you must also write an analytical review of one (1) of these concerts.
 - The Concert Review should be 2½ -3 typed pages (double-spaced, 12-pitch font, 1" margins). Before you attend, prepare yourself by reading the guidelines and sample review at the end of this syllabus.
 - Concert Reviews submitted after the deadline will be deducted an additional 10 percentage point per 24-hour period up to 4 days, after which they will not be accepted and you will receive 0%.
 - See further details and a sample review at the bottom of this syllabus
- **Class Attendance:** Your first 2 absences are allowed without documentation and penalty. The following scale will be used to determine your semester grade as it relates to an excess of the allowable number of absences:
 - **First 2 absences** = no reduction in the cumulative course grade
 - **3-4 absences** = reduction of 5% in the cumulative course grade (e.g., 90% becomes 85% B)
 - **5-6 absences** = reduction of 10% in the cumulative course grade (e.g., 90% becomes 80% B-)
 - **7-8 absences** = reduction of 20% in the cumulative course grade (e.g., 90% becomes 70% C-)
 - **9+ absences** = reduction of 40% in the cumulative course grade (e.g., 90% becomes 50% F)

Extra Credit Policy: This course makes no allowances for extra credit (please don't ask). Your final grade is the result only of tests, study questions, concert attendance and review, and class

attendance. Please make an appointment with me if you do not understand the course content or readings, or want me to evaluate a journal entry before submission.

Grade weight:

55% Tests (average of 3 tests)

40% Study questions (average of 3 installments)

5% Concert attendance and review (-2 percentage points if not attending the Oct 30 lecture)

100%

Grading Scale: Letter grades will be awarded on the following scale:

A+ 100 - 97.00	B+ 89.99 - 87.00	C+ 79.99 - 77.00	D+ 69.99 - 67.00
A 96.99 - 93.00	B 86.99 - 83.00	C 76.99 - 73.00	D 66.99 - 63.00
A- 92.99- 90.00	B- 82.99- 80.00	C- 72.99 - 70.00	D- 62.99- 60.00

Policy on Incomplete Grades: The grade of Incomplete (“IN”) may be given in any course at the discretion of the instructor for work not completed because of a serious interruption in the student's work not caused by their own negligence. For further details, see <http://www.ncsu.edu/grad/handbook/sections/3.18-grades.html#F>

Academic Integrity: Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>. See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty. Your signature on any test or assignment indicates “I have neither given nor received unauthorized aid on this test or assignment.”

Accommodations for Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Outline

Dates	Lesson	Readings from Taruskin, OHWM
Aug 22	Overview of the syllabus and course; Modernism in music 1890-1918	_____
27, 29	Chapter 27: Early Austro-German Modernism: Mahler, Strauss, Schoenberg	786-821
Sep 3, 5, 10	Chapter 28: Modernism in France	822-853
12, 17, 19	Chapter 29: National Monuments	854-888
24, 26	Chapter 30: Neoclassicism and Twelve-Tone Music	889-920
Oct 1	<ul style="list-style-type: none"> • Test 1: The test begins at 11:45 and ends at 12:20, after which we will begin Chapter 31: Interwar Currents: The Roaring Twenties • Study Questions for chapters 27-30 due by 11:00 AM. This installment should be sent in an email attachment as a single document. 	_____
3, 8	Chapter 31: Interwar Currents: The Roaring Twenties	921-953
15, 17, 22	<p>Chapter 32: Music and Totalitarianism in the Soviet Union and Western Europe</p> <p>Reminder: Sunday, Nov. 17, 4:00 PM, Meymandi Concert Hall, <i>Totally Beethoven: Music @ NC State Celebrates 90 Years</i></p> <p>Reminder: Sun, Oct. 20, 4:00 PM, Titmus Theatre in Thompson Hall: Raleigh Civic Symphony Orchestra</p>	954-981
24, 29	<p>Chapter 33: Music and Politics in America and Allied Europe</p> <p>Reminder: Wed, Oct 30, 7:00 PM, Titmus Theatre in Thompson Hall. Lecture by Dr. Mark Evan Bonds, UNC-CH</p>	982-1013
Oct 31	<ul style="list-style-type: none"> • Test 2: The test begins at 11:45 and ends at 12:20, after which we will begin the next lesson: Chapter 34: Starting from Scratch: Music in the Aftermath of World War II • Study Questions for chapters 31-33 due by 11:00 AM. This installment should be sent in an email attachment as a single document. 	_____
Nov 5, 7, 12	Chapter 34: Starting from Scratch: Music in the Aftermath of World War II	1014-1054
14, 19, 21	Chapter 35: Change in the Sixties and Seventies	1055-1087
26, Dec 3, 5	Chapter 36: "Many Streams": Millennium's End	1088-1123
Mon, Dec 9	<ul style="list-style-type: none"> • Concert Reviews are due by 4 PM in an email attachment 	
Thu, Dec 12,	<ul style="list-style-type: none"> • FINAL EXAM (= Test 3) begins at 9:00 AM (not 8:00) and ends 	

9:00 AM (not 8:00)	<p>at 9:40 AM. All tests will be collected at 9:40. DO NOT ARRIVE LATE. Listening selections will be played only once.</p> <ul style="list-style-type: none"> • Study Questions for chapters 34-36 due by 11:00 AM. This installment should be sent in an email attachment as a single document. 	
--------------------	---	--

Concert Review

The concert review is an account of your aural experience at a live concert. Rather than an unlimited number of hearings, you will have only one opportunity to listen and collect data from which to form your impressions. Your Review should run about 2½ -3½ typed pages (double-spaced, 12-pitch font, 1" margins). Reviews submitted after the deadline will be deducted an additional 10% per day up to 4 days, after which they will not be accepted and the student will receive 0%.

The purpose of the Concert Review: Your primary goal in the Concert Review, like the Listening Journal, concerns the treatment of the musical elements: How do the composer and (by extension) the performer(s) organize the musical elements in each work to create a coherent work of art? You don't have to try to discuss all the elements, but focus on 3-4 elements for each work. You may discuss these elements individually, but also try to find relationships among them. If a composition is a multi-movement work, compare/contrast the movements for their handling of the musical elements. If the concert entails many too brief works to generate an efficient or practical discussion of each, select at least 5 or 6 works to focus on.

Attending a live concert of art music:

1. Arrive early with pencil and paper and obtain a program (a program is a brochure with information on the pieces to be performed)
2. Sit in the middle of the auditorium (if possible) and read through the program. Familiarize yourself with the composers, titles, genres, and any "program notes" (program notes are historical and analytical data about the works to be performed). These will be useful in understanding the music and organizing your report. But don't allow your report to be a reproduction of someone else's ideas.
3. Take brief notes on your surroundings: size and makeup of the audience, atmosphere of the auditorium, description the performers.
4. Do not talk during the performance, but do take notes as you listen. See below "What Should I be Listening For"
5. Hold your applause until the very end of the work; remember that a large work may contain several movements, each separated by a lengthy pause.
6. As soon as you hear something that you'll want to discuss in your review, write it down. Don't depend on your memory. When you get home, you can expand on what you've written.

Writing the report:

1. Upon arriving home, immediately expand upon what you've written before you forget your initial impressions.
2. When you are prepared to sketch a draft, focus on one piece at a time. Make sure that your final copy is proofread and free of mechanical errors.
3. Your essay should show a logical development of ideas and flow naturally from one thought into another. It should not read like a bullet-point rendition of what you heard.

What should I be listening for? As a guide, read through the following questions in preparation for your concert. Don't try to answer all of them, but focus on at least 1-2 from each element group.

Genre, form, and occasion:

1. Identify the genre (symphony, string quartet, opera, gospel hymn, etc.).

2. Was the work originally intended for a sacred (religious) or secular (non-religious) occasion?
3. Is the composition a single- or multi-movement work?
4. Can you identify the form of the composition or movement based on historical expectations of the genre or class discussions of form? If multi-movement, be prepared to compare the individual movements in their treatment of the elements.

Timbre (“sound color”):

1. Is the work vocal or instrumental or a combination of each? If the work is vocal, what is the language? How many and what kinds of instruments/voices are used and in what combinations?
2. Use the following terms to describe timbre, keeping in mind that timbres can exhibit a combination or interchange of any of these.
 - a. Piercing, strident, and bright suggest a “reedy” timbre.
 - b. Mellow, warm, and dark suggest a “flutey” timbre
 - c. Resonant, full, rich, and brilliant suggest a “brassy” timbre
3. How well does the combination of instrumental and/or vocal timbres blend? Does one timbre stand out above the others? This is probably intentional, so describe the effect.
4. Is there a recurrence of a specific timbre or instrumental/vocal combination, and does this recurrence coincide with a return of other elements, especially melody?

Dynamics and expression:

1. Discuss in musical vocabulary the general use of dynamics in a composition (e.g., piano, forte, crescendo). Do they essentially remain the same, or change frequently?
2. If significant changes in dynamics occur, are they performed by one section or by the entire ensemble?
3. What emotional effect does a change in dynamics communicate, and what do you think the composer was trying to achieve by this effect?
4. Does the performance contain any prominent accents and what dramatic expression do they convey?
5. What is the general character of the work (e.g., agitated, majestic, lyrical), and how do dynamics and tempo contribute to the character.

Rhythm and tempo:

1. Do you feel a direct beat (i.e., can you tap your foot to the pulse)? If so, ascertain which instruments are articulating the pulse. If the beat is indirect, explain whether the difficulty to tap the beat affects your overall listening experience.
2. Describe the tempo in musical nomenclature (e.g., allegro, andante), and evaluate your emotional response to the tempo.
3. Identify the meter as either duple or triple. What instrument or group gives it away?
4. How does the ensemble respond to the manner in which the conductor communicates both the tempo and the expressive nature of the music?
5. Does the tempo and/or meter change in places, and, if so, what is the perceived effect (e.g., excitement, majesty, solemnity, contemplation)?
6. Changes in tempo are often accompanied by changes in other musical elements (e.g., timbre, melody, form). Identify these changes and the musical effect it has on you.

Melody:

1. In an extended composition, how many melodies can you identify? How do the properties of contour, motion, range, articulation, as well as the elements of rhythm, timbre, and harmony distinguish the character or mood of one melody from another?
2. For each melody in a composition, picture the contour of the melody. Is it organized into short units containing obvious phrases (ending with cadences), or does it meander for long stretches of time before reaching a cadence (point of repose)?
3. Mentally hum the melody. Would you characterize the motion as primarily conjunct or disjunct, or a combination? If the melody is very disjunct and unsingable, does this affect your listening experience?
4. Listen for the highest and lowest pitches in the melody and determine whether the range is easily singable or more idiomatic to an instrument like a piano or violin, which can encompass a large range with ease.
5. Is the articulation generally legato or staccato, and does it change in the course of the composition. What other musical elements (rhythm, timbre, etc.) accompany the changes in articulation?

6. How do the contour, motion, range, and articulation increase or decrease the dramatic or emotional nature of the work? Does the presence of a text influence choices in contour, motion, range, and articulation. What do think the composer was trying to communicate when he/she made those choices?

Harmony and tonality:

1. Would you characterize the harmonies as generally consonant or dissonant? Do consonance and dissonance convey a sense of tension and resolution and, if so, how does it affect your experience of the music at these places?
2. Listen for harmonic progressions. How often do they lead to the tonic pitch/chord, and can you identify any patterns in the way the progressions are organized?
3. Can you identify whether the tonality is major or minor (listen for the tonic chord)? What feelings or associations do you have with major and minor tonalities
4. If the work is nontonal (not based on tonality), what is the basis of its pitch organization and how does its sound differ from major and minor tonality?
5. Do the harmonies serve basically to accompany the melodies (background), or are they more integrated into the melodic fabric as an essential ingredient of the composition
6. What instruments or voices are performing the harmonies? Do they remain a function of the harmony throughout, or do they also participate in the melodies?

Texture (the way in which melodies, harmonies, and rhythms are interwoven to produce a fabric of sound):

1. Describe the general texture of the sound fabric. How does the combination of various musical features (number of instruments and voice-parts, spacing, register, rhythm and articulation, and timbre) determine if the sound is thick or thin, heavy or light, compact or transparent?
2. Can you identify specific texture? First, listen for a primary melody. Then go back and listen to the other voice-parts. Does the primary melody immediately repeat or overlap itself in another voice-part (*imitative polyphony*)? Is there a secondary melody in another voice-part that participates with the primary melody (*non-imitative polyphony*)? Do the other voice-parts merely provide harmonic accompaniment to the primary melody (*homophony*)?
3. If the voice-parts provide harmonic accompaniment to the primary melody, do their harmonies share the same (or similar) rhythmic values as the primary melody (*chordal homophony*), or do they perform rhythms essentially independent from those of the primary melody (*accompanied homophony*)?
4. Does either the general or specific texture change in the course of the composition (often they do)? What happens in the music to bring about these changes, and are these changes accompanied by changes in other musical properties, such as tempo, articulation, rhythmic values, timbre?

Example of an exemplary Concert Review

An Afternoon of Piano Trios

I attended "An Afternoon of Piano Trios," which was held at NC State's Stewart Theatre on January 25th. The concert featured NC State professor Dr. Phyllis Vogel on piano with Fabian Lopez on violin and Leonid Zipler on cello. The theatre was not packed, having only about 100 to 150 attendees. Dr. Vogel welcomed everyone to the concert and began with a few remarks about the nature of the pieces. The two key points she made were that the pieces resembled an emotional roller coaster and that they represented an international sampling of trios. And so, the stage was set for a fantastic performance.

The concert began with Beethoven's "Kakadu" Variations. Not only was the Beethoven unique because it represented Europe, but because it was significantly older than the others. This period-appropriate piece was tonal and seemed to be marked by a sort of simplicity - there were no discords, no difficult rhythms, and each part seemed to fall nicely in place. Perhaps the most interesting aspect of the piece was its use of contrasting themes and textures. It opened in a dark, minor key with call and response among the three instruments in descending arpeggios. After only a short time, however, there was a pause, and a pleasant piano melody began a new, more playful section. This section - the theme of the piece - included a solo of sixteenth notes by the violin followed by a melodically similar solo of eighth notes by the cello. Overall, I feel this piece was the least interesting of the concert, yet it represented a good acclimation to the rich yet contrasting timbres of the piano trio.

The second piece was my favorite and the primary reason I attended the concert. Having studied Shostakovich in fall 2008, I was excited to learn that a piece of his – Piano Trio No. 2 in E minor – would be performed at this concert. In the fall, I primarily researched three of his symphonies (the Fourth, Fifth, and Seventh) and his *Lady Macbeth of Mtsensk District*, while trying to ascertain how politics influenced his writing. This trio, written in 1944, seemed to have many of the same elements as the Fifth and Seventh Symphonies. Most notably, each movement of the Trio carried the same tempos as the Fifth Symphony, and many of the melodies – both nervous (*Allegro non troppo*) and deathly (*Largo*) – sounded like they originated in the Fifth and Seventh as well. Noting the similar movement structure is especially significant for another reason. The cellist, Zipler, commented before the piece's performance that the second movement would be more aptly named "Scherzo." I am inclined to agree with him, both on the alternative name and on his hypothesis: Zipler surmised that Shostakovich may have purposefully avoided the title because 'Scherzo' is Italian for 'joke.' Stalin, clamping down on anything that was mocking or unwholesome to the people, might have condemned the piece, as he did *Lady Macbeth*. I would add to Zipler that it was probably convenient for Shostakovich to reuse the same generic movement titles as the Symphony which heralded his return to 'music of the people.'

I have spent so much space speaking to the immensely intriguing political background that I almost forgot to discuss the performance itself. The trio did a fantastic job producing the intricate tonalities and rhythms associated with Shostakovich's music. The first and third movements (*Andante-Moderato* and *Largo*) contrasted very well with the second and fourth (*Allegro non troppo* and *Allegretto*). One particularly noteworthy moment came in the *Allegro non troppo* when I realized I could not possibly listen to all three instruments at once. Each had its own "melody" – a scattered ruin of flying rhythms and complex discord. I think I was impressed that Shostakovich could write such a tricky part for only three instruments. It was definitely fascinating, and I truly wish to listen to the entire Trio again.

After the intermission, the ensemble performed two South American pieces. The first was an Aria by Villa-Lobos of Brazil (from *Bachianas Brasileiras*, No. 5). Dr. Vogel dedicated the performance of this piece to Coach Kay Yow, who passed away the previous day after a 22-year battle with breast cancer. This Aria, originally written for soprano and eight cellos, was short but quite moving. I could hardly take notes on the piece as I was enthralled by the smooth and sweet melodies. The piece was neither tragic nor mournful, but calming to the senses. In this manner, it was a perfect tribute to NC State's beloved women's basketball coach of 34 years.

The final piece on the program was Four Tangos by Astor Piazzolla of Argentina. This piece showed the versatility of the trio by creating thick and sensual melodies. Much of this was provided by the piano, which almost always had the left hand in the lower quarter of the register. In addition, the violin and cello effectively contrasted sharp accents with long, hairpin quarter and half notes. Perhaps the most interesting portion of this piece to me was in the first movement, *Otono Porteno*, in which the cello repeated a figure that sounded almost identical to the main theme from *Phantom of the Opera*. After a jazzy interlude, the violin then picked up the same melody. I wonder if there was any connection between the two pieces. Furthermore, it was really interesting to see how an almost identical musical phrase can meet the needs of two very different pieces.

This was a great concert. I was thoroughly drawn into the music and enjoyed every moment of it. It contained a little politics, some international flair, and a format (the trio) which I am relatively unfamiliar with. I am glad I went, and look forward to more similar music in the future.

NC STATE UNIVERSITY

Campus Box 7905
2012 Engineering Building I
Raleigh, NC 27695-7905
lisa_bullard@ncsu.edu
919-515-7455

October 23, 2015

To: Dr. Mike Mullen
Vice Chancellor and Dean of DASA (Division of Academic and Student Affairs)

From: Peter S. Fedkiw, Head, Chemical and Biomolecular Engineering

Subject: Memo to Remove SMT 301 from the Chemistry Elective list

By means of this memorandum, the Department of Chemical and Biomolecular Engineering proposes to modify the undergraduate curricula as follows:

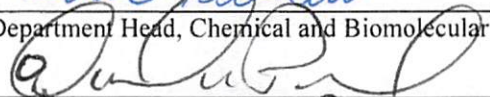
Action: Remove SMT 301 (Chemistry of Sustainable Materials) from the Chemistry Elective list for the following degree plans:

- BS Chemical Engineering
- BS Chemical Engineering-Sustainable Engineering, Energy, and the Environment concentration
- BS Chemical Engineering-Honors Program
- BS Chemical Engineering-Nanoscience concentration

Justification: The lab for SMT 301 is being dropped, changing the course credit hours from 4 to 3. Since the chemistry elective in the above curricula requires a 4-credit class, SMT 301 no longer meets the requirement to be included.

ENDORSED BY:


Department Head, Chemical and Biomolecular Engineering Date 10/26/15


Chair, COE Courses & Curricula Committee Date 4 Nov 15


College of Engineering Dean Date 11/06/15

Chair, University Courses & Curricula Committee Date

Chair, Dean of Undergraduate Academic Programs Date

APPROVED:

Provost's Office Date

MEMORANDUM**TO:** College of Education Courses and Curriculum Committee**FROM:** Allison McCulloch, Undergraduate Program Coordinator Mathematics Education**RE:** Curriculum Revision, 13MTHEDBS**DATE:** October 23, 2015**Proposed revisions with justification**

This action addresses the 13MTHEDBS-13MTHEDMA curriculum (B.S. Mathematics Education & B.S. Mathematics Dual Degree). There are two revisions requested below.

Revision #1

Currently the number of mathematics electives shown in this program is one less than what is required for the B.S. in Mathematics degree. To ensure that the dual degree audit accurately reflects both programs we propose to add a mathematics elective.

Proposed effective date: Spring 2016

Current: (6 hours) mathematics electives

Proposed: (9 hours) mathematics electives

Impact on students currently in the program

It will help them make sure they are meeting the requirements of both programs. In recent semesters this has been very problematic.

Impact on other Departments / Programs

We received feedback from the Department of Mathematics that this change is acceptable and does not impact their course offerings. (See below.)

Re: consultation - adding/dropping a math elective



Inbox x



Alina Duca <anduca@ncsu.edu>

11:38 am (1 day ago) ☆



to me ▾

Hi Allison,

It seems these changes will make more sense for your program and will benefit the double majors, so I am totally fine with them. Thanks for asking.

Alina

Alina Duca, PhD

Director of Undergraduate Programs, Mathematics Department
College of Sciences | North Carolina State University
<http://www.math.ncsu.edu/undergrad> | (919) 515-1875 | SAS 2108

All electronic mail messages in connection with State business which are sent to or received by this account are subject to the NC Public Records Law and may be disclosed to third parties.

On Wed, Oct 21, 2015 at 3:49 PM, Allison McCulloch <awmccull@ncsu.edu> wrote:

Dear Alina,

The mathematics education program proposes to make the following changes to our mathematics elective requirements:

1. We propose to add a mathematics elective to the mathematics education / mathematics dual degree so that the number of electives is equal to those required for the mathematics degree.

Revision #2

The Mathematics Department recently made changes to a footnote on their degree adding choices for science courses. To ensure that the dual degree audit accurately reflects both programs we propose to list the same courses on footnote B.

Proposed effective date: Spring 2016

Current: B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab) *Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: CH 101, CH 102, PY201 and PY202, or PY 205 and PY 208.*

Proposed: B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab) *Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **BIO 181, BIO 183**, CH 101, CH 102, PY201 and PY202, or PY 205 and PY 208.*

Impact on students currently in the program

It will help them make sure they are meeting the requirements of both programs. In recent semesters this has been very problematic.

Impact on other Departments / Programs

We received notification of this change from the Math Department. (See below.)



Alina Duca <anduca@ncsu.edu>
to me ▾

Jul 13 ☆ ↶

Hi Allison,
Yes, instead on 8 hours of PY we are now requiring 4 hours of PY205/206 or PY201, and 4 hours of either BIO181, CH201/202, or PY208/209, or PY202. Hope this clarifies it for you ;-)
Alina

Alina Duca, PhD
Director of Undergraduate Programs, Mathematics Department
College of Sciences | North Carolina State University
<http://www.math.ncsu.edu/undergrad> | (919) 515-1875 | SAS 2108

Mathematics Education and Mathematics (Dual Major) (BS) (13MTHEDBS-13MTHEDMA)

Semester Display Effective Date: 1.2011

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 141, Calculus I ^{A,4}	4	MA 241, Calculus II ^{A,4}	4
CH 101, Chemistry – A Molecular Science ^{B,5}	3	PY 205, Physics for Engineers & Scientists I ^{B,2,5}	4
CH 102, General Chemistry Laboratory ^{B,5}	1	Introduction to Programming ^{3,6}	3
ENG 101, Academic Writing & Research ^H	4	HES_ ***Health & Exercise Course ^E	1
E 115 Introduction to Computing Environments ¹	1	COM 112 Interpersonal Communication ^D	3
ED 100 Intro to Teaching in 21st Century ⁹	2		
	15		15
SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 242, Calculus III ⁴	4	MA 341, Applied Differential Equations I OR MA 351 Discrete Mathematics ⁴	3
MA 225, Foundations of Advanced Math ⁴	3	MA 405, Linear Algebra and Matrices ⁶	3
PY 208, Physics for Engineers & Scientists II ^{B,2,5}	4	HES_ *** Health & Exercise Studies Course ^E	1
GEP Interdisc. Persp. Req ^t . ^{G,I,J}	3	EMS 204 Intro. to Teaching Mathematics ⁹	2
GEP Humanities Requirement ^{C,I,J}	3	ED 204 Intro to Teaching ⁹	2
	17	GEP Addtl. Breadth Req ^t (HUM/SS/VPA) ^{F,I,J}	3
		EDP 304 Educational Psychology ^{9,D}	3
			17
JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 407 Introduction to Modern Algebra ⁶	3	MA 425 Mathematical Analysis I ⁶	3
MA 408 Found. of Euclidean Geometry ⁶	3	Math Elective ^{4,6,7}	3
ELP 344 School and Society ⁹	3	EMS 480 Teaching Mathematics with Technology ⁹	3
ECI 305 Princ. for Teaching Diverse Populations ⁹	3	GEP Humanities Requirement ^{C,I,J}	3
ED 311 Class. Assess. Princ. & Pract. ⁹	2	MA 421 Intro to Probability ^{6,8}	3
ED 312 Class. Assess. Princ & Pract.: Prof. Lab ⁹	1	Math Elective ^{4,6,7}	3
ST 380 Probability & Stat. for the Physical Sci. ^{6,8}	3		
	18		15
			18
SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 426, or MA 512, or other MA Elective ^{4,6,7}	3	EMS 470: Methods & Materials for Teaching Math ¹⁰	3
EMS 472 Teaching Math Topics in High School ⁹	3	EMS 471: Student Teaching ¹⁰	12
MA Elective ^{4,6,7}	3		
EMS 490 School Math from an Adv. Persp. ⁹	3		15
ECI 416 Teaching Exceptional Students ⁹	3		
GEP Interdisc. Persp. Req ^t . ^{G,I,J}	2-3		
	17-18		
Minimum Credit Hours Required for Graduation ^{*I,J,K} :			129
			132

Major/Program Footnotes:

1. COS 100 may substitute for E 115
2. An alternative to PY 205 and PY 208 is PY 201 and PY 202
3. Introduction to programming course must be selected from MA 116, CSC 112, CSC 114, or CSC 116
4. A grade below C is not permitted in MA 141, 241, 242, 225, 341 or 351.
5. At most one grade below a C- is permitted in courses satisfying the science requirement.
6. At most one grade below a C is permitted in required mathematics courses >400, elective math courses, statistics, and computer science courses.
7. Math electives must be chosen from the following: MA 325, MA/LOG 335, MA 341, MA 351, MA 400> (except MA 403, MA 433, MA 507, MA 508, MA 509, MA 510, MA 511). A sequence of two 3-hour courses in an area of advanced mathematics is required.
8. The preferred statistics sequence is ST 380 with MA 421. Alternatives include ST 370 with MA 421, or ST 371 with ST 372, or ST 421 with ST 422. If ST 370 or ST 380 is taken, MA 421 will be an advanced mathematics elective. If ST 371/372 is taken, ST 371 will be a free elective. If ST 421/422 is taken, ST 421 will be a free elective.
9. A grade below a B- is not permitted in EMS 204. A grade below a C is not permitted in all other EMS, EDP, ECI, ELP, ED courses.
10. A grade of C or better is required in EMS 470 to continue in school placement full-time.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://oucc.dasa.ncsu.edu/general-education-program/>.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: MA 141, MA 241

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: BIO 181, BIO 183, CH 101, CH 102, PY 201 and PY 202 or PY 205 and PY 208

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: none

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: COM 112, EDP 304

E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

X Humanities/Social Sciences/Visual and Performing Arts or Mathematical Sciences/Natural Sciences/Engineering

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: none

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: none

J. Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: none

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

North Carolina State University

This request to change the College of Education, Science, Technology, Engineering and Mathematics Education department: Mathematics Edu & Mathematics Dual Degree has been reviewed and approved by the appropriate campus committees and authorities.

B.S. Mathematics Education & B.S. Mathematics Dual Degree (13MTHEDBS -13MTHEDMA)

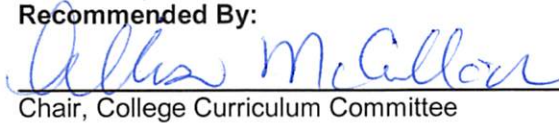
Title of Degree/Certificate

Endorsed By:


Head, Department/Program

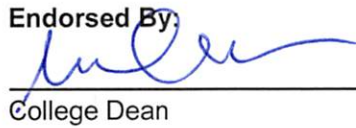
11/11/15
Date

Recommended By:


Chair, College Curriculum Committee

11/11/15
Date

Endorsed By:


College Dean

11.16.15
Date

Recommended By:

Vice Provost, DELTA (if DE degree/certificate)

Date

Recommended By:

Chair, University Courses & Curricula Committee

Date

Approved By:

Dean, Division of Academic and Student Affairs (DASA)

Date

Recommended By:

Dean's Council

Date

Approved By:

Provost

Date

Approved By:

Chancellor

Date

NC STATE UNIVERSITY

Centennial Campus, Bldg EB3
911 Oval Drive
Campus Box 7910
Raleigh, NC 27695-7910
Telephone: 919-515-5665
Fax: 919-515-7968
[EMail: lmsilver@ncsu.edu](mailto:lmsilver@ncsu.edu)

MEMORANDUM

Date: November 24, 2015

To: Dr. Michael D. Mullen, Vice Provost and Dean, Division of Academic and Student Affairs
From: Larry Silverberg, MAE, Associate Head & Director of Undergraduate Programs
Re: Minor Action: Change Course Numbers.

The Mechanical and Aerospace Engineering Department wishes to change the numbering of the technical and elective courses in the major to better align with the current level of education and course offerings in these degree fields.

<u>Old number</u>	<u>New number</u>
MAE 314 - Solid Mechanics	MAE 214
MAE 301 - Engineering Thermodynamics I	MAE 201

I

The prerequisites and co-requisites for each course will remain the same and the course will incorporate all the same course material from the present class. There is no change required in the course catalog and no new resources will be required for this change. These courses are for both the Mechanical Engineering Curriculum: 14ME157 and the Aerospace Engineering Curriculum: 14AE136. These courses are not GEP courses.

RECOMMENDED BY:

Department Head Date

APPROVED BY:

Chair, College Curriculum Committee Date

College Dean Date

Chair, University Courses & Curricula Committee Date

Office of the Provost Date

NC STATE

Sarah Howard <svhoward@ncsu.edu>

UCCC Agenda

1 message

Li Marcus <lamarcus@ncsu.edu>
To: Sarah Howard <svhoward@ncsu.edu>

Thu, De

Hi, Sarah

For MAE 301 and 314 numbering change, have the memo that you already have included. Please add the following e-mail from Dr. Silverberg and also a note that at the time of the meeting affected curricula will also be provided.

Here is the text - if you can print it, scan it, and attach it to that action set as a PDF I'd appreciate it!

After that, you know the bolded committee food note and to add the guests that we talked about, but if you have any questions I'm right upstairs!

Thanks!
Li

Renumbering of MAE 301 and MAE 314

Inbox

2:50 PM (54 minutes ago)

Larry Silverberg

to Li

LI

With regard to the renumbering of MAE 301 and MAE 314, this email is to let you know that all of the engineering departments were briefed of this change at the college of engineering curriculum committee this morning and approved the changes.

Incidentally, the other engineering departments were notified of this earlier when the new ME curriculum was being approved, but it was together with our ME curriculum change and many v forgotten, so we went ahead and approved it explicitly and separately from any other actions this morning.

Regards

Larry

—
Larry M. Silverberg, Professor
Associate Head & Director of Undergraduate Programs
Mechanical and Aerospace Engineering, NC State
Engineering Building 3, Room 3234
Campus Box 7910, 911 Oval Drive, Raleigh, NC 27695
DAILY CALENDAR at my Home Page: <http://www.mae.ncsu.edu/faculty-staff/profile/larry-silverberg/>
Tel. 919 515 5665, Fax 919 515 7968, lsilver@ncsu.edu

—
Li Marcus
Director
Office of University Courses and Curricula and Academic Standards
Division of Academic and Student Affairs
North Carolina State University
E-mail: lamarcus@ncsu.edu
Phone: (919) 515-5627

NC STATE UNIVERSITY

An Equal Opportunity/Affirmative Action Employer

Department of Agricultural and Extension Education
Box 7607
Raleigh, NC 27695-7607

November 3, 2015

MEMORANDUM

919.515.2707 (phone)
919.515.1965 (fax)
<http://www.ncsu.edu/cals/aged>

TO: Dr. Barbara Kirby, Associate Vice Provost
Division of Academic and Student Affairs

FROM: Jim Flowers, Department Head
Department of Agricultural and Extension Education

RE: Minor Curriculum Action for B.S. in Agricultural Science



The Department of Agricultural and Extension Education requests the following revisions to be made in the degree audit and the 8-semester display for the B.S. in Agricultural Science (11AGSBS):

1. In the 8-semester display replace ANS 150 or PO 201 (4 credits) with ANS 150 and ANS 151 or PO 201 and PO 202 (4 credits) – see attached 8-semester display.
2. In the 8-semester display replace SSC 200 (4 credits) with SSC 200 and SSC 201 (4 credits) –see attached 8-semester display.
3. In the degree audit, change ANS 150 or PO 201 (4 credits) to ANS 150 (3 credits) and ANS 151 (1 credit) or PO 201 (3 credits) and PO 202 (1 credit) –see attached Format B.


There is no change in the degree audit required for the SSC 200 correction. It is listed correctly in the current degree audit.

Justification:

These changes are requested to reflect the changes in the courses listed when they were divided into separate lecture and laboratory courses.

Proposed Effective Date: January 2016 Approved Effective Date: _____

Required Signatures:

 _____ 11/4/15
Department Head Date

 _____ 11/24/15
Chair, College Courses and Curricula Committee Date

 _____ 11/23/15
College Dean Date

Chair, University Courses and Curricula Committee Date

Dean, Division of Academic and Student Affairs Date

GEP FORMAT A
(SEMESTER-BY-SEMESTER CURRICULUM DISPLAY)

Current: Proposed: x Proposed Effective Semester: 1/2016

DEGREE TITLE: Bachelor of Science in Agricultural Science

PLAN: 11AGSBS

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
ALS 103 Intro Topics in ALS	1	ANS 150/151 Intro to Animal Science or	
BIO 181 Intro Biology-ECOL/DIV ^B	4	PO 201/202 Poultry Science & Production	4
ENG 101 Academic Writing and Research ^H	4	BIO 183 Intro Biology – Cell & Molecular ^B	4
MA 107 Precalculus I ^A	3	MA 121 Elements of Calculus or	
COM 110 Public Speaking or		MA 131 Calculus for Life & Mgmt Sciences ^A	3
COM 112 Interpersonal Communication	3	Humanities Elective ^C	3
HESF Elective ^E	1	HESx Elective ^E	1
	<i>Total: 16</i>		<i>Total: 15</i>
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 323 Leadership Develop in ALS	3	AEE 350 Personal Lead. Dev. In ALS	3
Introductory Agricultural Elective ¹	3	ARE 201 Introduction to ARE or	
CH 101 Chemistry – A Molecular Science ^B	3	EC 201 Economics I or EC 205	3
CH 102 General Chemistry Lab ^B	1	CH 220 Introductory Organic Chemistry ^B	4
Social Science Elective ^D	3	CS 213 Crops: Adapt & Production or	
		HS 201 Principles of Horticulture	3-4
		Humanities Elective ^C	3
	<i>Total: 13</i>		<i>Total: 16-17</i>
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
SSC 200 Soil Science	3	AEE 435 Prof Presentations in Agric	3
SSC 201 Soil Science Lab	1	Agricultural Specialization I Course ²	3
Agricultural Specialization I Course ²	3	Agricultural Specialization II Course ⁴	3
Additional Breadth – Hum/Soc Sci Elect ^F	3	Interdisciplinary Elective ^G	3
Writing Elective ³	3	Social Science Elective ^D	3
Free Elective ⁵	2-3		
	<i>Total: 15-16</i>		<i>Total: 15</i>
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 360 Team Leadership in ALS	3	AEE 460 Org Leadership for ALS	3
Agricultural Specialization I Course ²	3	AEE 490, Seminar in AEE	1
Agricultural Specialization II Course ⁴	3	Agricultural Specialization I Course ²	3
Agricultural Specialization II Course ⁴	3	Agricultural Specialization II Course ⁴	3
Free Elective	3	Interdisciplinary Elective ^G	2-3
		Free Elective	3
	<i>Total: 15</i>		<i>Total: 15-16</i>
Minimum Credit Hours Required for Graduation ^{L, J, K} : 121			

Major/Program Footnotes:

¹ Select from AES 201, ES 100, or FS 201

² First of two agricultural specializations required. Select from courses in the following areas of agriculture: Animal Science, Agricultural Business Management, Agricultural Environmental Technology, Crop Science, Feed Mill Management, Horticultural Science, Poultry Science, or Soil Science. Courses must focus on one of these agricultural disciplines.

³ Select from AEE 311, ENG 332 or ENG 333.

- ⁴ Second of two agricultural specializations required. Select from courses in the following areas of agriculture: Animal Science, Agricultural Business Management, Agricultural Environmental Technology, Crop Science, Feed Mill Management, Horticultural Science, Poultry Science, or Soil Science. Courses must focus on one of these agricultural disciplines. Must be a different agricultural discipline from the first specialization.
- ⁵ Total hours of free electives vary in order to allow the minimum hours required for the degree to equal 121 credit hrs.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

^AMathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **MA 107, MA 121**

^BNatural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **BIO 181, BIO 183, CH 101, CH 102, CH 220**

^CHumanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none. Some courses in this category will fulfill the US Diversity and Global Knowledge co-requisite.**

^DSocial Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none. Some courses in this category will fulfill the US Diversity and Global Knowledge co-requisite.**

^EPhysical Education/Healthy Living (2 credit hours – at least one 100-level Fitness and Wellness Course)

Choose from the University approved GEP Physical Education/Healthy Living course list.

^FAdditional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

x Humanities/Social Sciences/Visual and Performing Arts or _____Mathematical Sciences/Natural Sciences/Engineering

^GInterdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**

^HIntroduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

^IU.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

^JGlobal Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

^KForeign Language proficiency - Proficiency at the FL_102 level is required for graduation.

CURRICULUM REQUIREMENTS

Format B – Proposed (changes are highlighted)

<u>Degree/Plan Title:</u> Bachelor of Science in Agricultural Science	<u>Plan SIS Code:</u> 11AGSBS
Concentration/Subplan Title: N/A	
Indicate requirements status: Current: _____ Proposed: _____	Proposed Effective Semester: 1/2016
New Degree Audit required? (Y or N) N	
Critical Path Courses – Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.	

MAJOR FIELD OF STUDY REQUIREMENTS:	Credit Hours	GEP category, if applicable
<i>Required Courses/Groups/ Electives:</i>		
<p style="text-align: center;">Indicate if course or course groupings have a C-wall or MGPA requirement</p> <p>Agricultural and Extension Education (all courses in this category have a C-wall requirement) AEE 323, AEE 350, AEE 360, AEE 435, AEE 460, AEE 490</p> <p>Professional Content Courses GRP *** ARE 201, EC 201, EC 205 GRP *** Writing elective (AEE 311, ENG 332, ENG 333) GRP *** ANS 150 and ANS 151 or PO 201 and PO 202 GRP *** CS 213, HS 201 GRP***AES 201, ES 100, FS 201 SSC 200, SSC 201</p> <p>Mathematical and Natural Sciences MA 107 GRP *** MA 121, MA 131 BIO 181, BIO 183, CH 101, CH 102, CH 220</p> <p>Communication and Social Science GRP *** COM 110, COM 112</p>	<p>16</p> <p>3</p> <p>3</p> <p>4</p> <p>3-4</p> <p>3</p> <p>4</p> <p>3</p> <p>3 (CP)</p> <p>16 (CP)</p> <p>3</p>	<p>List GEP category and hours satisfied by a Major requirement</p> <p>Satisfies the Communication within the major requirement</p> <p>Mathematical Sciences (3 hours) Mathematical Sciences (3 hours) Natural Sciences (7 hours)</p>
<p><u>Concentration Courses/Groups/Electives:</u> Students must choose two sequences, completing 12 hours in each sequence</p> <p>Sequence 001 – Animal Science Sequence 002 – Agricultural Business Management Sequence 003 – Agricultural Environment Technology Sequence 004 – Crop Science Sequence 005 – Horticultural Science Sequence 006 – Poultry Science Sequence 007 – Soil Science</p>	24	
<p><u>Free Electives:</u></p>	8-9	
<p style="text-align: center;">Total credit hours under Major Field of Study: <i>Minimum 27 hours required in program area.</i></p>	94 hours	
COLLEGE REQUIREMENTS:		
<p><u>Orientation Course(s):</u> ALS 103</p>	1	

Other:		
Total credit hours under College Requirements:	1 hours	

<u>NCSU GENERAL EDUCATION PROGRAM REQUIREMENTS</u>		At least one of the following must be listed:
<p><i>Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category may not be subset to require a specific course from the category list. Required courses must be listed in the Major/College requirements.</i></p> <p>Specific courses should not be listed in any of the fields below other than ENG 101.</p>		<ol style="list-style-type: none"> 1 Choose course(s) from the University Approved GEP course list for this category. 2 Minimum requirements are satisfied by Major/College course requirements. 3 Major/College course requirement satisfies X credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category. 4 Co-requisite is satisfied by a Major/College course requirement. 5 Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts. 6 Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
General Education Program Requirements: <i>Minimum 39-40 hrs</i>	Credit hours	How will the GEP requirement be met? (Choose applicable statement from 1-6 listed above)
Mathematical Sciences (6 credits) (At least 1 course with MA or ST prefix) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	X	<i>(Choose statement 1, 2 or 3)</i> Minimum requirements are satisfied by Major/College course requirements.
Natural Sciences (7 credits) (At least 1 lab course or course with a lab) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	X	<i>(Choose statement 1, 2 or 3)</i> Minimum requirements are satisfied by Major/College course requirements.
English 101 (C- or better required) (4 credits)	4	ENG 101
Humanities (6 credits) (Courses from two different disciplines) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	6	<i>(Choose statement 1, 2 or 3)</i> Choose course(s) from the University Approved GEP course list for this category.
Social Sciences (6 credits) (Courses from two different disciplines) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	6	<i>(Choose statement 1, 2 or 3)</i> Choose course(s) from the University Approved GEP course list for this category.
Additional Breadth (3 credits) (Choose approach that is different from the approach of the Major) <i>Major/College requirements cannot satisfy this requirement and an AB course cannot be double-counted except in satisfying the Global Knowledge or U.S. Diversity co-requisites.</i>	3	<i>(Choose statement 5 or 6)</i> Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts.
Interdisciplinary Perspectives (5-6 credits) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	5	<i>(Choose statement 1, 2 or 3)</i> Choose course(s) from the University Approved GEP course list for this category.
Physical Education/Healthy Living (2 credits) (Including one Fitness and Wellness course)	2	<i>Choose course(s) from the University Approved GEP course list for this category.</i>
Total credit hours needed to complete GEP that are not satisfied as part of the Major/College requirements.	26 hours	
GEP Co-Requisites:		Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.
U.S. Diversity co-requisite (USD)	n/a	<i>(Choose statement 1 or 4)</i> Choose course(s) from the University Approved GEP course list for this category.
Global Knowledge co-requisite (GK)	n/a	<i>(Choose statement 1 or 4)</i> Choose course(s) from the University Approved GEP course list for this category.
Foreign Language Proficiency	n/a	Proficiency at the FL_102 level required.
The following requirements must be satisfied within the College/Program:		Place an X in the credit hour box to indicate below that the requirement is "Satisfied by College/Program Requirements"
Communication in the Major (Advanced Communication)	X	Satisfied by College/Program Requirements

Technology Fluency	X	Satisfied by College/Program Requirements
Total credit hours required to complete Degree: Total must be within 120-128 credit hours.	121 Total hours	As applicable, indicate here the overall GPA requirement for degree completion including course completion.

FLS 202 - Intermediate Spanish II

FLS 202 - Intermediate Spanish II focuses on the development of communicative abilities at the intermediate level of the American Council on the Teaching of Foreign Language proficiency scale, with an integrated skills approach (reading, writing, speaking, listening) and additional emphasis on knowledge and competence in the cultures of the Spanish-speaking world. Includes written and oral assignments of language structures and vocabulary. Conducted entirely in Spanish. Closed to native speakers of Spanish.

Required Text

Rumbos, custom edition for NC State University, Pelletieri et al (Cengage Heinle, 2012):
Textbook and Premium Website access.

A package that contains the textbook and an access card for the website can be purchased at the book store. If a used textbook is purchased, website access can be purchased online.

Click a syllabus link on the right side for more detailed information. **Bring textbook to class each day.**

Student Learning Outcomes

At the end of the course, students will be able to...

- produce sentence-level oral discourse in Spanish and begin to connect sentences together.
- compose short written products of up to one full page.
- demonstrate listening and reading comprehension of formal and informal Spanish in familiar contexts.
- interpret main ideas and some supporting details contained in Spanish language audio, video and reading passages of up to several minutes or several pages in length.
- communicate about literary, cultural and other academic topics in Spanish with accuracy reflective of at least the Intermediate level on the Oral Proficiency Scale of the American Council on the Teaching of Foreign Languages (ACTFL)

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012> .

Grading

25% Preparation and Participation

30% 3 Major Tests

10% 2 Compositions

15% Oral Assessment: 1 Presentation and 1 Conversation

20% Final Exam

Preparation and Participation

Preparation and practice are essential for success in learning a foreign language. Your Preparation and Participation grade will take into account your timely and thorough completion of all assignments, your daily attendance, your contributions to all class activities (individual work, group work, whole class activities), and your interaction with your classmates and instructor.

Grading Rubric for Preparation and Participation Grade

- A Student completes all assignments before class and comes to class fully prepared, bringing proper materials, arriving on time and staying the full length of the class. Student is attentive and frequently volunteers to participate. Student is actively involved in all class activities and stays on task in group work. Any questions or comments are pertinent.
- B Student completes assignments before class and almost always comes to class fully prepared. Student is always attentive, participates actively in all activities and volunteers during most class periods. Student asks only pertinent questions.
- C Student may show evidence of being unprepared on occasion. Student may arrive late or leave early in some instances. Student may not volunteer frequently and may not participate fully in all activities. Student may ask questions that would not be necessary with proper preparation for class or attentiveness in class.
- D Student is unprepared and/or inattentive. Student rarely volunteers and demonstrates a lack of involvement in class activities. Student may not stay on task in group work and may ask unnecessary or inappropriate questions.

- F Student does not attend class or, if in attendance, student exhibits lack of concern for the class. His or her behavior may have a negative effect on the class.

Attendance

Attendance is mandatory because of the nature of the course. Your professor and your classmates depend on you to be present every day to take part in class activities designed for the participation of all students. Participation grades are given every day. Any unexcused absence, therefore, will have a negative effect on your participation grade. If you miss more than three classes in a Mon/Wed/Fri class and more than two classes in a Tues/Th or Mon/Wed class without presenting university-approved documentation for the absences, your final course grade will be lowered by five points. For each additional class that you miss without university-approved documentation, your final course grade will be lowered by one additional point.

Major Tests and Compositions

There will be three major tests, each covering two chapters. Dates are on the syllabus and formats will be provided. No grades will be dropped. Two compositions will be required, based on assignments clearly explained in the textbook. Due dates are on the syllabus. Compositions will not be accepted after the due date without documentation of a university-approved absence. No grades will be dropped. Also, see the [grading rubric for compositions](#) .

Oral Assessment

Each student will be graded on one in-class oral presentation and one out-of-class conversation with the professor. Dates for oral presentations are on the syllabus and guidelines are below. Each student must also meet with the instructor outside of class to engage in a graded conversation. The professor will provide specific information about scheduling presentations and conversations.

Final Exam

Foreign language final exams are by nature comprehensive but the final exam will emphasize material that is assigned from the final four chapters. A format will be provided.

Make-up Work

All students are expected to complete assignments and take tests on time and should not expect to make up missed work or complete assignments late without a penalty. Documentation of a university-approved absence must be presented in order for late work to be accepted and make-up work to be offered without penalty.

Academic Integrity: Please see http://www.ncsu.edu/student_affairs/osc/code_conduct/ for important information regarding academic integrity. The Code of Student Conduct must be followed and violations will be reported. Students will be required to sign the honor pledge on each test and must type the honor pledge on each composition and sign it.

Plus/Minus Grading System: Plus/minus grading will be employed.

A+ = 98.0-100, A = 93.0-97.9, A- = 90.0-92.9

B+ = 88.0-89.9, B = 83.0-87.9, B- = 80.0-82.9

C+ = 78.0-79.9, C = 73.0-77.9, C- = 70.0-72.9

D+ = 68.0-69.9, D = 63.0-67.9, D- = 60.0-62.9

F = 59.9 and below

Conversations: Each student must meet with the professor outside of class to engage in a graded conversation. The conversation can take place at any time during the semester that is convenient for the professor and the student and will address the material that is being studied at the time of the conversation. The grading rubric Assessment of Interpersonal Communication posted at <http://fll.chass.ncsu.edu/documents/rubrics.pdf> will be used for evaluation. If more than one conversation is completed, the highest grade will be counted. The professor will provide information about scheduling conversations.

Presentations

Each student must do an individual in-class presentation. Up to 6 students may do individual presentations for each unit. Presentation slots for each unit will be distributed on a first-come, first-served basis. The professor will provide information about scheduling presentations. Students should choose topics that will be interesting and engaging for members of the class. Presentations can be excellent learning experiences for all students. The grading rubric Assessment of Presentational Communication posted

at <http://fll.chass.ncsu.edu/documents/rubrics.pdf> will be used for evaluation. If more than one presentation is completed, the highest grade will be counted.

Guidelines for presentations

- The presentation topic must be related to one of the countries in the chapter that is being studied at the time of the presentation. Dates are on the syllabus and chapters are specified. Possible topics include people, places, events, aspects of the arts or crafts, products, food, etc. The topic must not duplicate information presented in the textbook or in class, but it may certainly expand upon or complement something studied in class or presented in the book.
- The presentation must have a visual component, large enough for the class to see or able to be passed around the class. Audio components may be included but a visual component is always required. If special equipment is needed, the student must provide the equipment or contact the professor to discuss other options. The language of any media must be Spanish and the use of anything other than a simple visual aid must be brief. The focus must be the presentation by the student.
- The presentation should be approximately 10-20 sentences in length. Quality is much more important than quantity, but a minimum of 10 sentences is expected. Compound and complex sentences are encouraged and may count as 2 sentences.
- The presentation should not be read, but use of notes is acceptable. Reading the presentation will have an adverse effect on the grade.
- At least two sources of information are required including at least one non-internet source. Possible sources include the text, other texts, other books, the internet, and individuals who have visited or lived in Spanish-speaking countries. On or before the day of the presentation the student must submit a list of sources to the professor, including bibliographical information for books other than the text, internet addresses, and names and brief information about individuals who contribute to the presentation.

FLS 202 Course Objectives

The primary objective of FLS 202 is to prepare students for the transition to 300-level Spanish courses by developing and expanding upon previously acquired language knowledge

and communicative skills within a content-based curriculum focusing on Hispanic peoples and cultures.

During or by the end of the semester, successful students of FLS 202 will be able to:

Listening

- Understand and interpret the main ideas and some details of increasingly longer stretches of speech including various verb tenses and moods.
- Utilize context clues, both aural and non-aural, to piece together non-comprehended information.

Speaking

- Initiate a general conversation by means of asking questions.
- Paraphrase what somebody else has said or what has been read.
- Begin to sustain conversation by utilizing effective communicative strategies to express ideas (i.e., circumlocution, soliciting opinions).
- Use increasingly precise vocabulary words in diverse communicative contexts.
- Describe characteristics of people and things, and physical and mental conditions of people. Express likes and dislikes and offer opinions.
- Narrate experiences or events in various tense and mood references including present, past and future, and the emergence of conditional and hypothetical situations.
- Exchange opinions and individual perspectives on cultural topics (e.g., traditions, historical events or characters).
- Express agreement and disagreement, supporting opinion with simple reasoning
- Make evaluative statements and recommendations, attempting to influence others.
- Prepare and deliver short oral reports on a given topic pertaining to Spanish-speaking cultures (artistic/literary and/or popular culture).

Reading

- Read with increasing understanding a variety of authentic materials, which might include short stories, poems, essays, or readings from a Spanish language newspaper or magazine.

Writing

- Take notes in some detail on course topics and provide detailed written responses to assigned questions.
Increase precision in the expression of ideas, using various verb tenses and both indicative and subjunctive moods.
- Describe and narrate ideas or information in extended informal writings, such as journal entries.
- Prepare a composition with a clear organization of topic sentence, supporting details and conclusion, as well as an increased focus on achieving greater cohesion in writing, through using such elements as pronominal substitutions and transitional expressions.

Culture

- Gain a greater understanding of and appreciation for Hispanic peoples and cultures.
- When presented with cultural phenomena, make justifiable inferences about relevant cultural practices, products and perspectives.
- Obtain information about the Spanish-speaking world from outside sources such as the Internet, and make sound judgments about the validity of the information.
- Obtain information about “Big C” culture, such as music, art, architecture, literature and film; experience such works; and react to them.
- Obtain information about “small c” culture such as daily routines and patterns of behavior, perspectives on domestic and international issues and products that identify and define the culture. Look for and identify connections between material studied in class and the world in which students live
- Identify major contributions that the Spanish language & Spanish –speaking culture have made to United States society and the world.

FLS 202 Composition Grading Rubric

	A+	A	B+	B	C+	C	D+
Inclusion of all required elements	10	9	8.5	8	7.5	7	6.5
Overall comprehensibility	20	19	18	17	16	15	14
Accuracy in grammar including forms and usage	20	19	18	17	16	15	14
Appropriate choice and use of vocabulary including spelling and accents	20	19	18	17	16	15	14
Correct and appropriate sentence and paragraph structure, inclusion of transitional elements	20	19	18	17	16	15	14
Appropriate forms of address throughout, appropriate level of formality	10	9	8.5	8	7.5	7	6.5

FLS 332 Spanish Oral and Written Expression II
Proposed Syllabus: FLS 332 Spanish Oral and Written Expression II

INSTRUCTOR AND COURSE INFORMATION:

Instructor: Dr. Mark Anthony Darhower

Office: Withers 405

Office hours: 4:00-5:30 Tuesdays and Thursdays and by appointment

Phone: 513-4807

Email: mark_darhower@ncsu.edu

Website: <http://social.chass.ncsu.edu/~mldarhow>

Class meetings: Tuesdays and Thursdays 1:30-2:45 in WI 120

Credit Hours: 3

Prerequisites: FLS 331

COURSE DESCRIPTION: Development of speaking and writing skills at the Intermediate High to Advanced levels of the American Council on the Teaching of Foreign Languages proficiency scale, as well as listening/viewing and reading skills. Focus on paragraph-length discourse, narration and detailed description in present, past, and future time frames within a variety of topics and contexts, and communication skills such as circumlocution. Course readings, video and discussion content center upon cultural aspects of the Spanish speaking world.

STUDENT LEARNING OUTCOMES:

By the end of the semester students will be able to:

- Produce paragraph level oral discourse in Spanish by connecting strings of coherent sentences.
- Compose coherent academic essays of up to five pages in length, utilizing appropriate grammatical structure and vocabulary.
- Refine their use of appropriate listening strategies to aid their understanding of extended discourse in spoken Spanish
- Interpret main ideas and supporting details contained in Spanish language video segments of up to feature movie length.
- Refine their use of appropriate reading strategies to aid their understanding and appreciation of lengthy Spanish language texts.
- Interpret main ideas and supporting details contained in Spanish reading passages from Spanish literature, journalism, and other sources.
- Discuss literary, cultural and other academic topics in Spanish with grammatical and lexical precision and sophistication reflective of at least the Intermediate High to Advanced Low level on the Oral Proficiency Scale of the American Council on the Teaching of Foreign Languages (ACTFL <http://www.actfl.org>).

REQUIRED TEXTS:

Iguina, Z. and E. Dozier. (2008). *Manual de Gramática (4th Ed.)*. Boston: Heinle. ISBN-10: 1-4130-3219-2. \$80.49

Coursepack available at Sir Speedy on Hillsborough Street.

A good Spanish-English dictionary (such as Collins, Cuyas, Larousse)

**Students MUST have one of the suggested dictionaries or a very similar one and the grammar reference book . These can be purchased new or used on amazon.com or your favorite online bookseller. Bring both

books to class EVERY day.

GRADING POLICIES: The final course grade will consist of the following components:

Written assignments (workbook exercises, writing journal, essays, quizzes)	40%
Preparation and Participation	20%
Final oral exam	20%
Conversations with Spanish speakers	10%
Videotaped oral presentation or skit	10%

Grading Scale:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.99 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Written Assignments: Written homework, including grammar book exercises and journal entries, will be assigned to support classroom activities. There will be short quizzes, both announced and unannounced, throughout the semester. Specific instructions for written assignments will be provided in class and/or on the course website.

Preparation and participation: The class participation grade in FLS 332 is an interactive grade which involves both a student self-assessment and instructor evaluation. Since this is a conversation course, obviously it is important that students SPEAK during every class period. Remember that the objectives of this course are for you to improve your language proficiency. This involves continual interaction with Spanish *outside the classroom as well as inside*. You should generally spend at least two hours preparing for every hour of class. This preparation would be in the form of viewing and reviewing the assigned films, reading and re-reading assigned readings and additional materials such as Spanish language newspapers, magazines and web sites, watching Spanish television, reviewing appropriate grammatical concepts, as well as preparing for the specific assignment of each class period. Note that your preparation for this course goes beyond the tangible, concrete grammar and written assignments you might have had in 100- and 200-level Spanish courses.

The only way to gain a more solid mastery of the language is to constantly be exposed to it, and to notice the use of grammatical structures and new vocabulary words. The following criteria will be used to evaluate your daily preparation and participation in class. Please familiarize yourself with both the criteria and their implementation.

Instructions:

- 1). Complete the "registro de participación.doc" for every day of class. Download this document from the course web site; open it and type in your full name at the top; assign yourself a **10, 8, 6, or 4** (NOT any other number!) for each day, with a brief explanation of how you arrived at this evaluation. LEAVE THE TOTAL COLUMN BLANK -- I will complete that part.
- 2). Submit the "registro" to me at the end of Thursday's class every other week (see course calendar). Make sure you remember to turn the "registro" in every other Thursday, even if I forget to ask for it. Make sure your NAME is on it.
- 3). Failure to follow these instructions will result in a 10% reduction of the weekly participation grade in question.

Preparation and participation grading rubric:

Note that students are required to prepare all readings before the scheduled class time in order to participate in group activities and contribute to class discussions.

<p>Excellent I spoke Spanish during the entire class. I only spoke English after asking the instructor for permission to do so. I spoke in complete sentences when appropriate. I respected my classmates and professor, always listening attentively to them when they spoke. I participated actively in all class activities and discussions. My participation demonstrated that I prepared well for class, having carefully read the assigned readings.</p>	10/10
<p>Good I spoke Spanish almost exclusively. I spoke in complete sentences some or most of the time. I respected my classmates and professor, listening attentively to them when they spoke. I participated actively in most class activities and discussions. My participation demonstrated that I prepared well for class, having read the assigned readings.</p>	8/10
<p>Average I often spoke Spanish in class but used English sometimes. I sometimes or often did not speak in complete sentences. I might have been distracted or not paid attention to my classroom or the professor once or twice. I participated in class activities, but not as well as I could have. My participation demonstrated that I prepared somewhat for class, but could have done a better job preparing.</p>	6/10
<p>Needs Improvement I was present but did not say anything during the entire class. I spoke more English than Spanish. I did work or reading not related to this class. I often got distracted and did not pay attention to the professor and my classmates. My participation (or lack thereof) demonstrated that I had not prepared myself for the class.</p>	4/10

Final oral exam: The final exam for the course will be oral and will be administered during the established final exam period. Students will prepare to discuss three of the topics covered in class during a ten minute period with the instructor. Further instructions will be given in class.

Videotaped presentation:

Students will prepare a videotaped presentation in small groups, such as a debate or skit. Specific directions will be provided in class and on the course website.

Conversations with Spanish speaker: Students will participate in periodic conversations with native speakers of Spanish. See course website for specific instructions.

Essays: One three-page essay and one five-page essay will be assigned throughout the semester. Instructions and grading rubrics for the essays will be provided in the course website.

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php **Note that students cannot take this course for credit-only if they intend to count it toward a Spanish major or minor.

Requirements for Auditors: For details refer to:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given at the instructor's discretion only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS:

Week	Topic	Assignment for this Class
1	Introduction to course	** All readings are from Coursepack or <i>Manual de Gramática</i> (MG)
	Interactive Model of Reading Introduction to <i>Mujeres al borde de un ataque de nervios</i>	READ: MG Ch. 5: Verbs: Formation; Ch. 6 Verbs: Usage (pp. 153-191) SUBMIT: Self evaluation of ACTFL level
2	FILM: <i>Mujeres al Borde de un Ataque de Nervios</i>	See film prior to class.
	<i>Mujeres al Borde de un Ataque de Nervios</i> : Chapter 10 (Underwood) sec. 1-9; Topic: movida madrileña	SUBMIT: Blancanieves (web exercise) READ: <i>España</i> pp. 102-103 <i>Franquismo</i> ; <i>Movida madrileña</i> pp. 1-2 WRITE: Questions Ch. 10 sections 1-9 SUBMIT: Participation Log #1
3	<i>Mujeres al Borde de un Ataque de Nervios</i> : Chapter 10 sec. 10-17	SUBMIT: Transcription of two-minute movie segment.
	READING: <i>Amoríos en línea</i> Topic: infidelity, women's liberation	READ: <i>Amoríos en línea</i> ; MG: Ch. 6 Subjuntivo en cláusulas nominales y adjetivales (pp. 210-219) Exercises 6.29-6.31; 6.38 SUBMIT: Journal #1
4	Topic: infidelity, love relationships Introduction to <i>Como agua para chocolate</i>	SUBMIT: Cenicienta (web exercise) MG: subjuntivo en cláusulas adverbiales, sequence of tenses (pp. 220-233) Exercises 6.40-41; 6.43-46
	FILM: <i>Como Agua para Chocolate</i>	See film prior to class. MG: Ch. 9: los tiempos perfectos SUBMIT: <i>Rezo</i> (web exercise) SUBMIT: Participation Log #2
5	<i>Como Agua para Chocolate</i> Chapter 8 1-7	MG: pluscuamperfecto pág. 200; Exercise 5.19 SUBMIT: Essay #1

	<p><i>Como Agua para Chocolate</i> Chapter 8 8-14 Topics: food, emotions, traditions</p>	<p>READ: <i>Como agua para chocolate Ch. IV Abril: Mole de guajolote</i> (1st part)</p>
6	<p>READING: <i>Como agua Ch. 4</i> Topics: comparison of the novel and the movie</p>	<p>READ: <i>Como agua para chocolate Ch. IV Abril: Mole de guajolote</i> (1st part)</p>
	<p>Topic: Mexican revolution Introduction to <i>El beso que me diste</i></p>	<p>READ: <i>Día de la Revolución Mexicana; Revolución mexicana</i> SUBMIT: Participation Log #3</p>
7	<p>Película: <i>El Beso que me Diste</i></p>	<p>View film prior to class; SUBMIT: Film comprehension questions</p>
	<p><i>El Beso que me Diste</i> QUIZ: <i>Como agua para chocolate</i>, past narration</p>	<p>SUBMIT: Journal #2; Participation Log #3</p>
8	<p>READING: <i>Los americanos invaden a Macún</i></p>	<p>READING: Lección 2: <i>Los puertorriqueños; Los americanos invaden a Macún</i> pp. 70-80</p>
	<p>Topic: political status of Puerto Rico</p>	<p>Search for information on the political status of Puerto Rico. SUBMIT: Participation Log #4</p>
9	<p><i>Los americanos invaden a Macún</i> pp. 81-90 Prepare for debates</p>	<p>SUBMIT: Interview #1 READING: <i>Los americanos invaden a Macún</i> pp. 81-90</p>
	<p>Debates – political status of Puerto Rico Introduction to <i>Fresa y chocolate</i></p>	<p>Prepare for debate.</p>
10	<p>FILM: <i>Fresa y Chocolate</i></p>	<p>View film prior to class. SUBMIT: Journal #3</p>
	<p><i>Fresa y Chocolate Chapter11 1-10</i></p>	<p>SUBMIT: Film comprehension questions SUBMIT: Participation Log #5</p>
11	<p><i>Fresa y Chocolate Chapter11 11-19</i> Topics: friendships, politics</p>	<p>SUBMIT: Essay #2</p>
	<p>READING: <i>Revolución y exilio</i> part I Topic: politics</p>	<p>READ: <i>Revolución y exilio</i> part I pp. (Cristina Saralegui) pp. 31-39</p>
12	<p>READING: <i>Revolución y exilio</i> part II</p>	<p>READ: <i>Revolución y exilio</i> part II pags. 39-56 COMPLETE: Puliendo el Formato Un día atípicamente típico (web exercises)</p>
	<p>READING: <i>Revolución y exilio</i> part III QUIZ: past narration; use of imperfect subjunctive in discourse Introduction to <i>Atlético San Pancho</i></p>	<p>READ: <i>Los cubanos en el exilio</i> (Cristina Ch. 4). pp. 57-69 SUBMIT: Participation Log #6</p>
13	<p>FILM: <i>Atlético San Pancho</i></p>	<p>View and take notes on the film prior to class.</p>

	<i>Atlético San Pancho</i> professional and amateur sports	READ: <i>Los deportes profesionales y de aficionados</i> pp. 145-8; WRITE págs 150-152 A-D; REVIEW vocab. pp. 165-167
14	Los deportes READING: <i>La Pelota y el Arquero</i>	READ: <i>La Pelota y el Arquero</i>
	sports	SUBMIT: Journal #4 SUBMIT: Participation Log #7
15	Synthesis of course material and review for oral final exam.	SUBMIT: Self evaluation of participation for second half of semester.
FINAL EXAM		

CLASS AND UNIVERSITY POLICIES:

Attendance: Attendance is **required**. You can make progress only if you hear and speak the language regularly. After two unexcused absences, two percentage points will be deducted from final score for each additional absence. In case of an emergency (serious illness, injury, death or illness in the family, university duties, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Late Work: Late assignments will only be accepted in the case of verified/documented emergencies. Without adequate documentation, no credit will be given for late assignments. See the University Attendance Policy http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Academic Integrity: Students are bound by academic integrity policy as stated in [NCSU Code of Student Conduct](#). Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor's Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Academic Integrity website:

http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Adverse Weather: Read the [complete adverse weather policy](#) for more info. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653 <http://www.ncsu.edu/dso/>. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Current Syllabus: FLS 336 Business Spanish

Instructor and Course Information:

Credit Hours: 3

Instructor: Ana E. Gray, Attorney at Law

Office: Withers 306

Office hours: MWF 11:30-12:10 and by appointment

Phone: 515-9311

E-mail: gray@social.chass.ncsu.edu

Website: <http://social.chass.ncsu.edu/~gray/>

Class meetings: MWF 1:30-2:20 in WI 120

Prerequisites: FLS 202

Corequisites: FLS 331

COURSE DESCRIPTION: This course will focus on communicative skills through writing and editing a variety of business letters. A focus on cultural aspects of business correspondence will open a venue of much needed understanding in international business interactions due to the current economic ties between the state of North Carolina, Latin America and Europe.

REQUIRED TEXTBOOK:

Doyle, M., B. Fryer, and R. Cere. (2006). *Exito Comercial Student Activity Manual (4th Ed.)*. Boston: Heinle & Heinle. ISBN-10: 1413006914 (\$101.95)

STUDENT LEARNING OUTCOMES:

By the end of the semester, students will:

- Apply appropriate business terminology in written business correspondence.
- Apply written business correspondence skills in producing documents involved in the establishment of a business firm.
- Analyze cultural issues that influence diverse groups of human beings in Hispanic societies.
- Analyze and explain fundamental historical, geographical, and linguistic elements of Hispanic business practices.

GRADING: The final course grade will consist of the following components:

Attendance, active class participation 10%

2 Exams 30%

Portfolio of Business Letters 25%

Oral Presentations 15%

Final Exam 20%

The final percentage will convert to one of the following letter grades:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.99 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php **Note that students cannot take this course for credit-only if they intend to count it toward a Spanish major or minor.

Requirements for Auditors: For details refer to:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given at the instructor's discretion only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Attendance Regulations and Class Participation

Attendance is mandatory due to the participatory nature of the course. More than 2 absences will lower the final grade by two percentage points for each additional absence.

(See also: http://www.ncsu.edu/provost/academic_regulations/attendance/reg.htm)

Evaluation of Class participation:

One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

- A (95%) Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
- B (85%) Student is usually prepared, responds when called on and volunteers on occasion.
- C (75%) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
- D (65%) Student is unprepared, inattentive, never volunteers, or comes to class late.
- F (0%) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

EXPLANATION OF COURSE ASSIGNMENTS:

Business Letter Portfolio:

- PLEASE hand write first drafts to be corrected in class.
- TYPE final draft (double spaced). Print document for portfolio and send electronically to your unity account to be able to open during class.
- Grading is based on TIMELY completion (see due date in calendar below) and ACCURACY. Grade will be given on partial exams. NO MAKE UP WORK.
- Honor Code must be signed and included.
- Portfolio content:
 1. Reading and discussion questions Write *¿Qué sabe Ud....?* from each chapter. (See due dates in calendar below)
 2. Final draft of letters including hand written first draft corrected in class.

Oral Presentations (Power point):

INFORMATION (Minimum 5 facts) COMPARISON (Minimum 5 facts) CONCLUSION (Minimum 5 facts)	Incluir fuentes y fechas.	Entregar copia escrita y firmar "Honor Code"
---	---------------------------	--

Business Spanish Certificate from the Chamber of Commerce and Industry of Madrid:

See course website for general information about this certificate, including model exams.

CALENDAR OF READING ASSIGNMENTS:

22 Aug	1	Introduction to course
24	1	Reading and discussion questions
27	1	Write <i>¿Qué sabe Ud....?</i> Págs. 8-9
29	1	Write Letter 1,1-2 (to revise in class)
31	1	Brief Oral report #1 (p. 16)
05 Sept	2	Reading and discussion questions
07	2	Write <i>¿Qué sabe Ud....?</i> to discuss and revise in class
10	2	Brief Oral report #2 (pp. 29-30)
12	2	Write Letter 2-1, 2-2 to discuss and revise in class
14	3	Reading and discussion questions
17	3	Write <i>¿Qué sabe Ud....?</i>
19	3	Write Letter 3-1 Promotion announcement to discuss and revise in class
21	3	Write Letter 3-1 Promotion Letter to discuss and revise in class

24	3	Brief Oral report #1 (p. 42)
26	4	Reading and discussion questions
28	4	Write <i>¿Qué sabe Ud....?</i> to discuss and revise in class
01 Oct	4	Brief Oral report #4; Information about banking services in Spanish speaking countries
03	4	Write Letter 4-1 and 4-2 to discuss and revise in class.
05		Review for exam
08		Exam #1; submit business correspondence portfolio
10	5	Reading and discussion questions
15	5	Write <i>¿Qué sabe Ud....?</i> to discuss and revise in class. Write Letter 5-1
17	6	Write Letter 5-2 and 5-3 to discuss and revise in class; Reading and discussion questions
19	6	Brief Oral report #5 (p. 76)
22	6	Write Letter 6-1 to discuss and revise in class
24		Write Letter 6-2 and 6-4 to discuss and revise in class
26	6	Brief Oral report #6 (p. 89)
29	7	Reading and discussion questions
31	7	Write <i>¿Qué sabe Ud....?</i> to discuss and revise in class. Write Letter 7-1
02 Nov	7	Brief Oral report #7 (p.104)
05	7	Write Letter 7-2 and 7-3 to discuss and revise in class
07	8	Reading and discussion questions
09	8	Brief Oral report #8 (p. 117)
12	8	Write <i>¿Qué sabe Ud....?</i> to revise in class
14	8	Write Letter 8-1 and 8-2 to discuss and revise in class
16	8	Write Letter 8-3 and 8-4 to discuss and revise in class
19	8	Review for exam
26		Exam #2; submit business correspondence portfolio
28	9	Reading and discussion questions .Write <i>¿Qué sabe Ud....?</i> to discuss and revise in class
30	9	Write Letter 9-1 and 9-2 to discuss and revise in class
03 Dec	9	Write Letter 9-3 and 9-4 to discuss and revise in class
05	10	Reading and discussion questions <i>¿Qué sabe Ud....?</i> to discuss and revise in class; Write Letter10-1 and 10-2
07	10	Review for final exam
		Final exam

CLASS AND UNIVERSITY POLICIES:

Attendance: Attendance is required. You can make progress only if you hear and speak the language regularly. After two unexcused absences, two percentage points will be deducted from the final score for each additional absence. In case of an emergency (serious illness, injury, death or illness in the family, university duties, court attendance, or religious observance), please notify me as soon as possible. You are

responsible for all work missed and for any assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Late Work: Late assignments will only be accepted in the case of verified/documented emergencies. See the University Attendance Policy

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Academic Integrity: Students are bound by academic integrity policy as stated in NCSU Code of Student Conduct. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor's Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Academic Integrity website:

http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Adverse Weather: Read the complete adverse weather policy for more info. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653

<http://www.ncsu.edu/dso/>. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Proposed Syllabus: FLS 336 Spanish for Business

Instructor and Course Information:

Credit Hours: 3

Instructor: Ana E. Gray, Attorney at Law

Office: Withers 306

Office hours: MWF 11:30-12:10 and by appointment

Phone: 515-9311

E-mail: gray@social.chass.ncsu.edu

Website: <http://social.chass.ncsu.edu/~gray/>

Class meetings: MWF 1:30-2:20 in WI 120

Prerequisites: FLS 331

COURSE DESCRIPTION: This course will focus business Spanish vocabulary and terminology with an emphasis on everyday spoken and written Spanish. Readings and discussions will focus on business topics with an emphasis on cross-cultural considerations relative to international business operations.

REQUIRED TEXTBOOK:

Pareja, María José. (2005). *Temas de empresa: Manual para preparación del Certificado Superior de Español de los Negocios de la Cámara de Comercio de Madrid*. . ISBN 84-95986-69-8. (Also available in the DH Hill Library reserves.) \$28.

STUDENT LEARNING OUTCOMES:

By the end of the semester, students will:

- Apply appropriate terminology to describe business, legal and financial practices.
- Describe the similarities and differences between various types of corporations.
- Produce a simulated investment plan for the European stock market.
- Analyze major trends and developments in business practices in the Spanish speaking world.
- Demonstrate appropriate business writing skills in Spanish by preparing a portfolio of trade agreements.

GRADING: The final course grade will consist of the following components:

Attendance, active class participation 10%

2 Exams 30%

Portfolio of Trade Agreements 25%

Oral Presentations 15%

Final Exam 20%

The final percentage will convert to one of the following letter grades:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.99 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php **Note that students cannot take this course for credit-only if they intend to count it toward a Spanish major or minor.

Requirements for Auditors: For details refer to:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given at the instructor's discretion only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Evaluation of Class participation:

One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

- | | |
|-----------|--|
| A+ (100%) | Student's participation is outstanding in both quality and quantity. Student's contribution to the class goes well beyond the criteria required for an A |
| A (95%) | Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions. |
| B (85%) | Student is usually prepared, responds when called on and volunteers on occasion. |
| C (75%) | Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often. |
| D (65%) | Student is unprepared, inattentive, never volunteers, or comes to class late. |
| F (0%) | Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class. |

EXPLANATION OF COURSE ASSIGNMENTS:

Trade Agreement Portfolio:

- PLEASE hand write first drafts to be corrected in class.
- TYPE final draft (double spaced). Print document for portfolio and send electronically to your unity account to be able to open during class.
- Grading is based on TIMELY completion (see due date in calendar below) and ACCURACY. Grade will be given on partial exams. NO MAKE UP WORK.
- Honor Code must be signed and included.
- Portfolio content:
Trade agreements for: MERCOSUR, NAFTA, CARICOM, PACTO ANDINO, LA UNION EUROPEA

Oral Presentations (Power point):

INFORMATION (Minimum 5 facts) COMPARISON (Minimum 5 facts) CONCLUSION (Minimum 5 facts)	Incluir fuentes y fechas.	Entregar copia escrita y firmar "Honor Code"
---	---------------------------	--

Business Spanish Certificate from the Chamber of Commerce and Industry of Madrid:

See course website for general information about this certificate, including model exams.

CALENDAR OF READINGS AND ASSIGNMENTS:

Week	Topic	Assignment
1	Introduction to course.	Fichas 1.1-1.2, 1.3,1.4
	Topic 1: Definition and classification of businesses	
2	Topic 2: Definition and classification of businesses (II)	Fichas 2.2, 2.3, 2.4, 2.5. Review activities
3	Topic 3: The organization of a business	Fichas 3.1,3.2 , 3.3. Review activities
4	Topic 4: Human resources	Fichas 4.1,4.2,4.3, 4.4. Review activities
5	Topic 5: Financial functions	Fichas 5.1,5.2, 5.3,5.4,5.5. Review activities
6	Topic 6: The stock market	Fichas 6.1, 6.2 , 6.3,6.4. Review activities
7	Review for exam	submit trade agreement portfolio
	Exam #1	
8	Topic 7: Commercial activity in the Business: product and price	Fichas 7.1, 7.2, 7.3,7.4,7.5, 7.6. Review activities
9	Topic 8: Commercial activity: communication and distribution	Fichas 8.1, 8.1.1, 8.1.3, 8.1.4, 8.1.5, 8.2, 8.3. Review activities
10	Topic 9: internationalization of the business	Fichas 9.1, 9.2, 9.3, 9.4, 9.5, 9.6. Review activities
11	Topic 10: Accounting	Fichas 10.1, 10.2, 10.3, 10.4, 10.5, 10.6. Review activities
12	Review for exam Exam #2	submit trade agreement portfolio
13	Topic 11: Taxes	Fichas 11.1, 11.2, 11.3, 11.4, 11.5, 11.6. Review activities
14	Topic 12: Analysis of a sector: Tourism	Fichas 12.1, 12.2, 12.3, 12.4, 12.5, 12.6. Review activities

15	Review for final exam	
	Final exam	

CLASS AND UNIVERSITY POLICIES:

Attendance: Attendance is **required**. You can make progress only if you hear and speak the language regularly. After two unexcused absences, two percentage points will be deducted from the final score for each additional absence. In case of an emergency (serious illness, injury, death or illness in the family, university duties, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Late Work: Late assignments will only be accepted in the case of verified/documented emergencies. See the University Attendance Policy

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Academic Integrity: Students are bound by academic integrity policy as stated in NCSU Code of Student Conduct http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor’s Pledge on every exam and assignment and to sign or type their name after the pledge. (“I have neither given nor received unauthorized aid on this test or assignment.”) Academic Integrity website:

http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Adverse Weather: Read the complete adverse weather policy for more info. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653

<http://www.ncsu.edu/dso/>. For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability,

veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Sample Syllabus FLS 341 Literature and Culture of Spain I: Middle Ages and Early Modern

INSTRUCTOR AND COURSE INFORMATION:

Instructor: Dr. Diana Arbaiza

Office: Withers 209

Office hours: T 10:00 – 11:00; Th 12:00 – 1:00 and by appointment

Phone: None

Email: darbaiz@ncsu.edu

Website: http://fll.chass.ncsu.edu/faculty_staff/index.php?userid=darbaiz

Class meetings:

Credit Hours: 3

Prerequisites: FLS 331 OR FLS 332 OR FLS 335

GER Requirements fulfilled: Literature, Additional Humanities and Social Sciences, non-English speaking culture

COURSE DESCRIPTION: Survey of literary and cultural contexts of medieval and early modern Spain (12th to 17th centuries). Examination of literary genres in connection with concurrent cultural and historical events. Exploration of literature as a reflection of the experiences and events meaningful to Spanish society during this time period. Emphasis on the ways in which literature and other cultural artifacts give voice to value systems, traditions, and beliefs.

STUDENT LEARNING OUTCOMES:

By the end of the semester students will be able to:

- Identify and explain themes encountered in middle age and early modern Spanish literary texts. [GER Objective 1]
- Interpret literary texts in their cultural, social, and historical contexts. [GER Objective 1]
- Identify and explain key cultural, social, and historical events of medieval and early modern Spain. [GER Objective 1]
- Evaluate the art of interpretation as a critical approach to the study of literature and culture. [GER Objective 2]
- Using appropriate literary constructs, critically examine thematic intersections between medieval and early modern Spanish literary pieces and their cultural and historical contexts. [GER Objective 3]
- Discuss literary and cultural topics in Spanish with grammatical and lexical precision and sophistication reflective of the intermediate high (or higher) level on the Oral Proficiency Scale of the American Council on the Teaching of Foreign Languages (ACTFL <http://www.actfl.org>).

REQUIRED TEXTS:

Pereira-Muro, Carmen. *Culturas de España*. Houghton Mifflin, 2003. ISBN-13: 978-0-618-06312-3. \$ 73.36

Rodriguez, Rodney T. *Momentos cumbres de las literaturas hispanas*. Prentice Hall. 2004. ISBN: 0-13-140132-7. \$ 85.80

GRADING POLICIES: The final course grade will consist of the following components:

Midterm and final exams:	40% (20% each)
Final paper:	25%
Final presentation:	10%
Short paper:	10%
Class participation:	15%

Grading Scale:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.99 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Exams: Exams will follow a short essay format. There will be an in class review session before each exam.

Short papers, Final paper and Presentation: The short term paper will be 4-5 pages in length and the final paper will be 8-9 pages. Proper MLA citation must be used for direct and indirect quotes and in the bibliography. Further instructions regarding both papers and the final presentation will be provided on the course web site and discussed in class.

Assessment of Class Participation:

One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

- A+ (100%) Outstanding participation. Student meets and exceeds all criteria for "A" participation.
- A (95%) Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
- B (85%) Student is usually prepared, responds when called on and volunteers on occasion.
- C (75%) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
- D (65%) Student is unprepared, inattentive, never volunteers, or comes to class late.
- F (0%) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Students will be required to prepare all readings before the scheduled class time in order to follow the lectures, participate in team activities, and contribute to class discussions. Students will complete short one-minute papers during class to stimulate thought and discussion of assigned readings.

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php **Note that students cannot take this course for credit-only if they intend to count it toward a Spanish major or minor.

Requirements for Auditors: For details refer to:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given at the instructor's discretion and only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS:

Week	Topics	Assignments
1	Medieval Spain: Jews, Muslims, and Christians El Camino de Santiago Religious Diversity Love in Hispanic-Arabic culture Muslims through Christian Eyes	Pereira-Muro 44-56, 69-76
2	The Conquest of Muslim Spain <i>Cantar del Mio Cid</i> Religion, Fiction, and Propaganda Gonzalo de Berceo, <i>Los milagros de Nuestra Señora</i>	Pereira-Muro 63-67, 69-70 Rodriguez 15-27
3	Don Juan Manuel Educating through Fiction Sem Tob Literature and Morality through Jewish Eyes	Pereira-Muro 71-73 Rodriguez 32-45
4	Love and sensuality <i>Juan Ruiz, El libro del buen amor</i>	Pereira-Muro 74-76 Rodriguez 46-54.
5	The Spain of Ferdinand and Isabella: 1492 and the Unification of Spain Inquisition Religious uniformity as a means for national unity	Pereira-Muro 79-94
6	Popular Poetry: Romances Romances about the Conquest of Granada Romances about Castilian Heroes Love Romances	Rodriguez 97-101
7	Fernando de Rojas, <i>La Celestina</i> The <i>converso</i> problem Urban life and material life Love as a disease	Pereira-Muro 97-99 Rodriguez 131-135 DUE: Short term paper
8	Imperial Spain: Charles V and Philip II MIDTERM EXAM	Pereira-Muro 101-110
9	<i>The picaresque novel and the darker side of Imperial Spain</i> Lazarillo de Tormes	Pereira-Muro 114-116 Rodriguez 136-181
10	Garcilaso, Herrera, and Fray Luis de León Sonnets Poetry and Gender	Pereira-Muro 111-113 Rodriguez 102-111 EXAM II

11	Imperial Decline and the Golden Age of Spanish Culture Philip III and Philip IV Splendor and Misery The Cultural boom	Pereira-Muro 126-137
12	Spanish Classic Theatre Pedro Calderón de la Barca, <i>La vida es sueño</i>	Rodriguez 342-347 DUE: Final project proposal
13	The Spain of Velázquez Sixteenth-century Spain through Velázquez's paintings	Pereira-Muro 132-134
14	Writing workshop	Individual conferences to discuss final projects
15	Final project presentations	DUE: Final project
FINAL EXAM		

CLASS AND UNIVERSITY POLICIES:

Attendance: Attendance is **required**. You can make progress only if you hear and speak the language regularly. After two unexcused absences, two percentage points will be deducted from the final grade for each additional unexcused absence. In case of an emergency (serious illness, injury, death or illness in the family, university duties, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Late Work: Late assignments will only be accepted in the case of verified/documented emergencies. See the University Attendance Policy http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Academic Integrity: Students are bound by academic integrity policy as stated in [NCSU Code of Student Conduct](#). Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor's Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Academic Integrity website: http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Adverse Weather: Read the [complete adverse weather policy](#) for more info. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653 <http://www.ncsu.edu/dso/>. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with

Disabilities Regulation (REG02.20.1) at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php .

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Sample Syllabus FLS 342 Literature and Culture of Spain II

INSTRUCTOR AND COURSE INFORMATION:

Instructor: Dr. Diana Arbaiza

Office: Withers 209

Office hours: T 10:00 – 11:00; Th 12:00 – 1:00 and by appointment

Phone: None

Email: darbaiz@ncsu.edu

Website: http://fil.chass.ncsu.edu/faculty_staff/index.php?userid=darbaiz

Class meetings: T, Th 3:00 – 4.15

Credit Hours: 3

Prerequisites: FLS 331 OR FLS 332 OR FLS 335

GER Requirements fulfilled: Literature, Additional Humanities and Social Sciences, non-English speaking culture

COURSE DESCRIPTION: Survey of literary and cultural contexts of 18th and 19th century Spain. Examination of literary genres in connection with concurrent cultural and historical events. Exploration of literature as a reflection of the experiences and events meaningful to Spanish society during this time period. Emphasis on the ways in which literature and other cultural artifacts give voice to value systems, traditions, and beliefs.

STUDENT LEARNING OUTCOMES:

By the end of the semester students will be able to:

- Identify and explain themes encountered in 18th and 19th century Spanish literary texts. [GER Objective 1]
- Interpret literary texts in their cultural, social, and historical contexts. [GER Objective 1]
- Identify and explain key cultural, social, and historical events of 18th and 19th century Spain. [GER Objective 1]
- Evaluate the art of interpretation as a critical approach to the study of literature and culture. [GER Objective 2]
- Using appropriate literary constructs, critically examine thematic intersections between 18th and 19th century Spanish literary pieces and their cultural and historical contexts. [GER Objective 3]
- Demonstrate understanding of the cultural transformations in 18th and 19th century Spain and the impact that these had upon contemporary Spanish society. [Global Knowledge Objective 1]
- Demonstrate understanding of the commonalities and differences between Spanish and Western culture in the 18th and 19th century. [Global Knowledge Objective 2]

REQUIRED TEXTS:

Carmen Pereira-Muro *Culturas de España*. Houghton Mifflin. (2003) ISBN-13: 978-0-618-06312-3. (\$73.36)

Paredes-Méndez, Francisca *Voces de España: Antología literaria*. Heinle (2004) ISBN: 0759396663 (\$100)

GRADING POLICIES: The final course grade will consist of the following components:

Midterm and final exams: 40% (20% each)

Final paper 25%

Final presentation: 10%
 Short paper: 10%
 Class participation: 15%

Grading Scale:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.99 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Exams: Exams will follow a short essay format. There will be an in class review session before each exam.

Short papers, Final paper and Presentation: The short paper will be 4-5 pages in length and the final paper will be 8-9 pages. Proper MLA citation must be used for direct and indirect quotes and in the bibliography. Further instructions regarding both papers and the final presentation will be provided on the course web site and discussed in class.

Assessment of Class Participation:

One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

- A+ (100%) Outstanding participation. Student meets and exceeds all criteria for "A" participation.
- A (95%) Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
- B (85%) Student is usually prepared, responds when called on and volunteers on occasion.
- C (75%) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
- D (65%) Student is unprepared, inattentive, never volunteers, or comes to class late.
- F (0%) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Students will be required to prepare all readings before the scheduled class time in order to follow the lectures, participate in team activities, and contribute to class discussions. Students will complete short one-minute papers during class to stimulate thought and discussion of assigned readings.

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php **Note that students cannot take this course for credit-only if they intend to count it toward a Spanish major or minor.

Requirements for Auditors: For details refer to:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given only at the instructor's discretion and when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS:

Week	Topics	Assignments
1	The Eighteenth-Century in Spain: Conflict between Modernity and Tradition. Increasing Centralization and Suppression of Regional Rights Importance of Liberal Economics for the Nation: Reforms of Spanish Enlightenment thinkers Middle Class Work Ethic versus Aristocratic Privilege	CE** pp. 151-170 (CE = <i>Culturas de España</i> ; VE = <i>Voces de España</i>)
2	The Spanish Enlightenment Feijoo: <i>Una religión racional: Contra mitos y supersticiones</i> ; <i>Defensa de las mujeres</i> Jovellanos: <i>Elogio a Carlos III</i>	CE pp. 170-171 VE pp. 203-211 VE pp. 218-226
3	Cadalso: <i>Letters</i> 51, 63 and 74	VE pp. 212-227
4	Spanish Neoclassicism Tomás de Iriarte y Felix María Samaniego <i>Fables</i>	VE pp. 227-248
5	Moratin: <i>El sí de las niñas</i>	VE pp. 249-285
6	Review and Synthesis of the Eighteenth Century in Spain Goya The Dual Face of the Spanish Enlightenment: <i>El sueño de la razón produce monstruos</i>	CE pp. 172-173 DUE: Short paper
7	The Nineteenth Century: Toward the Construction of a Modern Nation Images of War: Goya's <i>El dos de mayo</i> Catecismo español de 1808 La primera constitución española MIDTERM EXAM	CE pp. 175-183 CE pp. 184-189
8	Between Neoclassicism and Romanticism Espronceda: <i>A la patria</i> The return of Fernando VII: Repression and Restoration of the Inquisition Larra: <i>Vuelva Ud. mañana; A qué se debe el atraso de España; Análisis de la pereza española; El casarse pronto y mal</i> Independence of the American Colonies	VE pp. 293-95 CE pp. 190-91 CE pp. 193-94 VE pp. 299-308 CE pp. 191-192

	Origins of <i>Carlismo</i>	
9	Romanticism Espronceda: <i>Canción del pirata</i> Romanticism and Women: Espronceda's <i>Canto a Teresa</i> Zorrilla: <i>Don Juan Tenorio</i> (Part I)	VE pp. 296-298 CE pp. 194-95 VE pp. 309-337 [reading divided among 3 groups]
10	Zorrilla: <i>Don Juan Tenorio</i> (Part II) Post-Romanticism Bécquer: <i>Los ojos verdes; Rimas IV y XV</i> De Castro: <i>Dicen que no hablan las plantas</i>	VE pp. 338-365 [reading divided among 3 groups] VE pp. 424-431
11	De Castro: <i>Orillas del Sar</i> Realism and Naturalism Portrayal of Labor Movements in Spanish Realism: Pardo Bazán's <i>La tribuna</i> Political Polarization in 19 th -century Spain: Frustration and Rebellion of the Masses	VE pp. 434-440 CE pp. 196-98
12	Pardo Bazán: <i>En tranvía</i> Clarín: <i>Cambio de luz</i>	VE pp. 480-98 DUE: Final Project proposal
13	Generation of 1898 Spain, a Failed Nation?: Pessimism and <i>Regeneracionismo</i> circa 1898 Machado: <i>La plaza y los naranjos encendidos; Soria fría, Soria pura; A un olmo seco; Soneto a Guiomar</i> Valle Inclán: Excerpt from <i>Rosarito</i> Unamuno: Excerpt from <i>Marqués de Lumbria</i>	CE pp. 198-99 VE pp. 533-537 VE pp. 518-522 VE pp. 515-517
14	Review and Synthesis of the Nineteenth Century in Spain Writing workshop	Individual conferences to discuss the final project
15	Final project presentations	DUE: Final Project
FINAL EXAM		

CLASS AND UNIVERSITY POLICIES:

Attendance: Attendance is **required**. You can make progress only if you hear and speak the language regularly. After two unexcused absences, two percentage points will be deducted from final score for each additional unexcused absence. In case of an emergency (serious illness, injury, death or illness in the family, university duties, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Late Work: Late assignments will only be accepted in the case of verified/documented emergencies. See the University Attendance Policy http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Academic Integrity: Students are bound by academic integrity policy as stated in [NCSU Code of Student Conduct](#). Students are required to uphold the university pledge of honor and exercise

honesty in completing every assignment. Instructors may require students to write the Honor's Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Academic Integrity website: http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Adverse Weather: Read the [complete adverse weather policy](#) for more info. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653 <http://www.ncsu.edu/dso/> . For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php .

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

**FLS 343 Literature and Culture of Spain III: 20th Century to the Present
Attachments to Course Action Form**

COURSE JUSTIFICATION: This course is the third of a three-part survey of the literary and cultural-historical traditions of Spain. The new survey courses, reorganized in the revised undergraduate Spanish curriculum, anchor literature in its cultural, social, and historical contexts, exploring the ways in which cultural practices and perspectives give shape to literary traditions, and vice versa. Undergraduate Spanish majors need to acquire an understanding and appreciation of the interrelationship between language and culture, and literature as an integral cultural product, to complement their growing oral and written proficiency in the Spanish language. FLS 343 surveys the literature and culture of Spain during the 20th century until the present.

RESOURCES STATEMENT: Reallocation of resources permits offering this course.

GER COURSE DOCUMENTATION:

GER Requirements. This course will fulfill:

- The first category requiring one course in the study of literature.
- The sixth category for a course focused on a non-English speaking culture.

CONSULTATION WITH OTHER DEPARTMENTS:

According to the university's criteria for consultation, this course should not need consultation from other departments. Nevertheless, the Department of History and the Department of Sociology and Anthropology were consulted. Their favorable responses are appended below.

[E-mail below received from Jonathan Ocko on December 3, 2007]

Mark,

The History department has no objections to the proposed revisions. Indeed, Rich Slatta, who teaches our Latin American history courses finds them complementary to his own.

Best,
Jonathan

Jonathan K. Ocko
Professor and Head
Department of History
Withers 352
North Carolina State University
Raleigh, NC 27609-8108 USA
Ph: 919 515-3307 Fax: 919 515-3886

GER COURSE DOCUMENTATION:

GER Requirements. This course will fulfill:

- Literature
- Additional Humanities and Social Sciences
- Non-English speaking culture.

GER Category Objectives:

Each course within the literature category of the General Education Requirements in the Humanities will provide instruction and guidance that help students to:

1. Understand and engage in the human experience through the interpretation of literature and culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the study of literature and culture ; and
3. Make scholarly arguments about literature and culture using reasons and ways of supporting those reasons that are appropriate to the field of study.

GER Student Learning Outcomes:

By the completion of the semester students will be able to:

- Identify and explain themes encountered Spanish literary texts from the 20th century until the present. [GER Objective 1]
- Interpret literary texts in their cultural, social, and historical contexts. [GER Objective 1]
- Identify and explain key cultural, social, and historical events of Spain from the 20th century until the present. [GER Objective 1]
- Evaluate the art of interpretation as a critical approach to the study of literature and culture. [GER Objective 2]
- Using appropriate literary constructs, critically examine thematic intersections between Spanish literary pieces from the 20th century until the present, and the cultural and historical contexts surrounding the texts. [GER Objective 3]

Means of Assessing GER Outcomes:

- The GER Student Learning Outcomes listed above will be assessed using the following instruments: short essay exams, short in-class writing assignments, a short and a long paper, and an in class presentation.
- Essay questions on exams, and the short and long papers, will be assessed by a rubric as “excellent”, “good”, “average”, “deficient”, or “very deficient”, according to the instructor’s subjective evaluation of the following categories: depth, relevance, and evidence of critical thinking in the written **content**; fluent and coherent **organization** of ideas; and appropriate use of Spanish **grammatical structure** and **vocabulary**.
- The oral presentation will be assessed using all of the above criteria, as well as an assessment of the students’ oral skills including enunciation, diction, loudness, and eye contact with audience.

Syllabus:

See attached

Proposed Syllabus: FLS 343 Literature and Culture of Spain III: 20th Century to the Present

INSTRUCTOR AND COURSE INFORMATION:

Instructor:

Office:

Office hours:

Phone: None

Class meetings: Tuesdays and Thursdays 1:30-2:45 in WI 120

Credit Hours: 3

Prerequisites: FLS 331, 332 or 335

GER Requirements fulfilled: Literature, Additional Humanities and Social Sciences, non-English speaking culture

COURSE DESCRIPTION: Survey of literary and cultural contexts of 20th and 21st century Spain. Examination of literary genres in connection with concurrent cultural and historical events. Exploration of literature as a reflection of the experiences and events meaningful to Spanish society during this time period. Emphasis on the ways in which literature and other cultural artifacts give voice to value systems, traditions, and beliefs.

STUDENT LEARNING OUTCOMES:

By the end of the semester students will be able to:

- Identify and explain themes encountered Spanish literary texts from the 20th century until the present. [GER Objective 1]
- Interpret literary texts in their cultural, social, and historical contexts. [GER Objective 1]
- Identify and explain key cultural, social, and historical events of Spain from the 20th century until the present. [GER Objective 1]
- Evaluate the art of interpretation as a critical approach to the study of literature and culture. [GER Objective 2]
- Using appropriate literary constructs, critically examine thematic intersections between Spanish literary pieces from the 20th century until the present, and the cultural and historical contexts surrounding the texts. [GER Objective 3]
- Discuss literary and cultural topics in Spanish with grammatical and lexical precision and sophistication reflective of the intermediate high (or higher) level on the Oral Proficiency Scale of the American Council on the Teaching of Foreign Languages (ACTFL <http://www.actfl.org>).

REQUIRED TEXTS:

Carmen Pereira-Muro *Culturas de España*. Houghton Mifflin. (2003) ISBN-13: 978-0-618-06312-3. (\$73.36)

Paredes-Méndez, Francisca *Voces de España: Antología literaria*. Heinle (2004) ISBN: 0759396663 (\$100)

GRADING POLICIES: The final course grade will consist of the following components:

Midterm and final exams:	40%
Final paper	25%
Final presentation:	10%
Short paper:	10%

Class participation: 15%

Grading Scale:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.99 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Exams: Exams will follow a short essay format. There will be an in class review session before each exam.

Short Paper, Final Paper and Presentation: The short paper will be 4-5 pages in length and the final paper will be 8-9 pages. Proper MLA citation must be used for direct and indirect quotes and in the bibliography. Further instructions regarding both papers and the presentation will be provided on the course web site and discussed in class.

Assessment of Class Participation:

One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

- A+ (100%) Outstanding participation. Student meets and exceeds all criteria for "A" participation.
- A (95%) Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
- B (85%) Student is usually prepared, responds when called on and volunteers on occasion.
- C (75%) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
- D (65%) Student is unprepared, inattentive, never volunteers, or comes to class late.
- F (0%) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Students will be required to prepare all readings before the scheduled class time in order to follow the lectures, participate in team activities, and contribute to class discussions. Students will complete short one-minute papers during class to stimulate thought and discussion of assigned readings.

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php **Note that students cannot take this course for credit-only if they intend to count it toward a Spanish major or minor.

Requirements for Auditors: For details refer to:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given at the instructor’s discretion and only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS:

Week	Topics	Assignments
1	<p><i>El estado de las autonomías y las nacionalidades históricas</i> -autonomies of Spain; how many; their relation to the constitution of 1978; Questions from p. 250-251.</p> <p><i>Fábulas:</i> 1. Find a reference to a brief definition of fables as a literary genre; compare that with the four Samaniego fables; Do you think the definition is appropriate for these four texts? Why or why not? 2. Theme and central idea of each; select a passage from each that illustrates that central theme</p>	<p>CE** pp. 236, 249-251 (CE = <i>Culturas de España</i>)</p> <p>Felix María Samaniego, <i>Fábulas</i>: "El asno y el cochino", "La cigarra y la hormiga", "El hombre y la culebra", "La gata mujer" (86-89)</p>
2	<p><i>Galicia today</i>- Principle geographic and economic characteristics of Galicia; important cities; main points from the section on ideology, politics and culture. Answer questions: A. La geografía gallega, B. La tierra gallega, C. El nacionalismo gallego</p> <p><i>“Vuelva usted mañana”</i> Discussion: Theme and main ideas, with examples.</p> <p><i>Cataluña today</i>- "Territorio, población y lengua"; "clima, relieve, economía"; "Historia de la nacionalidad catalana y situación política. Answer questions from first reading A, B, C.</p>	<p>CE pp. 236-240; 251-6</p> <p>Mariano José de Larra, <i>Artículos de costumbres</i>: "Vuelva usted mañana" (92-100)</p> <p>CE pp. 240-244;256-260</p>
3	<p><i>Rimas # XXI (133), LII y LIII (134-35)</i></p> <p><i>Don Juan Tenorio</i> – prepare a summary for class: Where and when does the action take place? Choose 3 or 4 adjectives that you think are appropriate to describe don Juan. Illustrate each one with an example from Act I.</p> <p><i>El País Vasco</i> –"Territorio, población, lengua", "el</p>	<p>Gustavo Adolfo Bécquer, <i>Rimas # XXI (133), LII y LIII (134-35)</i></p> <p>José Zorrilla, <i>Don Juan Tenorio</i>. Parte Primera: Acto primero (151-81)</p> <p>CE: pp. 245-9;260-5</p>

	nacionalismo vasco y el terrorismo de ETA", questions from the first section of reading of 260-64.	
4	<p><i>Don Juan Tenorio</i> – prepare a summary for class (8-10 lines). Select two moments of this act that is significant to you and explain why.</p> <p><i>Museo Guggenheim Bilbao, ETA , other autonomies</i> – Presentations in groups – Themes: 1) building the Guggenheim and its cultural and political significance, 2) ETA and the last events related to terrorism, 3) Choose any autonomous community and present about its history, geography, economy and culture.</p> <p><i>Don Juan Tenorio</i> – prepare a summary for class (8-10 lines).</p> <p><i>La economía de España</i> – “milagro español” -the effect on women, economic development and social/family relations, environmental impact Reflect on photos from pg 276-83.</p>	<p><i>Don Juan Tenorio. Parte Primera: Acto segundo</i> (181-201)</p> <p><i>Don Juan Tenorio. Parte Primera: Actos tercero y cuarto</i> (201-39)</p> <p>CE pp. 267-275</p>
5	<p><i>Don Juan Tenorio</i> – prepare a summary for class (6-8 lines)</p> <p><i>Don Juan Tenorio</i> – prepare a summary (8-10 lines) Importance of time in this work, theme and main ideas</p>	<p><i>Don Juan Tenorio. Parte Segunda: Acto primero</i> (239-57)</p> <p><i>Don Juan Tenorio. Parte Segunda: Actos segundo y tercero</i>(257-77)</p>
6	<p><i>El futuro de España los jóvenes</i> Themes: problems and culture of young people, wellbeing, problems of marginalized groups. <i>Don Juan Tenorio: Conclusion</i></p>	CE pp. 290-4; 298-307
7	<p><i>La sociedad española contemporánea</i> – Drastic societal changes following the death of Franco. Questions from first section of reading pg. 295-296.</p> <p>Presentations: Contemporary Culture</p> <p>MIDTERM EXAM</p>	CE pp. 285-290;295-6
8	<p><i>Del siglo XX al XXI</i> - "El siglo XX de un vistazo"; la dictadura de Primo de Rivera; "el sistema republicano"; "la Guerra Civil"</p> <p><i>Leopoldo Alas, "Clarín", "¡Adiós, 'Cordera'!"</i></p> <ol style="list-style-type: none"> 1. Brief synthesis of plot 2. Themes and main ideas 3. Brief description of the characters and their mutual relations 4. Importance of physical space 5. Narrative structure 	<p>CE pp. 203-9;216-221</p> <p>Leopoldo Alas,"Clarín", "¡Adiós, 'Cordera'!" (316-325)</p>

	6. Narrator, point(s) of view	
9	<p><i>Nada menos que todo un hombre</i> Plot, theme and main ideas, Julia, Alejandro</p> <p><i>Nada menos que todo un hombre</i> Brief summary, reflecting on and interpreting the title; relating the theme with the ideas; connecting this novel and others from class.</p>	<p>Miguel de Unamuno, <i>Nada menos que todo un hombre</i> (326-43 hasta ". . . que no me quiere?")</p> <p><i>Nada menos que todo un hombre</i> (343-59)</p> <p>DUE: Short paper</p>
10	<p><i>La postguerra</i></p> <p><i>Siglo XIX Las dos Españas</i> - ¿Por qué invade Napoleón? ¿Cómo se produce la guerra de la independencia? ¿Explica la oposición de la iglesia católica al liberalismo? ¿Qué representa Fernando VII? ¿Cómo se produce la guerra carlista?</p>	<p>CE pp. 209-13;222-5;7</p> <p>CE pp. 175-8; 181; 184-190,1,2</p>
11	<p><i>Taller Goya</i> Exploring the interactions between society and the politics of the 18 century and the paintings of Goya</p> <p>Round table discussion: Goya (student presentations)</p>	
12	<p><i>El sur</i> The plot, identify the narrator and describe his characteristics; describe the relationships among characters</p> <p><i>El sur</i> (582-99) – prepare a brief summary reflecting on the title and about the significance of the concept of “south” in this novel and the importance of Holderlin’s inscription (“¿Qué podemos amar que no sea una sombra?”)</p>	<p>Adelaida García Morales, <i>El sur</i> (570- 82, hasta ". . . conjunto de actitud es cristalizadas")</p> <p>Adelaida García Morales, <i>El sur</i> (582-99)</p> <p>DUE: Final Project proposal</p>
13	Work on final project (10-15 pages, double spaced, 12 font)	
14	Work on final drafts	Individual conferences to discuss the final project
15	Final project presentations	DUE: Final Project
	FINAL EXAM	

CLASS AND UNIVERSITY POLICIES:

Attendance: Attendance is **required**. You can make progress only if you hear and speak the language regularly. After two unexcused absences, two percentage points will be deducted from final score for each additional unexcused absence. In case of an emergency (serious illness, injury, death or illness in the family, university duties, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any

assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Late Work: Late assignments will only be accepted in the case of verified/documentated emergencies. See the University Attendance Policy http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Academic Integrity: Students are bound by academic integrity policy as stated in [NCSU Code of Student Conduct](#). Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor's Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Academic Integrity website: http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Adverse Weather: Read the [complete adverse weather policy](#) for more info. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653 <http://www.ncsu.edu/dso/> . For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php .

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Sample Syllabus FLS 351 Literature and Culture of Latin America I: Pre-Conquest to Independence

INSTRUCTOR AND COURSE INFORMATION:

Instructor: Dr. S. Garrigan

Office: Withers 421

Office Hours: TTh 1:00 – 2:00 and by appointment

Phone: None

Email: shelley_garrigan@ncsu.edu

Website: <http://social.chass.ncsu.edu/~segarrig>

Class meeting: TTh 11:30 – 12:45

Credit Hours: 3

Prerequisites: FLS 331 OR FLS 332 OR FLS 335

GER Requirements Fulfilled: Literature; Additional Humanities and Social Sciences; non-English speaking culture

COURSE DESCRIPTION: Survey of literary and cultural contexts of Latin America from the pre-conquest, colonial and early-independence periods (15th to mid 19th centuries). Examination of literary genres in connection with concurrent cultural and historical events. Exploration of literature as a reflection of the experiences and events meaningful to Latin American society during this time period. Emphasis on the ways in which literature and other cultural artifacts give voice to value systems, traditions, and beliefs.

STUDENT LEARNING OUTCOMES:

By the end of the semester students will be able to:

- Identify and explain themes encountered in Latin American literary texts from the conquest to independence periods. [GEP Objective 1]
- Interpret literary texts in their cultural, social, and historical contexts. [GEP Objective 1]
- Identify and explain key cultural, social, and historical Latin American events from the pre-conquest to independence periods. [GEP Objective 1]
- Evaluate the art of interpretation as a critical approach to the study of literature and culture. [GEP Objective 2]
- Using appropriate literary constructs, critically examine thematic intersections between Latin American texts from the pre-conquest to independence periods, and the cultural and historical contexts surrounding the texts. [GEP Objective 3]
- Demonstrate understanding of both the cultural relevance and an introductory-level structural basis of Mayan hieroglyphs, and how the glyphs prove that the Maya recorded political history. [Global Knowledge Objective 1]
- Demonstrate understanding of the commonalities and differences between European and Pre-Colombian views of the sacred. [Global Knowledge Objective 2]

REQUIRED TEXTBOOK:

Chang-Rodríguez, Raquel and Malva E. Filer. (2004). *Voces de Hispanoamérica: Antología literaria*. Boston: Thomson/Heinle ISBN-10: 0838416535 (\$115)

Various resources available online through Moodle.

GRADING: The final course grade will consist of the following components:

Exams: midterm and final	40%
Group presentation:	10%
Final presentation:	10%
Final paper:	25%
Class participation:	15%

Grading Scale:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.99 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Exams: Exams will follow a short essay format. There will be an in class review session before each exam.

Final paper and presentation: The final paper will be 8-9 pages in length. Proper MLA citation must be used for direct and indirect quotes and in the bibliography. Further instructions regarding the paper and presentation will be provided on the course web site and discussed in class.

Assessment of Class Participation:

One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

- A+ (100%) Outstanding participation. Student meets and exceeds all criteria for "A" participation.
- A (95%) Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
- B (85%) Student is usually prepared, responds when called on and volunteers on occasion.
- C (75%) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
- D (65%) Student is unprepared, inattentive, never volunteers, or comes to class late.
- F (0%) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Students will be required to prepare all readings before the scheduled class time in order to follow the lectures, participate in team activities, and contribute to class discussions. Students will complete short one-minute papers during class to stimulate thought and discussion of assigned readings.

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php **Note that

students cannot take this course for credit-only if they intend to count it toward a Spanish major or minor.

Requirements for Auditors: For details refer to:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given at the instructor's discretion and only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS:

Week	Topics	Assignments
1	Discussion of three different perspectives on how to approach Latin America	Chang-Rodríguez- "Unidad del mundo latinoamericano"; Roman Goldstein "The Myth of the Latin American Monolith"; Jorge Carvalho, "Heterogeneidad radical en la América Latina" <u>Latinoamérica: presente y pasado</u> : "¿Pero existe realmente una Latinoamérica?" pp. 128-9
2	Introduction and localization of the Pre-Columbian indigenous cultures geographically and chronologically; Basic conceptions of time and space of the maya as compared to Western culture; Introduction to the oral literature of the Maya.	Fox, "Las grandes civilizaciones precolombinas" pp. 2- 14. Enrique Florescano, "Representations and Uses of the Past" pp. 30-64, from <u>Memory, Myth and Time in Mexico: from the Aztecs to Independence</u> . <u>Voces</u> : "Voces amerindias: los mayas, los nahuas y los quechuas" pp. 13-19 <u>Una época de milagros : literatura oral del maya yucateco</u> / Allan F. Burns ; traducción, Pilar Abio Villarig, José C. Lisón Arcal.
3	Mesoamerican concepts of creation; Olmecs of the pre-classical period to the Aztecs of the post-classical era; virtual tour of the <i>Museo virtual de la antigua cosmogonía mexicana</i> ; <u>Popul Vuh</u> Structural Basis of Maya Glyphs	Virtual Tour: <i>The Museo virtual de la antigua cosmogonía mexicana</i> and discussion. Video: *Amlin, Patricia. <u>Popul Vuh</u> . (available online) Websites and videos: Maya glyphs
4	Explorations and the initiation of the Conquest and the historiographical discourses that they have produced Comparison of two different historiographies, perspectives and ideologies. The new historiography.	Merrim, Stephanie: "The First Fifty Years of Hispanic New World Historiography: the Caribbean, Mexico and Central America." In <u>The Cambridge History of Latin American Literature V. 1</u> . <u>Voces</u> : Colón, Cristóbal: "Carta a Luis de Santángel" <u>Momentos cumbres</u> : "Los testimonios del encuentro entre dos culturas" p. 60-61. <u>Latinoamérica: pasado y presente</u> . "Hernán Cortés y la conquista de México (1519- 1521)" pp. 49-53
5	Comparison of the perspectives presented by Cortés y León Portilla. Episode 2 from the <u>Buried Mirror</u> series: "Conflict of the Gods."	Video: Buried Mirror Episode 2: "Conflict of the Gods."
6	La "Leyenda negra" y la defensa del indio de Bartolomé de las Casas: sus logros y las	<u>Voces</u> : "Bartolomé de las Casas" pp. 28-35 <u>Momentos cumbres</u> : "Bartolomé de las Casas" y "Brevísima relación de la destrucción de las Indias" pp. 62-67

	limitaciones de su ideología La Malinche and Women in the Conquest	Investigación independiente usando la red: la postura de De las Casas frente a la esclavitud negra; buscar información sobre <i>La Leyenda negra</i> . Selection: <u>La Malinche in Mexican Literature: from History to Myth</u>
7	Receive instructions for group presentations. Broad themes for group presentations: La encomienda/ La evolución del calendario maya-azteca/ la percepción de la raza en Latinoamérica/ la piratería y el contrabando en la colonia/ Introducción a la vida colonial.	<u>Latinoamérica: presente y pasado</u> : “El sistema colonial” pp. 61-71 Investigación independiente usando la red: buscar información sobre <i>uno</i> de los siguientes temas: una comparación entre las épocas coloniales de EEUU y América Latina, el monopolio comercial de España durante la época colonial, la piratería y el contrabando en la América colonial <u>Latinoamérica: presente y pasado</u> : “Sociedad vida y cultura en el mundo colonial” pp. 76-89.
8	La vida colonial en el Caribe, la esclavitud. MIDTERM EXAM	Discussion of video: <u>La última cena</u> , Gutiérrez Alea, Tomás. Selection: <u>Autobiografía de un esclavo</u> . Manzano, Juan Francisco.
9	Introducción a la escritura de Sor Juana Inés de la Cruz Discusión de la película.	<u>Momentos cumbres</u> : “Sor Juana Inés de la Cruz, ‘Hombres necios que acusáis,’ ‘En perseguirme, ¿qué intereses?’” pp. 353- 358 <u>Voces</u> : “Respuesta de la poetisa a la muy ilustre sor Filotea de la Cruz” pp. 78-80 <u>Yo, La peor de todas</u> .
10	Group presentations.	Presentations.
11	Influencias internas y externas de las guerras por la independencia Discussion of video on the independence wars. From the series <u>Buried Mirror</u> : Video 4: “The Price of Freedom.”	Handout: Chang-Rodríguez, Eugenio: “Las guerras por la independencia hispanoamericana” pp. 117-122. <u>Latinoamérica: presente y pasado</u> : “El siglo XIX: la independencia y sus consecuencias” pp. 94-107
12	El caudillo y el gaucho	Película: Camila y selección de textos
13	El conflicto entre Sarmiento y Hernández: dos visiones opuestas del gaucho	<u>Voces</u> : “Domingo Faustino Sarmiento”: 137-152 Sarmiento: Hernández:
14	Writing workshop and final Presentations	Individual conferences to discuss the final project drafts
15	Final project presentations	
FINAL EXAM		

CLASS AND UNIVERSITY POLICIES:

Attendance: Attendance is **required**. You can make progress only if you hear and speak the language regularly. After two unexcused absences, two percentage points will be deducted from final score for each additional unexcused absence. In case of an emergency (serious illness, injury, death or illness in the family, university duties, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any assignment announced on the day you were absent.

This policy is based upon NCSU Attendance Policy:
http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Late Work: Late assignments will only be accepted in the case of verified/documentated emergencies. See the University Attendance Policy
http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Academic Integrity: Students are bound by academic integrity policy as stated in [NCSU Code of Student Conduct](#). Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor's Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Academic Integrity website:
http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Adverse Weather: Read the [complete adverse weather policy](#) for more info. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653
<http://www.ncsu.edu/dso/>. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php**Electronic Hosted Course Components:** Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Syllabus FLS 352 Literature and Culture of Latin America II: Mid 19th to Mid 20th Century

INSTRUCTOR AND COURSE INFORMATION:

Instructor:

Office:

Office hours:

Phone: None

Email:

Website:

Class meetings:

Credit Hours: 3

Prerequisites: FLS 332

Corequisites: FLS 340

GER Requirements fulfilled: Literature, Additional Humanities and Social Sciences, non-English speaking culture

COURSE DESCRIPTION: Survey of literary and cultural contexts of Latin America from the Mid 19th to the Mid 20th centuries. Examination of literary genres in connection with concurrent cultural and historical events. Exploration of literature as a reflection of the experiences and events meaningful to Latin American society during this time period. Emphasis on the ways in which literature and other cultural artifacts give voice to value systems, traditions, and beliefs.

STUDENT LEARNING OUTCOMES:

By the end of the semester students will be able to:

By the completion of the semester students will be able to:

- Identify and explain themes encountered in Latin American literary texts from the Mid 19th to the Mid 20th centuries.
- Interpret literary texts in their cultural, social, and historical contexts.
- Identify and explain key cultural, social, and historical events of medieval and early modern Spain.
- Evaluate the art of interpretation as a critical approach to the study of literature and culture.
- Using appropriate literary constructs, critically examine thematic intersections between medieval and early modern Spanish literary pieces and their cultural and historical contexts.
- Discuss literary and cultural topics in Spanish with grammatical and lexical precision and sophistication reflective of the intermediate high (or higher) level on the oral proficiency scale of the American Council on the Teaching of Foreign Languages (ACTFL <http://www.actfl.org>).

REQUIRED TEXTS:

Chang-Rodríguez, Raquel and Malva E. Filer. (2004). *Voces de Hispanoamérica: Antología literaria*. Boston: Thomson/Heinle ISBN-10: 0838416535 (\$115)

Fox, Arturo *Latinoamérica: Presente y pasado*. Prentice Hall. (2006) (\$ 80)

Coursepack, available at Sir Speedy (Hillsborough St.) (\$15)

GRADING POLICIES: The final course grade will consist of the following components:

Midterm and final exams:	40% (20% each)
Final paper	25%
Final presentation:	10%
Short Paper:	10%
Class participation:	15%

Grading Scale:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.9 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Exams: Exams will follow a short essay format. There will be an in class review session before each exam.

Short paper, Final Paper and Presentation: The short paper will be 4-5 pages in length and the final paper will be 8-9 pages. Proper MLA citation must be used for direct and indirect quotes and in the bibliography. Further instructions regarding both papers and the final presentation will be provided on the course web site and discussed in class.

Assessment of Class Participation:

One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

- A (95%) Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
- B (85%) Student is usually prepared, responds when called on and volunteers on occasion.
- C (75%) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
- D (65%) Student is unprepared, inattentive, never volunteers, or comes to class late.
- F (0%) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Students will be required to prepare all readings before the scheduled class time in order to follow the lectures, participate in team activities, and contribute to class discussions. Students will complete short one-minute papers during class to stimulate thought and discussion of assigned readings.

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php

Requirements for Auditors: For details refer to:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS:

Week	Topics	Assignments
1	The Nineteenth-Century in Latin America: Aftermath and Consequences of the Wars for Independence. “La América decimonónica” (Adrián Van Oss, Luis Íñigo Madrigal)	LA** pp. 91-99 (LA= Latinoamérica; VH= Voces de Hispanoamérica; CP = Coursepack) CP
2	“El precio de la libertad” (Chapter 12) “The Price of Liberty” “La cultura hispanoamericana del siglo XIX”	Carlos Fuentes, <u>El espejo enterrado</u> Documentary Series <u>The Buried Mirror</u> [Video 4] CP (Miguel Rojas Mix)
3	“El tiempo de los tiranos” (Chapter 13) y “La cultura de la Independencia” (Chapter 14) Literature on Argentine Independence Selections from <u>Martín Fierro</u> José Hernández <u>El matadero</u> Esteban Echeverría <u>Facundo</u> Domingo Faustino Sarmiento <u>Camila</u> [film]	Carlos Fuentes, <u>El espejo enterrado</u> VH: pp. 54-58 pp. 59-71 pp. 72-76
4	<u>Sugar and Slavery</u> The Caribbean Fernando Ortiz, <i>Contrapunteo cubano del tabaco y el azúcar</i> Jan Rogozinski. “Sugar Rules the Islands.” Film: <u>The Last Supper</u>	LA CP CP
5	Latin America at the Turn of the Century, Vis-à-vis the United States and the Rest of the World Modernism and Rubén Darío: “Canción de otoño en primavera,” “A Roosevelt”	LA pp. 100-109 VH pp. 201-208
6	The genesis of a Latin American identity: From Bolívar and Sarmiento to Martí’s “Nuestra América” and Rodó’s “Ariel”	CP

	Selected readings by Vasconcelos y Bello	
7	Female Figures in Latin America in the New Century Gabriela Mistral: “Yo no tengo soledad,” “Miedo” Alfonsina Storni: “Hombre pequeño,” “Dulce daño” Frida Kahlo	LA pp. 133-157 VH pp. 280-284 CP DUE: Short paper
8	The Mexican Revolution “Tierra y libertad” (Chapter 15) Excerpt from Fuentes’s novels’ <u>La region más transparente</u> and <u>La muerte de Artemio Cruz</u> MIDTERM EXAM	LA Chapter 12 Carlos Fuentes, <u>El espejo enterrado</u> CP
9	Juan Rulfo’s Short Stories and the Mexican Revolution: “Es que somos muy pobres” The Indigenous Populations and the Land: Mariátegui’s <i>Siete ensayos de interpretación de la realidad peruana</i> (selection)	VH pp. 280-282 CP
10	Finding New Faces for Modernity Horacio Quiroga: “La gallina degollada” Pedro Henríquez Ureña, <i>Seis ensayos en busca de nuestra expresión</i>	VH CP EXAM II
11	The Latin American <i>Avant Garde</i> in Art and Literature Vicente Huidobro: “Arte poética” César Vallejo: “El momento más grave de la vida,” “Piedra negra sobre una piedra blanca”	LA pp. 157-177 VH pp. 285-290
12	Socialism and Communism Neruda: “United Fruit Co.” Guillén: “West Indies, Ltd.” Film: “Il Postino”	VH + CP DUE: Final project proposal
13	Civilization and Barbarism Excerpt from Rómulo Gallegos’s novel, <u>Doña Bárbara</u> Film: Doña Bárbara	CP
14	Review and Synthesis of the mid-Nineteenth to mid-Twentieth Century in Latin America Writing workshop	Individual conferences to discuss the final project drafts
15	Final project presentations	DUE: Final project
FINAL EXAM		

CLASS AND UNIVERSITY POLICIES:

Attendance: Attendance is **required**. You can make progress only if you hear and speak the

language regularly. After two unexcused absences, two percentage points will be deducted from final score for each additional absence. In case of an emergency (serious illness, injury, death or illness in the family, university duties, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Late Work: Late assignments will only be accepted in the case of verified/documentated emergencies. See the University Attendance Policy http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Academic Integrity: Students are bound by academic integrity policy as stated in [NCSU Code of Student Conduct](#). Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor's Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment." Academic Integrity website: http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Adverse Weather: Read the [complete adverse weather policy](#) for more info. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653 <http://www.ncsu.edu/dso/>. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Proposed Syllabus FLS 353 Literature and Culture of Latin America I: the Mid 20th Century to the Present

Instructor and Course Information:

Instructor: Dr. Agustín Pastén

Office: Withers 207

Office Hours: TTh 1:00 – 2:00 and by appointment

Email: japasten@ncsu.edu

Phone: None

Class meeting: TTh 3:00 – 4:15

Credit Hours: 3

Prerequisites: FLS 331 or FLS 332 or FLS 335

GER Requirements Fulfilled: Literature, Additional Humanities and Social Sciences, non-English speaking culture.

Course Description: In this survey course, learners will examine literary genres in connection with concurrent cultural and historical events in Latin America since 1960. Such an approach provides a broad understanding of the literature of the period as a reflection of the experiences and events that are meaningful to a particular society at a given time. The course will utilize a chronological narrative to emphasize the ways in which literature gives voice to value systems, traditions, beliefs, and historical events.

Student Learning Outcomes:

By the completion of the semester students will be able to:

- Identify and explain themes encountered in Latin American literary texts from 1960 until the present. [GER Objective 1]
- Interpret literary texts in their cultural, social, and historical contexts. [GER Objective 1]
- Identify and explain key cultural, social, and historical events in Latin America from 1960 to the present. [GER Objective 1]
- Evaluate the art of interpretation as a critical approach to the study of literature and culture. [GER Objective 2]
- Using appropriate literary constructs, critically examine thematic intersections between literary pieces of Latin America from 1960 to the present, and their cultural and historical contexts. [GER Objective 3]
- Discuss literary and cultural topics in Spanish with grammatical and lexical precision and sophistication reflective of the intermediate high (or higher) level on the Oral Proficiency Scale of the American Council on the Teaching of Foreign Languages (ACTFL <http://www.actfl.org>).

Required Textbooks:

Chang Rodríguez, Eugenio. (2000). *Latinoamérica: su civilización y su cultura* (3rd Ed.). New York: Heinle. ISBN (\$90.95)

Chang-Rodríguez, Raquel and Malva E. Filer. (2004). *Voces de Hispanoamérica: Antología literaria*. Boston: Thomson/Heinle ISBN-10: 0838416535 (\$115.00)

GRADING: The final course grade will consist of the following components:

Midterm and final exams: 40% (20% each)
Group presentation: 10%

Final presentation: 10%
 Final paper: 25%
 Class participation: 15%

GRADING SCALE:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.99 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Exams: Exams will follow a short essay format. There will be an in class review session before each exam.

Final Paper and Presentations: The final paper will be 8-9 pages in length. Proper MLA citation must be used for direct and indirect quotes and in the bibliography. Further instructions regarding the papers and presentations (including the group presentation) will be provided on the course web site and discussed in class.

Assessment of preparation and Class Participation:

One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

- A+ (100%) Student's participation is outstanding in both quality and quantity. Student's contribution to the class goes well beyond the criteria required for an A
- A (95%) Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
- B (85%) Student is usually prepared, responds when called on and volunteers on occasion.
- C (75%) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
- D (65%) Student is unprepared, inattentive, never volunteers, or comes to class late.
- F (0%) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php **Note that students cannot take this course for credit-only if they intend to count it toward a Spanish major or minor.

Requirements for Auditors: For details refer to:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given at the instructor's discretion and only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done

most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

CALENDAR OF TOPICS AND READING ASSIGNMENTS:

Week	Topics	Assignments
1	Introduction to course	
	Latin American Literature: Consolidation and expansion Julio Cortázar (Mexico), "La isla a mediodía"	VH pp. 409-17 (VH = Voces de hispanoamérica; LCC = Latinoamérica: si civilización y su cultura)
2	Julio Cortázar (Mexico), "Relato con un fondo de agua" (http://www.literatura.us/cortazar/fondo.html) (http://www.juliocortazar.com.ar/obras.htm)	VH pp. 427-44 + CP
3	Gabriel García Márquez, "Ojos de perro azul" (http://www.sololiteratura.com/ggm/marquezprincipal.htm)	VH pp. 478-87
	García Márquez, "La prodigiosa tarde de Baltazar"	VH pp. 488-93
4	Elena Poniatowska, "Esperanza número equivocado";	http://www.elenaponiatowska.com/
	Mario Benedetti, "Ganas de embromar" Benedetti, "Triángulo isósceles"	http://benedettiuruguay.iespana.es/
5	Mario Vargas Llosa (Peru), "Día domingo" (CP)	VH pp. 521-526
	Edmundo Paz Soldán (Uruguay), "Los otros"	CP
6	Mexico: Mexican revolution	LCC "México y su revolución" 213-222 See film: "Los caminantes"
	Rosario Castellanos (Mexico), "Valium 10", "Poesía no eres tú" "Costumbres mexicanas"	VH pp. 459-66 http://www.sololiteratura.com/ros/roscastellanos.htm
	Carlos Fuentes (Mexico), "Aura"	(CP)
7	Octavio Paz (Mexico), "Todos santos da de muertos" (Excerpt from <u>El laberinto de la soledad</u>)	VH pp. 429-440
	Carlos Monsiváis (Mexico) "Características de la cultura nacional" (essay)	
8	MIDTERM EXAM	
	Social justice in Latin America Rigoberta Menchú "Yo Rigoberta Menchú"	CP
9	Social criticism: Ana Istarú, "Declaración urgente de amor a los humanos" (Costa Rica); " El hambre ocurre"	VH pp. 584-586 VH pp. 583-584
10	E. Cardenal, "Oración por Marilyn Monroe", "Epigramas"	CP
	The Caribbean Cuban revolution (contrast with Mexican revolution)	LCC "La revolución cubana" pp. 255-262
11	The fantasy of Cuba: The Buena Vista Social Club	See film: "Buena Vista social club"

	Popular musical genres from the Caribbean: Salsa, merengue	CP
12	South America: Luisa Valenzuela, “Los censores”	http://www.sololiteratura.com/edm/edmobras.htm
	Beatriz Sarlo “La máquina cultural” (Argentina 1998) “Escenas de la vida posmoderna. Intelectuales, arte, y videocultura en la Argentina	CP
13	Isabel Allende, “Clarisa” (Chile)	VH pp. 551-560 See film: “Mary full of grace”
	Film: Mary full of grace. Discussion of film and introduction to drug trafficking problem	VH “Los países andinos septentrionales”: pp. 200-205
14	Colombia: Civil war and drug trafficking; The Courageous women of Colombia (Alfredo Molano)	CP
15	Final project presentations	DUE: Final project
FINAL EXAM		

CLASS AND UNIVERSITY POLICIES:

Attendance: Attendance is **required**. You can make progress only if you hear and speak the language regularly. After two unexcused absences, two percentage points will be deducted from final score for each additional unexcused absence. In case of an emergency (serious illness, injury, death or illness in the family, university duties, court attendance, or religious observance), please notify me as soon as possible. You are responsible for all work missed and for any assignment announced on the day you were absent. This policy is based upon NCSU Attendance Policy:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Late Work: Late assignments will only be accepted in the case of verified/documented emergencies. See the University Attendance Policy

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Academic Integrity: Students are bound by academic integrity policy as stated in [NCSU Code of Student Conduct](#). Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor’s Pledge on every exam and assignment and to sign or type their name after the pledge. (“I have neither given nor received unauthorized aid on this test or assignment.”) Academic Integrity website:

http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Adverse Weather: Read the [complete adverse weather policy](#) for more info. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

Students with disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php .

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Proposed Syllabus FLS 360 Hispanic Cinema

Instructor and Course Information:

Instructor: Dr. Jordi Mari

Office: Withers 217

Office hours: 2:30-4:00 Tuesdays and Thursdays and by appointment

Phone: None

Email: jmari@ncsu.edu

Website: <http://social.chass.ncsu.edu/~jmari>

Class meeting: TTh 3:00 – 4:15

Credit Hours: 3

Prerequisites: FLS 331

Corequisites: FLS 332

GER Requirements Fulfilled: Visual and performing arts; Additional Humanities and Social Sciences; non-English speaking culture.

Course Description: Survey of the major contributions of Hispanic cinema from its origins to the present. Analysis of film as an artistic medium and as the cinematic representation of Hispanic histories and cultures. Reading, discussions, and viewing of films by representative directors.

Student Learning Outcomes:

By the end of the semester, the students will be able to:

- Identify and explain basic concepts and terms of film and video language, both in English and in Spanish. [GER Objective 1]
- Identify significant Latin American, Spanish, and U.S. Hispanic films and directors, as well as with some Hollywood films that are relevant to the Hispanic world. [GER Objective 1]
- Apply strategies towards becoming more critical, discerning film spectators. [GER Objective 2]
- Evaluate the art of interpretation as a critical approach to the study of film and culture. [GER Objective 2]
- Critically analyze film and video orally and in writing. [GER Objective 3]
- Explain significant themes, topics, and issues that affect Hispanic film and video production, such as questions of migration, ethnicity, gender, national identity, and political ideology. [GER Objective 1]
- Conduct basic research on Hispanic film and video, utilizing appropriate library and Internet bibliographical resources.

GER Student Learning Outcomes:

By the completion of the semester students will be able to:

- Identify and explain basic concepts and terms of film and video language, both in English and in Spanish. [GER Objective 1]
- Identify significant Latin American, Spanish, and U.S. Hispanic films and directors, as well as with some Hollywood films that are relevant to the Hispanic world. [GER Objective 1]
- Apply strategies towards becoming more critical, discerning film spectators. [GER Objective 2]

- Evaluate the art of interpretation as a critical approach to the study of film and culture. [GER Objective 2]
- Critically analyze film and video orally and in writing. [GER Objective 3]

Explain significant themes, topics, and issues that affect Hispanic film and video production, such as questions of migration, ethnicity, gender, national identity, and political ideology. [GER Objective 1]

Required Textbook:

All the required readings for this course may be accessed through the FLS 360 VISTA site (restricted to registered students). Most of those materials will also be available in print format at the D. H. Hill Library's reserve desk (2 hour, library use only). Videos and DVDs will be available at the Media Center (for AV room watching only). Additional materials and resources may be found at the "Film and Video Links" section of my website--which are also accessible from the FLS 360 VISTA site--and through the D. H. Hill Library's website

A Spanish Grammar manual, a Spanish dictionary, and a Spanish/English dictionary are highly recommended. Use of automatic translators is most strongly discouraged.

Film screenings and film availability:

Films will be shown on Thursdays at 6:00 p.m. at the Erdahl Cloyd theater as indicated in the FLS 360 screening calendar. After the screenings, films will remain available at the Media Center. However, students should make every effort to attend the screenings at the theater if at all possible.

GRADING POLICIES:

Preparation and participation: 30%
 Midterm and final exams: 40% (20% each)
 Final Paper: 30%

GRADING SCALE:

98 - 100 = A+	93 - 97.99 = A	90 - 92.99 = A-
88 - 89.99 = B+	83 - 87.99 = B	80 - 82.99 = B-
78 - 79.99 = C+	73 - 77.99 = C	70 - 72.99 = C-
68 - 69.99 = D+	63 - 67.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

Exams: Exams will follow a short essay format. There will be an in class review session before each exam.

Final paper and presentations: The final paper will be 8-9 pages in length. Proper MLA citation must be used for direct and indirect quotes and in the bibliography. Further instructions regarding the papers and presentations will be provided on the course web site and discussed in class.

Preparation and participation:

One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

- A+ (100%) Outstanding participation. Student meets and exceeds all criteria for “A” participation.
- A (95%) Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
- B (85%) Student is usually prepared, responds when called on and volunteers on occasion.
- C (75%) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
- D (65%) Student is unprepared, inattentive, never volunteers, or comes to class late.
- F (0%) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php **Note that students cannot take this course for credit-only if they intend to count it toward a Spanish major or minor.

Requirements for Auditors: For details refer to: http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Incomplete Grades:

Incomplete grades will be given at the instructor’s discretion and only when a student cannot complete the course due to unforeseeable circumstances beyond his/her control and has done most of the course work.

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

CALENDAR OF TOPICS AND READING ASSIGNMENTS:

Week	Topics	Assignments
1	Introduction to Course	1. Syllabus 2. Bordwell, "Technical Factors in Film Production" (3-10), "The Illusion of Movement in the Cinema" and "The Technical Basis of Cinema" (33-34)
	Film theory and practice (I) To be shown in class: <u>Lessons in Visual Language #1: Framing</u>	1. Casebier, "Shooting Angle", "Camera Position", "Framing" (10-18) 2. Boggs 109-22, 136-38
2	Film theory and practice (II) To be shown in class: <u>Lessons in Visual Language #2: Shot Sizes*</u>	1. Giannetti, “The Shots and Angles” (7-20) 2. Harrington, "The Shot", "The Scene", "The Sequence" (10-20) Recommended reading: Giannetti, Chapter 2: Mise-en-scène (48-70) EVENING SCREENING: <u>La cucaracha</u> (20 min.) (the screening will be preceded by an introduction)

	Film theory and practice (III). Discussion of <u>La cucaracha</u> To be shown in class: <u>Lessons in Visual Language #5: Movement & Moving and Lessons in Visual Language #6: Orientation of the Camera</u>	Readings: 1. Boggs, from “Keeping the Image in Motion” to “Deep Focus” (122-30) and “Slow Motion”, “Fast Motion” and “Freeze Frame and Stills” (140-45). 2. Casebier, "Camera and Object Movement" (19-21) 3. Harrington, "Composition in Motion" (26-28)
3	Filmmaker's visit (Simone Keith)	EVENING SCREENING: <u>Carmen Miranda: Bananas is my Business</u> (90 min.)
	Discussion of <u>Carmen Miranda: Bananas is my Business</u>	
4	Studio Tours	EVENING SCREENING: <u>Incidents of Travel in Chichén Itzá</u> (90 min.)
5	Discussion of <u>Incidents of Travel</u> and studio tours	Turn in written reports: 1) Simone Keith's visit 2) Studio Tour EVENING SCREENING: <u>El Norte</u> (143 min.)
6	Discussion of <u>El Norte</u>	
7	Review for Exam MIDTERM EXAM	
8	Film theory and practice (IV) To be shown in class: <u>Lessons in Visual Language #8: Editing</u>	Reading: Casebier, "Editing" (21-29)
9	Discussion of <u>A Day Without a Mexican</u> Review and practice	EVENING SCREENING: <u>A Day Without a Mexican</u> (30 min.)
10	Filmmaker's visit - Penny Simpson Discussion of <u>Nuestra Comunidad</u> with Penny Simpson	EVENING SCREENING: <u>Nuestra Comunidad</u> (60 min.)
11	Filmmaker's visit - Penny Simpson Discussion of <u>Frida</u> with Penny Simpson	EVENING SCREENING: <u>Frida</u> (108 min.)
12	Discussion of <u>María llena de gracia</u>	Turn in reports on Penny Simpson visits EVENING SCREENING: <u>María llena de gracia</u> (101 min.)
13	Filmmaker's visit - Marcela Fernández Violante, director of <u>Acosada (de piel de víbora)</u>	EVENING SCREENING: <u>Acosada (de piel de víbora)</u>
14	Discussion of <u>Milagros Project</u> and review for final exam	Reports on Marcela Fernández Violante's visit due EVENING SCREENING: <u>Milagros Project</u>
15	Presentation of final paper	Due: Final Paper
FINAL EXAM		

CLASS AND UNIVERSITY POLICIES:

Attendance and Makeup Work Policy: Students are expected to attend all classes and to arrive and leave at the scheduled times. The instructor will adhere to the university attendance policy. See http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php. Students will be allowed the equivalent of one week of instruction in undocumented absences (two 1 hour, fifteen minute class periods). The final grade for the course will be lowered by two percentage points for each absence beyond this, unless written documentation of the absence is provided. In case of an excused absence, the student will be allowed to make up any written work missed within one week of returning to class. Students are responsible for submitting such work and for scheduling make-up exams with the instructor.

Academic Integrity: Students are bound by academic integrity policy as stated in NCSU Code of Student Conduct:

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor's Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Academic Integrity website: http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html

Disabilities: Students with disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Date: December 2, 2015

To: Brittany Mastrangelo, Office of Registration and Records

From: Li Marcus, Office of Undergraduate Courses and Curricula and Academic Standards

Re: ENG 100 Course Credit Hour Correction

This memo acts as notification in service of the correction of a clerical error in the credit hours of the submission of ENG 100. The correct number of credit hours for ENG 100 is 4 credit hours. This has already been corrected in CIM and we would appreciate its correction in the catalog and schedule of classes.

ENG 100
Catalog: 4 credit hours
Effective: 01/01/2016

Thank you for your attention in this matter!

Sincerely,

Li Marcus

Director – Office of Undergraduate Courses and Curricula and Academic Standards
Division of Academic and Student Affairs
Box 7105
North Carolina State University

INTEROFFICE MEMORANDUM

TO: BARBARA KIRBY
FROM: DEANNA DANNELS
SUBJECT: COURSES NOT TAUGHT IN 5 YEARS
DATE: NOVEMBER 24, 2015

The following courses in the College of Humanities and Social Sciences can be dropped from the course catalog:

ANT 385 Island Archaeology
ANT 429 Advanced Methods in Forensic Anthropology
COM 302 Managing Meetings
ENG 283 Introduction to American Folklore
ENG 493 Special Topics in Folklore
FLF 398 Independent Study in French
FLG 407 Business German II
FLM 450 Professional Internship in Film Studies
FLM 459 Seminar in Film Studies
FLS 210 Accelerated Intermediate Spanish
HI 420 European Diplomatic History
HI 435 Europe Since 1945
HI 480 Scientific Revolution: 1300-1700
HSS 100 CHASS Computer Literacy
HSS 298 Study Abroad Topics in Humanities and Social Sciences
PS 406 American State Politics
PS 408 Urban Politics
PS 413 Criminal Justice Field Work
PS 434 Ethnic Conflict and Political Violence
PSY 201 Controversial Issues in Psychology
PSY 497 Senior Seminar in Psychology
SOC 310 Managers, Work, and Organizations
STS 326 Technology Assessment
STS 484 Cross Cultural Technology Transfer

SIGNATURE PAGE

COURSE ACTION FOR DROP CHASS COURSES NOT TAUGHT IN FIVE YEARS

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

Handwritten signature

12/3/15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

Deana Darb

12/4/15

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HS/CS 410–Section 001- Community Food Systems Syllabus Proposed for Fall 2017

Co-Instructor:

Dr. Michelle Schroeder-Moreno
(msschroe)

Williams Hall, Rm 2406

Office Hours: by appointment*

Phone: 919-513-0085

E-mail: michelle_schroeder@ncsu.edu

Co-Instructor:

Dr. Rebecca Dunning
(rddunnin)

Kilgore Hall, Rm 256

Office Hours: by appointment*

Phone: 919-515-2505

E-mail: rebecca_dunning@ncsu.edu

C3B4Me Policy (See 3 Before Me):

Before contacting me for assistance, please check the three sources below to determine if you can find the answer to your question on your own. Through this course I expect you to be motivated and able to follow assignments.

1. Check the syllabus
2. Check the class moodle site
3. Ask one of your classmates

Class Schedule: T TH 1:45-2:30 pm, Williams Hall Room 2405, Main campus

Course attendance is required

Course prerequisites: Junior or senior standing

Course Description:

This course explores the economic, socio-cultural, policy and health perspectives of community food systems using a multidisciplinary and systems-level framework. Students will use a systems framework to critically examine local and global food challenges related to food insecurity, food justice and food sovereignty, food waste and sustainable approaches to addressing food challenges. Novel aspects of this course include student experiential learning opportunities that include service learning with community partners addressing local food challenges, team building through group work and in-class discussions and development of personal food ethic provocative proposition.

Course Materials:

Required textbook- Ackerman-Leist, P. 2013. *Rebuilding the Foodshed: How to Create Local, Sustainable and Secure Food Systems*, Chelsea Green Publishing, ISBN: 9781603584234, \$20.00 E-book: 9781603584241, \$16.00

Other Course Materials- Additional required readings will be posted on Moodle

Learning Outcomes: *By the end of the course, students will be able to:*

1. Identify food system components and the economic, political, social, and cultural factors that interact with them.
2. Discuss the diversity of perspectives involved in food systems and community

participatory approaches to engage them.

3. Describe innovative food system models and projects from local and global examples.
4. Apply class knowledge and direct engagement with community partners to develop a personal food ethics.

Additional Course Goals Include:

- Develop effective oral and written communication skills.
- Demonstrate critical thinking skills, reflection and creative problem solving.
- Engagement, respect and empathy with individuals with diverse backgrounds and perspectives.
- Demonstrate team building and individual responsibility on group activities.
- Develop lifelong learning qualities of curiosity, asking the right questions, listening with purpose, and synthesizing information across broad topics.

Course Assignments:

The assignments described below, class activities, and service learning opportunities in this course are designed to create multiple ways for student engagement and to foster a student-centered and experiential learning environment. Throughout this course we will examine community food systems from a multidisciplinary and multi-perspective lens. While perspectives on topics may not be the same, we will foster an environment of mutual respect and critical thinking and discourse. Assignment guidelines will be distributed and discussed in class and also posted on the Moodle course site. All assignments are due on the date indicated in the lecture syllabus or counted as late, unless otherwise discussed with the instructor beforehand.

1. **Four Short Perspectives Papers-** These four short papers will be spread throughout the course and focus on key concepts in community food systems. The instructor will provide the format and topics at the beginning of the semester and the due dates are in the course schedule. While the paper topics will be related to information presented in class lectures, students will be expected to provide deeper reflection and add additional outside course information and experiences. The last perspective paper will focus on students developing a personal food ethics and provocative proposition.
2. **Group Presentation-** Students will be required to work in a small team (3-6 students) to develop a short (15-20 min) power point presentation presented to the class and instructor at the end of the semester. The topics will be developed by the group and approved by the instructor. Presentation format, guidelines and grading for this assignment will be presented in class at the beginning of the semester. Groups will have some in class time to work but also may require some coordinated meetings outside class. All group members are expected to contribute and groups will collectively develop a group contract, roles, specific tasks and timeline. The total points for this assignment are 100 points, which are split up between the group presentation grade, an individual grade, and an averaged evaluation from each group member for each student.

3. **Service-learning** - Students will be required to participate in one service learning project, which will require **only 4 total volunteer hours over the whole the semester**. This short service learning experience will be focused on volunteering at one of the community partner organizations provided in class and on Moodle. All organizations are related to the food system, some focused in community gardening, education, and working with diverse community members locally in Raleigh and the Triangle. **It is each student's responsibility to sign up and attend a scheduled volunteer time and students are encouraged to carpool and attend together.** The instructor will provide an overview of the different community organizations, activities, directions, and a schedule of dates for students to sign up in class. Students will write two reflection papers; one prior to volunteering and one after that describes what was done and reflection on the experience. Service learning must be completed by October 31st at the latest.

4. **Food System Perspectives Survey.** Students will interview two individuals with different roles in the food system to understand how their experiences and perspectives on various topics differ. The instructor will go over the assignment guidelines, suggested roles and questions, and recommendations for interviewing individuals in class. Students will transcribe the interviews and also provide a reflection on the interview process and the responses to questions.

GRADING

Assignment	Points
Four Perspective Papers	100 (25 each)
Group Presentation	100
Service learning	100
Food System Perspectives Survey	100
Class Participation	50
Attendance	50
TOTAL POINTS	500

Letter Grades

This Course uses Standard NCSU Letter Grading:

97.5 ≤ A+ ≤ 100	73.5 ≤ C < 77.4
93.5 ≤ A < 97.4	70.5 ≤ C- < 73.4
90.5 ≤ A- < 93.4	67.5 ≤ D+ < 70.4
87.5 ≤ B+ < 90.4	63.5 ≤ D < 67.4
83.5 ≤ B < 87.4	60.5 ≤ D- < 63.4
80.5 ≤ B- < 83.4	0 ≤ F < 60.4
77.5 ≤ C+ < 80.4	

Late Assignments

An assignment will only be accepted as late without point deduction if the student communicates a valid excuse with the instructor before the assignment is due or if

there is some unforeseen genuine emergency.

Makeup Work Policy

The student and instructor will need to agree to any makeup work for excused absences and the timeline for finishing.

Attendance Policy

Class participation and attendance are mandatory for all lectures and examinations and attendance will be taken. Class begins promptly at 1:30pm and students must be on time.

Participation – 50 points available

- 50 pts: *Regularly contributes* to the discussion by raising thoughtful questions, providing examples from the readings, building on others' ideas, expanding the class' perspective, and appropriately challenging others' assumptions and perspectives.
- 25 pts: *Sometimes contributes* to the discussion in the aforementioned ways.
- 0 pts: *Rarely or never contributes* to the discussion in the aforementioned ways.

Attendance – 50 points available

- 50 pts: Misses no more than 2 classes without an excused absence,
- 0 pts: Misses 3 or more classes without an excused absence

Students must inform the instructor **before** class if they expect to be absent for a valid reason. For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located

at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

COURSE POLICIES

Classroom Behavior

The Crop Science and Horticultural Science Departments at NC State are committed to providing all students with a positive educational experience that will serve as a platform for success in future professional endeavors. The NC State Code of Student Conduct describes the kind of student behavior that disrupts and inhibits the normal functioning and the actions that the University will take to protect the community from such disruption at

http://www2.ncsu.edu/prr/student_services/student_conduct/POL445.00.1.htm.

As a student, you have the right to expect an atmosphere that is conducive to learning. You also have the responsibility to make sure that a positive environment is maintained. It is important that you respect your classmates, the instructors, and yourself at all times. Please refrain from:

- Entering class late
- Speaking in a disruptive manner
- Any other activity that may disrupt the class or disrespect others

*PLEASE TURN OFF YOUR CELL PHONES BEFORE ENTERING CLASS AND KINDLY
DON'T CHECK FACEBOOK DURING CLASS.*

Academic Integrity and Honesty

Both faculty and students at NC State have a responsibility to maintain academic integrity. **You are absolutely expected to do our own work in this class.** Any attempt at cheating or unfairly influencing the grade received by yourself or any other students is considered academic dishonesty and will not be tolerated or accepted in this class. A grade of zero will be assigned to an assignment for which there is evidence of cheating. You should be familiar with the University's policy on academic integrity found in the Code of Student Conduct (**POL11.35.1**) found on the following website: <http://policies.ncsu.edu/policy/pol-11-35-01>.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Transportation and Expenses

Students are responsible for any extra expenses outside of classroom and associated with travel to service learning, field trips or extra credit events.

Safety & Risk Assumptions

None

Course Schedule: NOTE: The course schedule is subject to change.

Week	Topics	Readings and Assignments
Wk 1: 8/17	Course overview <ul style="list-style-type: none"> • Expectations, assignments and introductions 	Course syllabus and familiarize yourself with Moodle course
Wk 2: 8/22-8/24	The Big Food Challenges: <ul style="list-style-type: none"> • Global Food Crisis • Food, Health, Safety and Society 	READ: <ul style="list-style-type: none"> • Ackerman-Leist (2013)- Preface, Introduction • Godfray (2010) • WRI
Wk 3: 8/29-8/31	Defining the Food System <ul style="list-style-type: none"> • Food System Components and Mapping • Locality and Values • Multidisciplinary and systems-level complexity 	READ: <ul style="list-style-type: none"> • Ackerman-Leist (2013)- Chapter 1, 2 <p>DUE: Service Learning Paper 1</p>
Wk 4: 9/5- 9/7	Community at the Center of Food Systems <ul style="list-style-type: none"> • Diverse perspectives and voices • Cultural context of agriculture • Example of using a community food system perspectives- Community, producers and politics of Tequila in MX. 	READ: <ul style="list-style-type: none"> • Conner & Levine (2006) • Feestra (1997) <p>DUE: Perspectives Paper 1</p>
Wk 5: 9/12- 9/14	Community Participatory Action and Engagement <ul style="list-style-type: none"> • Defined; how this is different • Examples of community participatory action and research projects related to food systems 	READ: <ul style="list-style-type: none"> • Guthman (2008)
Wk 6: 9/19-9/21	Food System Drivers- Production and Waste <ul style="list-style-type: none"> • Energy and Inputs to Food Production • Environment and Natural Resources • Food Waste or Opportunity? 	READ: <ul style="list-style-type: none"> • Ackerman-Leist (2013)- Chapter 4
Wk 7: 9/26- 9/28	Food System Drivers- Food Security and Health	READ: <ul style="list-style-type: none"> • Ackerman-Leist (2013)- Chapter 6 • Hamm (2008)
Wk 8: 10/3	Food System Drivers- Food Justice <ul style="list-style-type: none"> • Defining and valuing food justice • Examples of food justice perspectives and projects in the South and NC 	READ: <ul style="list-style-type: none"> • Ackerman-Leist (2013)- Chapter 7 • Mares et al. (2012) <p>DUE: Perspectives paper 2</p>
FALL BREAK- 10/5-6		
Wk 9: 10/10-10/12	Food System Drivers- Food Justice (cont.) and Farm Workers <ul style="list-style-type: none"> • From grapes to pickles and everything in between- Historical farm worker challenges in the US 	READ: <ul style="list-style-type: none"> • Brown and Getz (2011) • CA Inst. Rural Studies (2007) WATCH: <ul style="list-style-type: none"> • Harvest of Shame

	<ul style="list-style-type: none"> • Current farm worker issues in NC 	
Wk 10: 10/17-10/19	Food System Drivers-Food Sovereignty at a Global Scale <ul style="list-style-type: none"> • Why food sovereignty matters and how it can build capacity • Examples of food sovereignty in action 	READ: <ul style="list-style-type: none"> • TBA • La Via Campesina Website.
Wk 11: 10/24- 10/26	Food System Drivers-Politics and Power <ul style="list-style-type: none"> • Farm Bill overview • Grassroots power- Food Policy Councils- overview from NC 	READ: <ul style="list-style-type: none"> • Muller et al. (2010) • Occupy the Food System DUE: Perspectives Paper 3
Wk 12: 10/31-11/2	Food System Drivers- Education <ul style="list-style-type: none"> • Farmer and community advocacy groups in NC • Community/urban Gardens • Farm to School • Farm to university/Real food challenge • NCSU Agroecology Education Farm 	READ: <ul style="list-style-type: none"> • Merrigan (2008) • Vallianatos (2004) DUE: Complete Service Learning Activity
Wk 13: 11/7- 11/9	Food System Drivers-Marketplace Values and the Consumer <ul style="list-style-type: none"> • Reconnecting producers to consumers- CSA models, farmers market, 10% campaign, food hubs, local foods and supply chains 	READ: <ul style="list-style-type: none"> • Ackerman-Leist (2013)- Chapter 9, 10 • Day-Farnsworth (2009) DUE: Service Learning Paper 2
Wk 14: 11/14-11/16	Developing Solutions- Putting It All Back Together <ul style="list-style-type: none"> • Discussion of opportunities for working together 	READ: <ul style="list-style-type: none"> • Ackerman-Leist (2013)- Chapter 11, 12 DUE: Perspectives Paper 4
Wk 15: 11/21	DUE: Group presentations	
THANKSGIVING HOLIDAY 11/24		
Wk 16: 11/28-11/30	DUE: Group presentations and Food System Perspectives Survey (surveys will also be discussed in class)	

Course Readings

All readings will be made available through the Moodle course site.

Week	Readings
2	<ul style="list-style-type: none"> • Ackerman-Leist, P. 2013. <i>Rebuilding the Foodshed</i>. Preface & Introduction • Godfray, C. 2010. Food Security: The Challenge of Feeding 9 Billion. • World Resources Institute (WRI), Global Food Challenges Explained- http://www.wri.org/blog/2013/12/global-food-challenge-explained-18-graphics
3	<ul style="list-style-type: none"> • Ackerman-Leist, P. 2013. <i>Rebuilding the Foodshed</i>. Chapter 1 & 2.
4	<ul style="list-style-type: none"> • Conner, D. S. & Levine, R. (2006). Circles of association: The connections of community-based food systems. <i>Journal of Hunger & Environmental Nutrition</i>, 1(3), 5-25.

	<ul style="list-style-type: none"> • Feestra, G.W. 1997. Local Food Systems and Sustainable Communities. <i>American Journal of Alternative Agriculture</i>, 12:28-36.
5	<ul style="list-style-type: none"> • TBA • Guthman, J. 2008. Bringing Good Food to Others: Investigating the Subjects of Alternative Food Practice. <i>Cultural Geographies</i> 15.4.
6	<ul style="list-style-type: none"> • Ackerman-Leist, P. 2013. <i>Rebuilding the Foodshed</i>. Chapter 4.
7	<ul style="list-style-type: none"> • Ackerman-Leist, P. 2013. <i>Rebuilding the Foodshed</i>. Chapter 6. • Hamm, M. 2008. Linking sustainable agriculture and public health: Opportunities for realizing multiple goals. <i>Journal of Hunger & Environmental Nutrition</i>, 3(2), 169-185.
8	<ul style="list-style-type: none"> • Ackerman-Leist, P. 2013. <i>Rebuilding the Foodshed</i>. Chapter 7. • Mares, T. M. & Peña, D. G. 2012. Environmental and Food Justice: Toward Local, Slow and Deep Food Systems. <i>Cultivating Food Justice: Race, Class and Sustainability</i>. Alkon, J.H. and Agyeman, J. eds. Cambridge: MIT Press
9	<ul style="list-style-type: none"> • Brown and Getz. 2011. Farmworker Food Insecurity and the Production of Hunger in California. p. 121. <i>Cultivating Food Justice</i>. • Film: Harvest of Shame and The Immigrant's Trail Rough Cut • CA Institute for Rural Studies. 2007. A Workforce Action Plan for Farm Labor in California: Toward a More Sustainable Food System.
10	<ul style="list-style-type: none"> • TBA • Review- La Via Campesina Website.
11	<ul style="list-style-type: none"> • Muller, M. Tagtow, A., Roberts, S. L., & MacDougall, E. 2010. Aligning food systems policies to advance public health. <i>Journal of Hunger & Environmental Nutrition</i>, 4(3), 225-240. • Occupy the Food System.
12	<ul style="list-style-type: none"> • Merrigan, K. 2008. The Potential of Farm-to-College Programs... <i>Nutrition Today</i>, 43(4). • Vallianatos, M. 2004. Farm-to-School: Strategies for Urban Health, Combating Sprawl, and Establishing a Community Food Systems Approach. <i>Journal of Planning Education and Research</i>. 23; 414.
13	<ul style="list-style-type: none"> • Ackerman-Leist, P. 2013. <i>Rebuilding the Foodshed</i>. Chapter 9 & 10. • Day-Farnsworth, L. 2009. Scaling Up: Meeting the Demand for Local Food, UW-Extension Ag Innovation Center & UW-Madison Center for Integrated Agricultural Systems.
14	<ul style="list-style-type: none"> • Ackerman-Leist, P. 2013. <i>Rebuilding the Foodshed</i>. Chapters 11 & 12.
15	NONE
16	NONE

HS/CS 480 Course Syllabus

HS/CS 480 – Sustainable Food Production (capstone)

Section TBD

FALL 2017

1 Credit Hour

Course Description

This course introduces students to the process of developing a project for presentation in the area of sustainable food production and food systems. Students are to synthesize and integrate knowledge acquired in previous course work and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. Students are expected to present their projects at the end of the semester in a PowerPoint style format to faculty and student peers.

Learning Outcomes

- To develop a professional service learning or research project in response to a real-world situation related to the long-term sustainability of food production systems.
- To apply critical thinking, analysis, and communication skills that integrate the core academic areas of sustainable food and production and to apply these skills to address a specific food system challenge.
- To develop a project plan including tactics and strategies to address a specific problem at the field, farm, community, state or national levels.
- To develop skills in professional peer review with other students and in communication through presentation of their conclusions in a professional setting.

Course Structure

Course will utilize discussion and in-class time to develop projects and presentations.

Instructors

Dr. Helen Tyler Kraus (htkraus) - *Instructor*

Email: helen_kraus@ncsu.edu

Web Page: http://cals.ncsu.edu/hort_sci/people/faculty/pages/kraus.php

Phone: 919-515-1208

Fax: 919-515-2505

Office Location: Kilgore Hall

Office Hours: by appointment

Dr. Michelle S Schroeder-Moreno (msschroe) - *Instructor*

Email: michelle_schroeder@ncsu.edu

Web Page: <http://www.cropsci.ncsu.edu/agroecology/>

Phone: 919-513-0085
Fax: 919-515-5855
Office Location: Williams Hall
Office Hours: by appointment

Course Meetings

Lecture

Days: F
Time: 10:15am - 12:05pm
Campus: Main
Location: 125 Kilgore Hall
This meeting is required.

Course Materials

Textbooks

None.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

Senior standing and CS 430

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

Students will be required to provide their own transportation for this class. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Poster Presentation: Each student will develop a professional poster in the area of food and sustainable food production and present to poster to the class. Each student will produce an abstract, a literature review, and a poster presentation.

Service Learning or Research Participation: Students will be required to participate in one service learning or research project related to their poster topic **Only four hours of participation time is required.**

Component	Weight	Details
Poster Presentation	400 points	Posters and presentations will be evaluated on their completeness in representation of the topic and the inclusion of student and instructor feedback during the project development. 200 points will be assigned to the rough draft and 200 points to the final poster.
Service Learning or Research Participation	100 points	Participation in one service learning or research activities. Four hours of time are required for the activity to receive 100 points. Two hours of time will yield 50 points. Less than two hours will result in 0 points towards the students final grade.

Letter Grades

This Course uses Standard NCSU Letter Grading:

97 ≤ **A+** ≤ 100
93 ≤ **A** < 97
90 ≤ **A-** < 93
87 ≤ **B+** < 90
83 ≤ **B** < 87
80 ≤ **B-** < 83
77 ≤ **C+** < 80
73 ≤ **C** < 77
70 ≤ **C-** < 73
67 ≤ **D+** < 70
63 ≤ **D** < 67
60 ≤ **D-** < 63
0 ≤ **F** < 60

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Assignments will not be accepted late.

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Attendance Policy

Class begins promptly and students must be on time. For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Absences Policy

Students must inform the instructor **before** class if they expect to be absent for a valid reason.

Makeup Work Policy

Work is expected to be completed in class. No make-up work will be accepted.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Week one: Review of Sustainable Food Production Issues

Introductions and begin to create a learning community; discuss possible research or community project topics.

Week Two: Definition of Project

Refine research or project topic and develop outline

Weeks Three - Six: Project Draft Development and Refinement

Research and development of project. Rough draft due at the end of week three. Presentation of rough draft of project concepts to the class. Class feedback

provided. Evaluate student feedback and incorporate suggestions into presentation

Week Seven- Fourteen: Presentation and Refinement of Rough Draft Develop poster and present informally to class and instructor for feedback. Make changes to print final poster for presentation

Week Fifteen - Sixteen: Presentation of Poster

Presentation of Posters to diverse audience of class, other faculty and community members.

NTR 320 Course Syllabus

NTR 320 – Nutrition Education

Section -001

FALL 2016

3 Credit Hours

Course Description

Course Description: This course exposes student to the principles behind the development, implementation, and evaluation of nutrition education programs in the United States. Course topics will cover behavior change models, educational pedagogies, nutrition needs assessments, curricular and tool development, social marketing, and social media and technology related to nutrition education. The course is a flipped-course design with course content posted online through pre-recorded lectures and reading assignments. In-class lecture time will be reserved for class discussion and in-class assignments. Student evaluations include exams, in-class assignments, and a term paper.

Learning Outcomes

At the end of this class you should be able to:

- Explain how nutrition educators can use qualitative and quantitative research to conduct needs assessments.
- Create, implement, and analyze qualitative and quantitative methods for assessing program needs and/or effectiveness.
- Describe how culture, race, religion, and geographic region impact food consumption and view about nutrition in individual populations. Explain how these views may be different from your beliefs and what communication/educational barriers may exist because of these differences. Articulate several approaches to overcoming these barriers and your bias within the context of a nutrition education program.
- Identify the major constructs for different health-related behavior change models and compare and contrast these models.
- Create educational goals and different levels of learning objectives for nutrition education programs.
- Discuss the role of social media in the evolution of nutrition education platforms and program, including the advantages and limitations to using technology with diverse populations.
- Use the "DESIGN procedure" to apply health-related behavior change models, sound educational pedagogy, basic nutrition knowledge to the development, implementation, and evaluation of nutrition education curricula.
- Evaluate the scientific literature to articulate the current evidence and gaps in understanding for a nutrition education curriculum or program.

Course Structure

- Course material will be presented through power points and lectures posted on Moodle, in-class activities, and special lecture days. Students will be responsible for viewing posted lectures **prior to class** time as part of preparation for completing in-class activities and class discussion.
- Class time will be dedicated to group discussion and in-class activities. On occasion, additional lectures will be provided. Students are responsible for all material covered in class, regardless of attendance.
- Throughout the semester, students will complete a series of out-of-class papers related to evaluating the scientific evidence and gaps in understanding for a nutrition education curriculum or program.
- The final exam will be cumulative and essay-based.

Course Policies

E-mail policy: Students should feel free to e-mail me any time to ask questions. I will respond to e-mails at the above address within 24 hours during the weekdays and 72 hours during weekend, holidays, or if I am scheduled to be out of town. If I have not responded to your request by this time, please feel free to e-mail or call me again.

Standards of Classroom Behavior (NCSU Student Code of Conduct- Part 6):

“Students who engage in any unlawful acts or behaviors which result in disruption of a class, may be directed by the faculty member or University Police to leave the class for the remainder of the class period. This provision regarding classroom behavior is not to be used to punish students with differing academic interpretations of course content, but to address behavior that is disruptive within the educational environment.”

Dr. Goodell's Classroom Expectations

Students are expected to maintain a classroom environment conducive to learning therefore the following are prohibited in the classroom: **use of cellular phones** or beepers, making offensive remarks, reading newspapers, sleeping or engaging in any other form of distraction. Inappropriate behavior shall result in, **minimally**, a request to correct the problem immediately or to leave the classroom. Disciplinary actions will be taken according to the NCSU Code of Student conduct if behavior becomes habitual.

Students may use computers in the classroom to take notes or access materials pertinent to the class. However, **students who distract others (including the instructor) by texting, chatting, tweeting, or messaging on Facebook during class will be asked to leave the room.**

Supporting Fellow Students in Distress: As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Students of Concern website: <http://studentsofconcern.ncsu.edu/>. Although

you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

Class Evaluations: Online class evaluations will be available for you to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors. Evaluation website: <https://classeval.ncsu.edu> Student help desk: classeval@ncsu.edu More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/>

Instructors

Suzie Goodell (Isgoodel) - *Instructor*

Email: suzie_goodell@ncsu.edu

Phone: 919-513-2632

Office Location: 218E Schaub Food Science Building

Office Hours: MW 12:30-1:20

Course Meetings

Lecture

Days: MWF

Time: 8:05am - 8:55am

Campus: Main

Location: Schaub 105

This meeting is required.

Course Materials

Textbooks

Nutrition Education: Linking Research, Theory & Practice - *Isobel Contento*

Edition: 3rd

ISBN: ISBN-13: 978-1284078008 ISBN-10: 1284078000

Cost: \$170

This textbook is optional.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

NTR 301

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
In-Class Assignments	10%	<p>Equation for calculating in-class assignment grade: $(\text{total points earned}) / [(\text{points per activity}) * (\text{number of activities} - 3)] * 10 = \text{points for in-class assignment grade}$</p> <p>For students enrolled in NTR 320, in-class assignments comprise 10% of their overall grade. Each non-exam day in lecture (barring inclement weather and other university-imposed cancelations), students will complete an in-class activity. Each assignment/activity is worth 5 points each.</p> <p>Students may drop 3 grades due to unexcused absences. Everyone, regardless of the number of absences will have the total points possibly earned will be reduced by the points awarded for 3 assignments (i.e. 15 points). Students who miss less than 3 in-class assignments will be advantaged, because all points earned will be</p>

Component	Weight	Details
Paper 1: Analysis of Nutrition Education Literature (NEEDS ASSESSMENT)	25%	<p>counted in the numerator of the in-class assignment calculation equation.</p> <p>Students with a documented excused absence who miss an in-class assignment will have this assignment dropped from their overall assignment grade without penalty (i.e. the total points possibly earned will be reduced by 5 points for each documented excused absence).</p> <p>Example of in-class assignment calculation NTR 320 (does not reflect how many total points may be available in any given semester):</p> <p>Each in-class assignment is worth 5 points. Assume student A misses 2 in-class assignments but make perfect scores on all other in-class assignments. Assume there were 36 in-class assignments given during the semester.</p> <p>Calculation for student A's in-class assignment grade: $(5 \cdot 34) / (5 \cdot (36 - 3)) \cdot 10 = 10.3$</p> <p>Student A would earn 10.3 points toward his/her total grade for their in-class assignment grade.</p> <p>Part 1: Given 5 scientific articles related to a topic and target audience, students will summarize what is known about the two. Additionally, students will identify gaps in the scientific literature that need to be addressed before developing a nutrition education intervention for the target audience around the topic.</p> <p>Part 2: Using the information outlined in part 1, students will design a feasible needs assessment research study to address at least one of the identified gaps in the literature.</p> <p>Given the scientific literature on the development of a nutrition education curriculum or program related to a topic and target audience, students will evaluate the rigor of the methods used for the development.</p>
Paper 2: Analysis of Nutrition Education Literature (NUTRITION EDUCATION DESIGN)	20%	<p>Part 1: Students will briefly explain each phase of the design process, including the significance or importance of the phase to overall soundness of the curriculum or program.</p> <p>Part 2: Students will identify gaps in the methods that should</p>

Component	Weight	Details
Paper 3: Analysis of Nutrition Education Literature (IMPLEMENTATION AND EVALUATION)	25%	<p>have been addressed or where missing from the description of the curriculum or program development, explaining why they should be included.</p> <p>Given the scientific literature on the implementation and evaluation of a nutrition education curriculum or program related to the topic and target audience, students will evaluate the rigor of the methods used for the evaluation.</p> <p>Part 1: Student will briefly explain each phase of the evaluation process, including the significance or importance of the phase of evaluating overall soundness of the curriculum or program.</p> <p>Part 2: Students will summarize the findings from each phase of evaluation, explaining what that means about the effectiveness or feasibility of the curriculum or program.</p> <p>Part 3: Students will identify gaps in the methods that should have been addressed or where missing from the description of the curriculum or program evaluation, explaining why they should be included.</p>
Final Exam	20%	<p>Students will be asked to answer 2 out of the 3 essay prompts, writing a 1-3 page response for each. Each major unit of the course will be represented by at least one prompt.</p>

Letter Grades

This Course uses Standard NCSU Letter Grading:

97 ≤ **A+** ≤ 100
 93 ≤ **A** < 97
 90 ≤ **A-** < 93
 87 ≤ **B+** < 90
 83 ≤ **B** < 87
 80 ≤ **B-** < 83
 77 ≤ **C+** < 80
 73 ≤ **C** < 77
 70 ≤ **C-** < 73
 67 ≤ **D+** < 70
 63 ≤ **D** < 67
 60 ≤ **D-** < 63
 0 ≤ **F** < 60

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines.

Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Late assignments for individual work must be turned in using Moodle. For each day (1 minute-24 hrs) an assignment is late, 20% will be deducted from the point value available (example: 1 day late, highest possible grade available is 80%). Late assignments turned in 5 days late will earn no credit towards the student's grade.

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Attendance Policy

Students should attend class regularly AND be ready to discuss academic material. Because the bulk of this class is based on class discussion, it is important that each student is present to share his/her out-of-class experiences in the classroom to maximize the value of this course.

Attendance Regulation (REG02.20.3)

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

Absences Policy

In-class assignments can only be completed in-class. Students will be allowed 3 unexcused absences on non-exam days without penalty (i.e. 3 missed in-class assignments resulting from an unexcused absence will be dropped from your in-class assignment grade). Students with more than 9 unexcused absences will receive an F for the class.

Makeup Work Policy

Students with a documented excused absence who miss an in-class assignment will have this assignment dropped from their overall assignment grade without penalty. Examples of excused absences are scientific conferences pre-approved by the instructor, religious observance, a death in the family, or serious illness/injury with a doctor's note. Please see the university policy on excused

absences: http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php.

***Make-up Exams:** Make-up exams will only be given with a documented excuse. The student must complete make-up exams before the exam is given back to the class. Make-up quizzes and exams can be scheduled with Judy Cooper in Schaub 218; jdcoope1@ncsu.edu.

***Make-up In-Class Assignments:** In-class assignments can only be completed in-class. Students arriving after in-class assignments have begun being collected will not be allowed to complete the in-class assignment for that day. Without a documented excuse, they will be given a 0 for the assignment, and it will be marked as unexcused absence.

***Late Out-of-Class Assignments:** Late assignments for individual work must be turned in using Moodle. For each day (1 minute-24 hrs) an assignment is late, 20% will be deducted from the point value available (example: 1 day late, highest possible grade available is 80%). Late assignments turned in 5 days late will earn no credit towards the student's grade. Late assignments for group work will only be accepted with a documented excuse for **ALL** group members. If one member has a documented excuse, it does not excuse the whole group. Late assignments must be turned in using Moodle. For each day (1 minute-24 hrs) an assignment is late, 20% will be deducted from the point value available (example: 1 day late, highest possible grade available is 80%). Late assignments turned in 5 days late will earn no credit towards the group's grade.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Needs Assessment — 08/17/2016 - 09/19/2016

<u>Date</u>	<u>Online Lectures</u>	<u>Optional Readings from textbook:</u> <u>Nutrition Education (Contento 2015)</u>
<u>Week 1</u>	<ul style="list-style-type: none"> • Issues in Nutrition Education: An Introduction • Determinants of Food Choice and Dietary Change: Implications for Nutrition Education 	<p>Chapter 1: Nutrition Education- Important, Exciting, and Necessary for Today's Complex World</p> <p>Chapter 2: Determinant of Food and Dietary Change</p>
<u>Week 2</u>	<ul style="list-style-type: none"> • An Overview Of Nutrition Education: Facilitating Why and How To Take Action • Foundation in Theory and Research: Increasing Awareness and Enhancing Motivation 	<p>Chapter 3: An Overview of Nutrition Education</p> <p>Chapter 4: Increasing Awareness and Enhancing Motivation and Empowerment of Behavior Change and Taking Action</p>
<u>Week 3</u>	<ul style="list-style-type: none"> • Foundation in Theory and Research: Facilitating the Ability to Take Action 	<p>Chapter 5: Facilitating the Ability to Change Behavior and Take Action</p>
<u>Week 4</u>	<ul style="list-style-type: none"> • Foundation in Theory and Research: Promoting Environmental Supports for Action 	<p>Chapter 6: Promoting Environmental Supports for Behavior Change</p>

Curriculum and Program Development — 09/21/2016 - 10/31/2016

<u>Date</u>	<u>Online Lectures</u>	<u>Optional Readings from textbook:</u> <u>Nutrition Education (Contento 2015)</u>
<u>Week 5</u>	<ul style="list-style-type: none"> • Step 1: Analyzing Food and Health Issues to Specify the Behavior or Action Focus of the Program • Step 2: Identifying Potential Mediators Of Program Behaviors and Actions 	Chapter 7: Step 1: Deciding Behavior Change Goals Chapter 8: Step 2: Exploring Determinants of Intervention
<u>Week 6</u>	<ul style="list-style-type: none"> • Step 3: Selecting Theory, Educational Philosophy, and Program Components • Step 4: Translating Behavioral Theory Into Educational And Support Objectives 	Chapter 9: Step 3: Selecting Theory Chapter 10: Step 4: Indicating Objectives
<u>Week 7</u>	<ul style="list-style-type: none"> • Step 5a: Translating Behavioral Theory Into Educational Activities: Enhancing Motivation for Action • Step 5b: Translating Behavioral Theory Into Educational Activities: Facilitating the Ability to Take Action 	Chapters 11 and 12: Step 5: Generating Education Plans
<u>Week 8</u>	<ul style="list-style-type: none"> • Step 5c: Designing Strategies to Promote Environmental Supports for Action: Making Action Possible 	
<u>Week 9</u>	<ul style="list-style-type: none"> • Step 6: Planning the Evaluation for Theory-Based Nutrition Education 	Chapter 13: Nail Down the Evaluation Plan
<u>Week 10</u>	<ul style="list-style-type: none"> • Using the DESIGN Procedure to Promote Environmental Supports for Behavior Change 	Chapter 14: Using the DESIGN Procedure

<u>Date</u>	<u>Online Lectures</u>	<u>Optional Readings from textbook:</u> <u>Nutrition Education (Contento 2015)</u>
<u>Week 11</u>	<ul style="list-style-type: none"> Communicating Effectively in Group Settings 	Chapter 15: Delivering Nutrition Education in Group Settings
<u>Week 12</u>	<ul style="list-style-type: none"> Beyond Groups: Other Channels for Nutrition Education 	Chapter 16: Media Supports and Other Channels for Nutrition Education
<u>Week 13</u>	<ul style="list-style-type: none"> Working with Diverse Population Groups 	Chapter 17: Working with Diverse Age, Cultural, and Literacy Population Groups
<u>Week 14</u>	<ul style="list-style-type: none"> Working with Diverse Population Groups 	
<u>Week 15</u>	<ul style="list-style-type: none"> Nutrition Educators as Changes Agents in the Environment 	Chapter 18: Nutrition Education as Change Agents in the Environment

Paper 2: Monday, 10/31/2016

Implementation and Evaluation — 11/02/2016 - 12/02/2016

Paper 3: Monday, 11/21/2016

Final Exam: Final Exam Time

PB 400 Course Syllabus - New

PB 400 – Plant Diversity and Evolution

Section 001

SPRING 2016

4 Credit Hours

Course Description

Diversity, morphology, taxonomy and evolutionary history of living and fossil plants including fungi, algae, bryophytes, pteridophytes, gymnosperms and angiosperms. Two weekend field trips required.

Learning Outcomes

As a result of taking PB 400 students will be able to:

1. describe the taxonomy, complexity, diversity, reproduction and characteristics of the major living and fossil plant groups, including algae, fungi, bryophytes, pteridophytes, gymnosperms, and angiosperms, within a phylogenetic context.
2. diagram, discuss and distinguish among the major plant lineages.
3. identify the three major plant life cycles and explain how these life cycles are related to one another.
4. demonstrate field and laboratory techniques used in studying plants.

Course Structure

PB 400 consists of two 75-minute lectures per week and a weekly lab. There will also be two weekend field trips.

Course Policies

A. There is no extra credit in this course.

B. Adverse Weather: In the event of adverse weather, changes to the University schedule or closing will be announced on the local media and on the university web site (www.ncsu.edu). I will try to send out an email if possible. As a general rule, use common sense – if the situation is such that you should seek shelter or should not travel due to adverse weather, act accordingly. If you cannot travel, communicate with your instructor as soon as possible about the situation.

C. Email: Make sure to include your **full name in the body** of all emails, and **PB 400 in the subject heading**. If attaching a document, include your name in the document and use your name and course number for the file name. In replying to an email, please include any previous exchanges in the reply. UNITY addresses are official for email to students and are the addresses to which all correspondence will be sent to students. Students have the option of forwarding their UNITY email to an off-campus account by going to <https://sysnews.ncsu.edu/tools-bin/usmdb-forwards>.

D. Courtesy: Be a team player, and be considerate of others in class by following simple rules of politeness. 1) Do not chat during lecture or otherwise be disruptive. 2) Do not to pack up before lecture ends. This is disruptive to others. Class ends at the scheduled time, not five minutes earlier. You will be allowed to leave for your next class or meeting in a timely manner. 3) Try your best to leave your sitting area clean and tidy by picking up any trash that's yours or others'.

E. Cell Phones and Laptops: In the interests of maintaining an effective learning environment, cell phones must be turned off or put in silent mode in lecture and lab. If you plan to use a laptop for taking notes in class, please see the instructor for permission to do so. Any other use of the laptop computer in class is not permitted. If you are found to be using a laptop for other uses without permission, you will not be permitted to continue using it in class.

Instructors

Dr. James E Mickle (mickle) - *Instructor*

Email: james_mickle@ncsu.edu

Web Page: <http://cals.ncsu.edu/plantbiology/Faculty/jmickle/jmickle.html>

Phone: 919-515-9050

Fax: 919-515-7519

Office Location: 2714 Bostian Hall

Office Hours: MWF 10-11 am

Course Meetings

Lecture

Days: TH

Time: 10:15am - 11:30am

Campus: Main

Location: 2212 Gardner Hall

This meeting is required.

Lab

Days: W

Time: 12:25pm - 3:10pm

Campus: Main

Location: 4706 Bostian Hall

This meeting is required.

Course Materials

Textbooks

Green Plants. Their Origin and Diversity. - *Peter R. Bell and Alan R. Hemsley.*

Edition: Second

ISBN: 0-521-64673-1

Cost: \$70.72

This textbook is required.

Expenses

Field Trips - Lunch at Student's Expense

This expense is optional.

Materials

None.

Requisites and Restrictions

Prerequisites

PB 200 or PB 250 or BIO 181

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

There will be field trips during the weekly lab periods and two Saturday field trips. The College of Agriculture and Life Sciences will provide transportation to and from field trips, and students are encouraged to use it. The University assumes no responsibility for mishaps that occur when students provide their own transportation to field sites.

Safety & Risk Assumptions

The field trips will require low to moderate physical exertion. Lab and field safety training will be given at the first scheduled lab meeting.

Grading

Grade Components

Component	Weight	Details
Exam I	100	
Exam II	100	
Exam III	100	
Final Exam	150	Comprehensive.
Lab Notebook	100	Details will be included in a separate handout.
Primary Literature Paper Presentation	50	Oral presentation with visuals. The requirements for the presentation will be included in a separate handout.
Lab Projects	50	These will be announced as part of the lab handouts.
Total Points	650	

Letter Grades

Course letter grades will be determined by the total number of points accumulated in all grade components, as follows:

A+	631-650	C+	501-519	F	<390
A	605-630	C	475-500		
A-	585-604	C-	455-474		
B+	566-584	D+	436-454		
B	540-565	D	410-435		
B-	520-539	D-	390-409		

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Late assignments will be handled on a case-by-case basis but generally will be graded only when the assignment is late due to circumstances beyond the the student's control, such as illness.

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Attendance Policy

Attendance is expected at all lecture and laboratory sessions. If you know that you will be absent for a lecture or lab, inform the instructor as soon as possible before the lecture/lab to be missed.

Absences Policy

Absences, either excused or unexcused, carry no penalty.

Makeup Work Policy

If you miss a lecture or lab, any work missed must be made up within two weeks.

Additional Excuses Policy

If you miss an exam, you must provide documentation for the reason that you could not take the exam on the scheduled day/time. Unexcused absences from an exam can be made up but to do so will result in a 25% reduction in the points that you earn on the exam.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

None.

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

None.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Electronically-hosted Components: This course uses Moodle as a course management system.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Lecture TH 10:15am - 11:30am — Week 1 — 01/06/2016 - 01/08/2016

Introduction

Lab W 12:25pm - 3:10pm — Week 1 — 01/06/2016 - 01/08/2016

No Lab

Lecture TH 10:15am - 11:30am — Week 2 — 01/12/2016 - 01/14/2016

General Characteristics of Plant Kingdom; Chapter 1

Lab W 12:25pm - 3:10pm — Week 2 — 01/13/2016 - 01/13/2016

Introduction, Microscope Use, Lab and Field Safety

Lecture TH 10:15am - 11:30am — Week 3 — 1/19/2016 - 1/21/2016

Prokaryotic Algae; Red Algae: Chapters 2, 3

Lab W 12:25pm - 3:10pm — Week 3 — 1/20/2016 - 1/20/2016

Algae I

Lecture TH 10:15am - 11:30am — Week 4 — 1/26/2016 - 1/28/2016

Green Algae; Brown and related Algae: Chapters 3, 4

Lab W 12:25pm - 3:10pm — Week 4 — 1/27/2016 - 1/27/2016

Algae II

Lecture TH 10:15am - 11:30am — Week 5 — 02/02/2016 - 02/04/2016

Fungi

Lab W 12:25pm - 3:10pm — Week 5 — 02/03/2016 - 02/03/2016

Fungi I

Lecture TH 10:15am - 11:30am — Week 6 — 02/09/2016 - 02/11/2016

Fungi; **Exam I**

Lab W 12:25pm - 3:10pm — Week 6 — 02/10/2016 - 02/10/2016

Fungi II

Lecture TH 10:15am - 11:30am — Week 7 — 02/16/2016 - 02/18/2016

Bryophytes: Chapter 5

Lab W 12:25pm - 3:10pm — Week 7 — 02/17/2016 - 02/17/2016

Bryophytes

Lecture TH 10:15am - 11:30am — Week 8 — 02/23/2016 - 02/25/2016

Early Land Plants, Lycopods: Chapter 6

Lab W 12:25pm - 3:10pm — Week 8 — 02/24/2016 - 02/24/2016

Early Land Plants and Lycopods

Lecture TH 10:15am - 11:30am — Week 9 — 03/01/2016 - 03/03/2016

Ferns, Extinct Forms and Marattaleans: Chapter 7

Lab W 12:25pm - 3:10pm — Week 9 — 03/02/2016 - 03/02/2016

Ferns I

Week 10 — 03/07-2016 - 03/11/2016

Spring Break

Lecture TH 10:15am - 11:30am — Week 11 — 03/15/2016 - 03/17/2016

Ferns, Ophioglossoids and Filicaleans: Chapter 7

Lab W 12:25pm - 3:10pm — Week 11 — 03/16/2016 - 03/16/2016

Ferns II

Lecture TH 10:15am - 11:30am — Week 12 — 03/22/2016 - 03/24/2016

Exam II; Gymnosperms, extinct: Chapter 8

Lab W 12:25pm - 3:10pm — Week 12 — 03/23/2016 - 03/23/2016

Coal Ball Peel Technique

Lecture TH 10:15am - 11:30am — Week 13 — 03/29/2016 - 03/31/2016

Gymnosperms, cycads, ginkgophytes, gnetophytes: Chapter 8

Lab W 12:25pm - 3:10pm — Week 13 — 03/30/2016 - 03/30/2016

Gymnosperms I

Field Trip — 04/02/2016 - 04/02/2016

Field Trip to Hanson Clay Pit, Sanford, NC

Lecture TH 10:15am - 11:30am — Week 14 — 04/05/2016 - 04/07/2016

Gymnosperms, coniferophytes; Exam III: Chapter 8

Lab W 12:25pm - 3:10pm — Week 14 — 04/06/2016 - 04/06/2016

Gymnosperms II

Lecture TH 10:15am - 11:30am — Week 15 — 04/12/2016 - 04/14/2016

Angiosperms, origin and basal groups: Chapter 9

Lab W 12:25pm - 3:10pm — Week 15 — 04/13/2016 - 04/13/2016

Angiosperms

Primary Literature Paper Presentations

Field Trip — Week 15 — 04/16/2016 - 04/16/2016

Field trip to North Carolina Botanical Garden, Chapel Hill, NC

Lecture TH 10:15am - 11:30am — Week 16 — 04/19/2016 - 04/21/2016

Angiosperms, eudicots and monocots: Chapter 9

Lab W 12:25pm - 3:10pm — Week 16 — 04/18/2016 - 04/18/2016

Angiosperms II

Primary Literature Paper Presentations

TBD — Finals Week — 04/26/2016 - 05/05/2016

Reading Day and Finals Week; Lab Notebook due at Final Exam

APPENDIX A
UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: **Jan 8, 2015**

Constituent Institution: *North Carolina State University*

CIP Discipline Specialty Title: *Agroecology and Sustainable Agriculture*

CIP Discipline Specialty Number: 01.0308 **Level:** B X M **Res. Doc.** **Prof. Doc.**

Exact Title of the Proposed Program: *Agroecology and Sustainable Food Systems*

Exact Degree Abbreviation (e.g., B.S., B.A., M.A., M.S., Ed.D., Ph.D.): **B.S.**

Does the proposed program constitute a substantive change as defined by SACS? **Yes**

The current SACS Substantive Change Policy Statement may be viewed at:
<http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf>

If yes, please briefly explain.

North Carolina State University (NCSU) is internationally and nationally recognized for its sustainable agriculture research, education and outreach programs through the Center for Environmental Farming Systems (CEFS, <http://www.cefs.ncsu.edu/>) and through the NCSU Agroecology Minor and Concentration academic undergraduate programs. Student interest and demand for agroecology and sustainable agriculture education continues to grow each year at NCSU and across the nation. This proposed new degree represents the next evolutionary step in the development of the multidisciplinary Agroecology programs at NCSU. This is the culmination of a decade of Agroecology educational curricula development and two decades of focused agroecology and sustainable agriculture research and faculty collaborations. It will be the first such program in North Carolina and will be a model for other land-grant universities nation-wide.

Proposed date to enroll first students in degree program: *Month* Jan *Year* 2017

- 1. Provide a summary of the status of this proposal in your campus review processes.**
 - a. List the campus bodies that reviewed and commented on this Appendix A proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.**

This proposal was reviewed, endorsed recommended or approved by the following:

*NCSU Director, Center for Environmental Farming Systems (CEFS)
Multidisciplinary Sustainable Agriculture Faculty Team associated with CEFS*

Academic Advising Committee, Departments of Crop Science and Horticultural Science (unanimous approval)
Faculty members, Departments of Crop Science and Horticultural Science (unanimous approval)
Head, Department of Crop Science
Head, Department of Horticultural Science
Associate Dean for Academics, College of Agriculture and Life Sciences
Dean, College of Agriculture and Life Sciences
Associate Vice Provost for Academic Programs and Services
Vice Chancellor and Dean of the Division of Academic and Student Affairs

b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

While the multidisciplinary and innovative curriculum was strongly supported, the original name proposed was "Sustainable Agriculture", which some faculty in the Department of Crop Science raised concerns about. An alternative major name was proposed, "Agroecology and Sustainable Food Systems", which the faculty unanimously supported and felt better represented the science behind sustainable agriculture and the greater food system perspective.

2. Describe the proposed new degree program. The description should include:

a. A brief description of the program and a statement of educational objectives;

Numerous sustainable agriculture and related programs have been established at universities nationwide and these programs and courses continue to attract an increasing number of new students to agricultural sciences, including women, under-represented minorities and individuals from non-traditional backgrounds. North Carolina State University (NCSU) is internationally and nationally recognized for its sustainable agriculture research, education and outreach programs through the Center for Environmental Farming Systems (CEFS, <http://www.cefs.ncsu.edu/>).

*The departments of Crop Science and Horticultural Science will collaborate together to develop this new multidisciplinary Agroecology and Sustainable Food Systems major that builds on the decade of Agroecology curricula development at NCSU. Developing a cross department major will produce significant advantages to sharing resources, advising, assessment, recruitment and advertising, thereby creating economical sustainability within the program. From the existing faculty capacity, facilities, strong academic foundation in agroecology and agricultural science education, and recognized strengths in sustainable agriculture research and extension at NC State, **developing this new Agroecology and Sustainable Food Systems major will not require new faculty positions, facilities or many new resources to establish it successfully and without delay.***

This Agroecology and Sustainable Food Systems major is proposed for five main reasons:

- 1. This new major will build on over 10 years of agroecology academic development and the historic strengths in agricultural sciences and STEM at NCSU.*
- 2. NCSU CALS most recent Strategic Plan specifically targets supporting interdisciplinary programs and this Agroecology and Sustainable Food Systems program will provide graduates with the requisite multidisciplinary knowledge, critical thinking*

skills and enhanced international awareness to address complex food and agricultural challenges locally and globally.

3. No Agroecology and Sustainable Food Systems or related undergraduate major exists in the mid-Atlantic and South-Atlantic regions and only one in the whole southern state region (University of Kentucky).

4. The novel Agroecology and Sustainable Food Systems curriculum, integrated with the community engagement, research and global learning experiences offered at NCSU can serve as a national model for other Land-Grant Universities.

5. Prepare future food system leaders with rigorous training in agricultural sciences to serve the growing employment needs in the public and private sector that demand the multidisciplinary knowledge of sustainability as related to food, agriculture and natural resource management.

Educational Objectives:

The following educational objectives are proposed and would augment existing educational objectives within NCSU. Upon completing the Agroecology and Sustainable Food Systems Major, graduates would be able to:

- 1. Describe and evaluate complex agriculture and food systems that integrate social, environmental and economic perspectives using a holistic approach of understanding the parts and their interactions.*
- 2. Apply scientific reasoning and critical thinking to address sustainability challenges in real world problems in local and global agricultural and food systems.*
- 3. Demonstrate effective communication, leadership, and teamwork with diverse audiences and viewpoints gained through various experiential learning and community engagement opportunities.*

b. The relationship of the proposed new program to the institutional mission;

The proposed Agroecology and Sustainable Food Systems major is consistent with the NCSU CALS Strategic Plan, "Our Envisioned Future". Specifically, this new major addresses two of the three pillars in this strategic plan. Graduates will gain the requisite knowledge to address grand challenges in food, agriculture, energy and environment (Pillar 1) and will strengthen multidisciplinary and partnership driven teams in sustainable agriculture (Pillar 2). This cross-departmental degree will develop national and international recognition for CALS faculty for their research, teaching and extension, a target of Goal 1. The research-based information generated and the coursework available will provide students in the Agroecology and Sustainable Food Systems degree unique learning opportunities that will foster an integrated approach to problem solving.

Moreover, the UNC-GA's, "A Vision for the Future" strategic plan includes a high priority on strengthening academic quality (Goal 2) and serving people of North Carolina (Goal 3). Supported by multidisciplinary curricula, community engagement experiences and interaction with faculty involved in cutting edge sustainable agriculture research, students in this new major program will gain hands-on learning experiences in examining real-world food and agricultural challenges from multiple perspectives. Graduates of this degree program will be uniquely equipped to transform lives and provide leadership for sustainable

agriculture, food security challenges and social, economic, and technological development in North Carolina, the nation and around the world.

c. The relationship of the proposed new program to existing programs at the institution and to the institution's strategic plan

*In NCSU's 2011-2020 Strategic Plan, **The Pathway to the Future**, five overarching goals have been identified to direct NCSU's future planning. The Agroecology and Sustainable Food Systems degree will address four of these five goals. The Agroecology and Sustainable Food Systems degree is highly unique as a multidisciplinary degree including the agricultural sciences, as well as sociological and economic disciplines. Students in this degree program will benefit from this educational innovation and enhance multidisciplinary scholarship to address the grand challenges of food security of a global society. **Additionally, this dual-departmental degree will enhance organizational excellence by creating a culture of collaboration, and cooperation that will improve student education while utilizing existing resources.** Finally, this degree program is designed to provide it graduates with knowledge and hand-on experiences in local and global food issues and formation of strategic partnerships to address these issues.*

*NCSU already has two of the foundational courses developed for this major – **Introduction to Agroecology** (CS 230, developed both as a face-to-face section and DE online section), and **Advanced Agroecology course and laboratory** (CS 430), an **Agroecology Minor** program (minors cannot be accredited) and an **Agroecology Concentration** program in the Plant and Soil Sciences degree program through the Department of Crop Science. Moreover a rigorous and highly sought after Sustainable Agriculture Summer Internship program (CS 492) has been taught at CEFS through NCSU since 1999. Student demand has consistently increased for this Sustainable Agriculture Internship Program and over 50 students nationwide and internationally apply each year for approximately 14 spots. These agroecology courses and diverse selection of existing courses at NCSU will provide the foundational curriculum for the Agroecology and Sustainable Food Systems major. The Agroecology Minor program will continue as established once the new major is developed but the Agroecology concentration program will cease and these students will be recruited into the Agroecology and Sustainable Food Systems major. We do not anticipate the termination of the Agroecology concentration to affect the student enrollment in the Plant and Soil Sciences degree program since this is targeted towards a different focus and the students in the other existing concentrations in this major (Agribusiness, Agronomic Science, Crop Production, Crop Biotechnology, and Soil Science) are pursuing distinct careers.*

d. Special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program.

The following special features, resources and facilities and conditions make NCSU a desirable, unique and cost effective location to house the proposed Agroecology and Sustainable Food Systems major:

- NCSU's strong commitment to and strategic mission of advancing sustainable solutions to our local and global food and agricultural challenges.*
- Over 20 years of cutting edge research, extension programing and resources focused on sustainable agriculture through the Center for Environmental Farming Systems (CEFS), a partnership among NCSU, NCA&T and the North Carolina Department of Agriculture and Consumer Services.*

- *The existing agroecology courses, historic strength in agriculture and food related education and faculty capacity, and strong commitment to agroecology and sustainable food system education at NCSU.*
- *Strong community partnerships and growing community interest and career in sustainable agriculture and food systems.*
- *Increasing number of sustainable agriculture programs at community colleges in North Carolina that can function as transfer pipeline programs to NCSU (listed below)*
 - *Central Carolina Community College (Pittsboro)- Sustainable Agriculture Associate Degree and Continuing Education program*
 - *Craven Community College-Sustainable Agriculture Associate Degree*
 - *Western Piedmont Community College -Sustainable Agriculture Associate Degree*
 - *Wayne Community College- Applied Science Degree, Sustainable Agriculture Associate Degree*

3. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Evidence of student demand should reflect likely applicant pools (local, regional, statewide, national, or global) and could include:

a. Surveys of potential enrollees (such as students or alumni of feeder programs, community college enrollees, etc.).

In a recent (March-April 2014) online survey to students representing seven out of the ten colleges at NCSU, an overwhelming 97% of undergraduates believed NCSU should be offering an Agroecology and Sustainable Food Systems major like this.

*Likely applicant pools include students interested in ecology and environmental sciences in addition to those interested in agriculture, horticulture related applied sciences, The NCSU agroecology courses have been successful in attracting diverse students, including those from majors in agriculture education and extension, agronomy, animal science, biological sciences, environmental sciences, environmental engineering, forestry, horticultural science, political science, natural resources, and soil science among others. We know from direct experience that students from these diverse majors and backgrounds are searching for a multidisciplinary program in agroecology that emphasizes systems-level approaches and sustainable practices in agriculture. **We are confident that a new major in Agroecology and Sustainable Food Systems will help attract students to enroll at NCSU.***

We also anticipate a fair amount of transfer students from related North Carolina and other nationwide 4 year programs in addition to those transferring from the growing number of sustainable agriculture programs at community colleges (see section 5c for more detail).

b. Enrollment data from existing minor, concentration or certificate programs on your campus.

There is a growing student demand for a major like this at NCSU demonstrated by the increasing number of students in the Introduction to Agroecology course (over 100 per year) and students enrolled in the Agroecology Minor and Agroecology concentration programs and a growing number of students creating self-designed "Sustainable Agriculture" degrees.

While the numbers of students in minor programs are difficult to account for, there is consistent growth in the Agroecology Minor program with 44 students enrolled in the

Agroecology Minor in the last 8 years, averaging 5-8 students per year. Fourteen students have enrolled in the Agroecology Concentration Program in the Plant and Soil Sciences major in the past 5 years. An additional 15 students are enrolled in either the Agroecology concentration in the Plant and Soil Science (B.S.) major or the self-designed Sustainable Agriculture major (B.S.) program. We know, however, that an Agroecology concentration in the Plant and Soil Sciences major is not attracting students that are interested in sustainable agriculture and food systems broadly. This is apparent from the increasing number of students choosing to enroll in the Interdisciplinary self-design major in the College of Humanities and Social Sciences (CHASS) and developing their own majors called "Sustainable Agriculture and Food Systems". There have been 5 students in the past 2 years that have developed these CHASS Sustainable Agriculture majors and Dr. Schroeder-Moreno serves as their advisor. Notably all of these self-designed Sustainable Agriculture students have been Parks Scholars, Caldwell Scholars and one Udall Scholar.

It's evident at NC State, as well as nationwide; there are a growing number of students that are demanding a new multidisciplinary major program in Agroecology and Sustainable Food Systems. These students are not attracted to or perhaps not satisfied with just a "Plant and Soil Sciences" degree title with an Agroecology concentration.

We are confident that this new Agroecology and Sustainable Food Systems major will not only attract new students to NC State but the highest academic quality of students as observed from our experience thus far.

c. Enrollment data from similar programs in UNC, the state, or country.

Agroecology, Sustainable Food Systems and related programs are growing nationwide in response to the increasing student demand and career opportunities with this discipline. Currently there are 28 different B.S. or B.A. programs have been established in Agroecology, Sustainable Agriculture and related degrees in the nation. Specific major titles and universities were acquired from the national list on the Sustainable Agriculture Education Association (SAEA, <http://sustainableaged.org/projects/degree-programs/>). Fifteen of these programs are at Land Grant Universities and there are more concentration, minor and certificate programs that are growing in number each year. It is clear that students are interested in sustainable agriculture and related education programs and more universities are responding to this demand.

Nationwide, the two foremost sustainable agriculture undergraduate programs at Land-Grant Universities and ones that we modeled our curriculum on are the "Sustainable Agriculture and Food Systems" B.S. major at University of California (UC), Davis and the "Sustainable Agriculture" B.S major at the University of Kentucky. After only 3 years of offering the program, UC Davis has over 100 students enrolled in their program and the University of Kentucky has over 70 students enrolled after 5 years. The consistent growth in the number of students in their programs and courses in these programs are also reflected in the many other sustainable agriculture, Agroecology and related programs nationwide.

We are confident that a program like this at NCSU will attract students, especially considering the growing community interest in local and sustainable food in our state and our recognized research and extension programs in sustainable agriculture at NCSU and through the Center for Environmental Farming Systems.

4. Provide evidence of societal demand and employability of graduates from as many of the following sources as feasible unless a good reason exists why such evidence cannot be obtained and similar evidence is presented from sources not listed here.

a. Labor market information (www.ncworks.gov) – Current and projected industry and occupational data by region and statewide from the NC Department of Commerce. Available data include (but are not limited to):

(1) Area, occupation, and industry profiles.

A degree program in Agroecology and Sustainable Food Systems that emphasizes critical thinking, hands-on learning, community engagement and research opportunities will increase student understanding and expand future career options. We are confident that this Agroecology and Sustainable Food Systems major program will successfully prepare graduates for the growing jobs now and in the future that require students to understand sustainable and multidisciplinary approaches to the growing challenges of our food and agriculture system. Graduates completing this major would be prepared for a large diversity of jobs that cross both agricultural related careers as well as the growing number of sustainable and “GREEN” jobs related to food and agriculture, many of which are new and developing in the job market. Occupational Profile information available from the North Carolina Department of Commerce (www.ncworks.gov) indicates a bright outlook nationally when “sustainable” and “agriculture” are searched as key words approximately 1014 jobs appear in just the state of North Carolina.

(2) NC occupational and employment projections.

Many of the type of jobs in North Carolina a graduate with a Agroecology and Sustainable Food Systems major will fall primarily into the category of “Professional, Scientific and Technical Services” when employment projections are searched. Estimated employment in this category (searched from the www.ncworks.gov site) were 180,350 in 2010 and projected to increase by 2.3% annually for an estimate of 226,860 jobs in 2020, which is one of the largest projected increases in the different industry categories in NC.

Occupational projections for graduates in the proposed Agroecology and Sustainable Food Systems major fall into SIX diverse categories according to the North Carolina Department of Commerce (www.ncworks.gov): Sustainability Specialists, Urban and Regional Planners, Agricultural Technicians, Chief Sustainability Officers, Industrial Ecologists and Sales Representatives/Technical and Scientific Products described below

<i>Occupational Category</i>	<i>No of Job Openings in NC</i>	<i>2013 NC Average Annual Wage Range</i>	<i>2013 NC Estimated Median Annual Wage</i>
<i>Sustainability Specialists</i>	<i>240</i>	<i>\$41,650-\$76,550¹</i>	<i>\$62,490²</i>
<i>Urban and Regional Planners</i>	<i>934³</i>	<i>\$30,040-\$116,740⁴</i>	<i>\$65,230</i>
<i>Agricultural Technicians</i>	<i>916⁵</i>	<i>\$23,770-\$73,340⁶</i>	<i>\$35,060</i>
<i>Chief Sustainability Officers</i>	<i>18,201⁷</i>	<i>\$98,610-\$107,00⁸</i>	<i>\$98,610</i>
<i>Industrial Ecologists</i>	<i>913⁹</i>	<i>\$54,440-\$118,810¹⁰</i>	<i>\$63,570</i>
<i>Sales Representatives/Technical and Scientific Products</i>	<i>20,762¹¹</i>	<i>\$39,530-\$131,270¹²</i>	<i>\$76,330</i>

¹ Average wages for occupations that are in the same occupational family as Sustainability Specialists.

³ Number of job openings for Urban and Regional Planners and for the related occupational group of Life, Physical, and Social Science Occupations

⁴ Average annual wages for occupations related to Urban and Regional Planners

⁵ Number of job openings for Agricultural Technicians and for the related occupational group of Life, Physical, and Social Science Occupations

⁶ Average annual wages for occupations related to Agricultural Technicians

⁷ Number of job openings for the related occupational group of Management Occupations (no data available for Chief Sustainability Officers)

⁸ Average annual wages for occupations related to Chief Sustainability Officers

⁹ Number of job openings for the related occupational group of Life, Physical, and Social Science Occupations (no data available for Industrial Ecologists)

¹⁰ Average annual wages for occupations related to Industrial Ecologists

¹¹ Number of job openings for Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products and for the related occupational group of Sales and Related Occupations

¹² Average annual wages for occupations related to Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products

(3) Job postings.

There are a variety of job postings that are applicable for a graduate with a Agroecology and Sustainable Food Systems major and a few are posted below (accessed on August 25, 2014 from the NC Works online (www.works.gov)).

*Sustainable Foodservice Broker Territory Manager Department: Sales Supervisor,
Green Nature Marketing Company, Raleigh, NC*

Scientist, Novozymes, Raleigh, NC

Southeast Bioregion Team Leader, BioHabitats, Inc., Raleigh, NC

Agricultural Biologist, BASF, Durham, NC

*Agriculture Customer Support Specialist, Technekes LLC, Charlotte, NC
Teacher - CTE-Agriculture, Public Schools of NC, Moore County Schools, NC*

Innovation Advisor (Food & Agriculture Practice, Research Triangle Park, NC

(4) Economic and demographic indicators.

The Bureau of Labor Statics (BLS) Green Jobs Initiative (<http://www.bls.gov/green/home.htm>) defined and described "Green Jobs" which graduates in Agroecology and Sustainable Food Systems would be applicable for.

BLS defined "Green jobs" as either: "1) jobs in businesses that produce goods or provide services that benefit the environment or conserve natural resources or 2) jobs in which workers' duties involve making their establishment's production processes more environmentally friendly or use fewer natural resources". While BLS does not have wage data specifically for sustainability occupations, they went on say "if the growth of sustainability continues; more organizations will employ sustainability professionals. The benefits of this growth should be noticeable in many sectors of U.S. industries, from services, such as finance and health care, to manufacturing and construction. As sustainability becomes more widespread, new opportunities to contribute to the field will arise. A new market focused on sustainability should build job prospects for more future workers.

Moreover, according to the 2012 BSL report, “Is a Sustainability Career on your Green Horizon?” by J. Hamilton (<http://www.bls.gov/green/sustainability/sustainability.pdf>) :

Occupations in scientific research and development in sustainability have become increasingly multidisciplinary and vary in professions from atmospheric scientists, biochemists, conversation scientists, microbiologists, natural science managers, and soil and plant scientist. While BLS does not have wage data specifically for sustainability occupations median annual wages in May 2011 for scientist occupations that include sustainability professionals range from \$58,940 to \$114,770 annually.

b. National occupational and industry projections (<http://www.bls.gov/data/>) – National, regional and state outlook for occupations, also including wage data.

The following are state and national employment projections and wage data from a sampling of public agencies and private organizations:

- *The U.S. Department of Labor, Employment and Training Administration sponsored website, MySkills My Future (www.myskillsmyfuture.org), shows current employment in North Carolina of 29,978 Sustainability Specialists currently employed, 950 projected job openings per year in the state, and typical annual salary of \$47,500 - \$83,400 (website accessed on 8/29.2014). Sustainability specialists are described as Addressing organizational sustainability issues, such as waste stream management, green building practices, and green procurement plans.*
- *Indeed (www.indeed.com), a worldwide job search site reports 660 fulltime jobs in the U.S. searched under “sustainable agriculture” specifically with average salaries ranging from \$30,000-\$100,000 (website accessed on 08/29/2014).*

c. Wages and employment of graduates in North Carolina_ – Percentage of graduates of UNC programs employed in North Carolina and wages paid to graduates of UNC programs employed in North Carolina.

The proposed degree is not currently offered in North Carolina.

d. Wages and employment of graduates nationally when these data becomes available (see http://www.doleta.gov/performance/pfdocs/wris2_status_state_optin.pdf) – Wages paid to graduates of UNC programs employed nationally (North Carolina partnership in WRIS2 forthcoming).

The proposed degree is not currently offered in North Carolina

e. Job-posting analyses.

A brief overview of the numbers of jobs posted on a sample of job search websites (accessed 08/29/2014):

- *NC Works Online (www.ncworks.gov) reports 1014 jobs in North Carolina when “sustainable” and “agriculture” are searched as key words.*
- *Indeed (www.indeed.com), a worldwide job search site reports 660 fulltime jobs in the U.S. searched under “sustainable agriculture” specifically with average salaries ranging from \$30,000-\$100,000.*

- *MySkills My Future (www.myskillsmyfuture.org), shows current employment in North Carolina of 29,978 Sustainability Specialists currently employed, 950 projected job openings per year in the state, and typical annual salary of \$47,500 - \$83,400.*

f. Projections from professional associations or industry reports.

Projections from professional associations or industry reports on Agroecology and sustainable agriculture jobs are not currently available.

g. Data concerning employment and wages for graduates of a particular program area from the UNC alumni survey when this survey and data become available.

The proposed degree is not currently offered at any UNC institution and therefore data on graduates are not available.

5. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery.

The only related program somewhat similar to what we are proposing is the Sustainable Development (B.S.) major with an Agroecology and Sustainable Agriculture Concentration at Appalachian State University. The mode of delivery for this major program is traditional face-to-face.

Because the focus and curriculum of the major at Appalachian State University is sustainable development and there are less agriculture, horticulture, soil science, entomology and related food courses available at Appalachian State University, our proposed curriculum is significantly different from the Appalachian State Sustainable Development program. In addition to a curriculum more heavily grounded in crop science, horticulture, soil science, nutrition and related courses at NCSU, students will additionally have many opportunities to participate in a variety of sustainable agriculture research and internship experiences that broaden their major experience and develop career paths.

a. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

As described above, there are no UNC institutions offering an undergraduate program similar to the Agroecology and Sustainable Food Systems major proposed here.

b. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

Once this Agroecology and Sustainable Food Systems Major is approved, we plan to develop a community college 2+2 program that would enhance transfer from related North Carolina community college programs listed below. Dr. Schroeder-Moreno currently serves on the Central Carolina Community College (Pittsboro) Sustainable Agriculture Program Advisory Board, which is the longest standing community college program in Sustainable Agriculture

in North Carolina. Developing a transfer model for this program can serve as model for the other newly developed community college programs.

North Carolina Community Colleges with Sustainable Agriculture Programs:

- *Central Carolina Community College (Pittsboro)- Sustainable Agriculture Associate Degree and Continuing Education program*
- *Craven Community College-Sustainable Agriculture Associate Degree*
- *Western Piedmont Community College -Sustainable Agriculture Associate Degree*
- *Wayne Community College- Applied Science Degree, Sustainable Agriculture Associate Degree*

c. Present evidence that establishment of this program would not create unnecessary program duplication.

Since there is no program like this offered by any UNC institution, establishment of the proposed program would not create any program duplication.

6. Are there plans to offer all or a portion of this program to students off-campus or online? Yes

If so,

a. Briefly describe these plans, including sites and method(s) of delivering instruction.

Some of the required and elective coursework for this degree are already offered online via distance education (DE). There is potential to offer more of the courses on-line, if resources are available. However, due to the hands-on nature of many of the courses in this program, they are not available in off-campus or online formats. The only exception to this is the requirement for an internship which could be conducted off-campus.

b. Indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private).

We know of no degree programs similar to the Agroecology and Sustainable Food Systems degree with courses offered off-campus or online in North Carolina.

c. What is the estimated percentage of courses in the degree program that will be offered/available off-campus or online: 0%

d. Estimate the number of off-campus or online students that would be enrolled in the first and fourth years of the program:

<i>First Year Full-Time</i>	<input type="radio"/>	<i>Part-Time</i>	<input type="radio"/>
<i>Fourth Year Full-Time</i>	<input type="radio"/>	<i>Part-Time</i>	<input type="radio"/>

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery is conditioned upon BOG program approval. (400.1.1[R], page 3)

7. Estimate the total number of students that would be enrolled in the program during the first year of operation:

<i>Full-Time</i>	10	<i>Part-Time</i>	0
------------------	-----------	------------------	----------

Estimate the total number of students that would be enrolled in the program during the fourth year of operation:

<i>Full-Time</i>	50	<i>Part-Time</i>	0
------------------	-----------	------------------	----------

8. Will the proposed program require development of any new courses: Yes

If yes, briefly explain.

There are only two new courses proposed for this new major that include a 200 level Sustainable Food Systems course and a 400 level (senior standing, major students only) Community Food Systems capstone course.

The Sustainable Food Systems course will be a foundational course co-developed between the departments of Crop Science (Schroeder-Moreno) and Horticultural Science (to be determined) that explores the multidisciplinary impacts of society, the environment, and local and global economics on food systems. We will seek GEP Interdisciplinary Perspectives and Global Knowledge status for this course. The Community Food Systems capstone course will also be co-developed between the departments of Crop Science and Horticultural Science and will focus on integrating the diversity of knowledge and skills gained through previous courses and applied through work on food and agriculture related community engagement projects.

9. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.)

- a. New Faculty:** **No**
- b. Additional Library Resources:** **No**
- c. Additional Facilities and Equipment:** **Yes**

Office space and general office equipment for the Program Assistant (see below). The Program Assistant will be located in the Department of Crop Science but work closely with Schroeder-Moreno and Kraus across both departments.

- d. Additional Other Program Support:** **Yes**
 (for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

A Program Assistant to assist with program management and to develop a recruitment and advertisement program would be required to support faculty taking on these new roles (Schroeder-Moreno and Kraus) as they already have administrative duties (Kraus directs the existing Horticultural Science undergraduate program), teach various undergraduate courses, and manage several research projects (Schroeder-Moreno).

10. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

While enrollment growth funding is desirable, the program could be established and sustained via reallocation of University, College and Department (Crop Science and Horticultural Science) funds.

11. For graduate programs only:

Does the program require a tuition differential or program specific fee in order to be implemented and sustained? *N/A*

a. If yes, state the amount of tuition differential or fee being considered, and give a brief justification. *N/A*

b. Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment should be provided.

12. For doctoral programs only:

a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program. *N/A*

b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required. *N/A*

c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program. *N/A*

13. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Michelle Schroeder-Moreno
Associate Professor and Agroecology Program Coordinator
Department of Crop Science,
Phone: 919-513-0085
Email: michelle_schroeder@ncsu.edu

Helen Kraus
Associate Professor and Undergraduate Coordinator
Department of Horticultural Science
Phone: 919-515-1208
Email: helen_kraus@ncsu.edu

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____ **Date:** _____

Dr. Jason Miller
Department of English
Tompkins Hall #243
Box 8105
Raleigh, NC 27695-8105
jason_miller@ncsu.edu

To: University Courses and Curricula Committee

From: Jason Miller, Associate Head, Director of Undergraduate Studies, English

Date: 9/21/2015

Re: Double counting courses in the English minor

The Department of English is requesting a change that would allow all students completing a minor in English to double count two (2) courses in their major rather than one (1). Students currently receiving a minor must complete five (5) courses in the subjects of

- Journalism
- Linguistics
- Film
- World Literature
- American Literature
- Technical and Scientific Communication
- Creative Writing
- English

This revision is aimed at making a minor in English more accessible to undergraduate students in our department and college. With other departments in our college allotting for similar requirements in regards to total credit hours and flexible courses, these standards maintain standards set by our college.

This proposed change does not alter any of the categories of courses (or courses) that currently count toward each minor. Proposed effective date of 1/1/2016.

SIGNATURE PAGE

CURRICULA ACTION FOR ENGLISH MINORS
(16ALM, 16CWM, 16ENGLM, 16FSM, 16JOM, 16LIM, 16WLM)

RECOMMENDED BY:

[Signature]
HEAD, DEPARTMENT/PROGRAM

11-3-2015

DATE

ENDORSED BY:

[Signature]
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

11/23/15

DATE

[Signature]
COLLEGE DEAN

11/24/15

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Curriculum Action Memo

To: Undergraduate Courses and Curricula Committee

From: Ruth Gross, Head, Department of Foreign Language and Literatures

Date: September 24, 2015

Approved

Re: Proposal for new concentration in Arabic Language and Culture

Parent Degree

Current title: Bachelor of Arts in Foreign Languages and Literatures

SIS code: 16FLLBA

CIP code: 16.0101 Foreign Languages and Literatures

Concentration/Subplan Title: Arabic Language and Culture

Suggested Subplan SIS Code: 16FLLARAB

Justification Statement:

The geopolitical and economic importance of the Middle East to the world necessitates increasing engagement and professional competency in Arabic languages and cultures. Students at North Carolina State University are aware of this need, and have provided a sustained demand for Arabic language courses since Arabic was first offered at NCSU in 2002. Until now, however, students pursuing a serious course of study in Arabic have not had the opportunity to receive core academic credit for doing so. Arabic language study—and functionally useful cultural and linguistic fluency—requires a serious commitment both in time and effort. However, students continue to be frustrated as their efforts to become proficient in this critical language have no applicable ‘program home.’ Their courses are often categorized as ‘free electives’ which belies the sustained academic rigor necessary to progress and function competently in both lower and upper division Arabic courses at NCSU. The Arabic Language and Culture concentration provides a much needed remedy to this problem by offering a structured path for students who understand the professional advantages for obtaining proficiency in a critical language and region of the world, and who choose this course of study as their core academic engagement at the undergraduate level.

NCSU has a particularly strong faculty in this regard. At last count, NCSU has 15 faculty who teach and engage in research in Middle Eastern studies and/or the Arabic language and offers 11 Arabic language courses plus 25 Middle East studies content courses. However, students who wish to study Arabic language and culture primarily are currently limited to a minor in Middle East studies. Thus, students cannot take full advantage of the breadth of H&SS Middle East Studies and Arabic language faculty resources, and faculty are likewise prevented from training students to the full extent of their potential. The proposed new concentration in Arabic Language and Culture, to be located in the Department of Foreign Languages & Literatures, will provide a strong curriculum in Arabic language while making full use of H&SS faculty resources in Middle Eastern studies.

The new concentration in Arabic Language and Culture will parallel the existing concentrations in French, German, Spanish, and Asian Studies while providing the flexibility to take full advantage of NCSU's wide range of offerings in Middle East studies. Elective courses within the concentration can be drawn freely from a comprehensive list of NCSU Middle East studies courses, or from a study abroad experience, depending on students' professional interests. A single capstone course will join students of critical languages as they will face similar career issues, while requiring substantial work in their target language of study. Upon completion of the degree, students will have a strong foundation in Modern Standard Arabic as well as disciplinary skills necessary to engage with various aspects of Middle Eastern societies. The concentration will promote comparative and interdisciplinary study across the Middle East, while providing an upper-division language focus that is currently not required in existing curricula at NCSU.

As the students who are currently enrolled in Arabic language and culture courses come from a wide range of NC State colleges and majors, the impact on any one college or department will be minimal. Rather, the new concentration is likely to attract students who are interested in adding a second major to their academic plan. This is an increasingly popular option among NCSU students who recognize the professional advantage of incorporating a strong language and regional competency component to an existing course of study (i.e. Business Administration—Marketing, International Studies—Global Sustainability and Development, Criminology etc.) Finally, this concentration will draw a new pool of highly competitive students to NC State who plan to concentrate on Arabic Language and Culture from the outset, as either a primary or secondary major.

Career opportunities for graduates with the concentration:

Previous graduates who have taken Arabic language courses at NCSU have gone on to careers which have extensive ties to the Middle East and/or are based in the region. Arabic has proven a professional advantage for students in myriad fields, including business administration and marketing, government and military service, scientific research, education, journalism, NGO operations, graduate and professional studies as well as other fields. We expect that many of our graduates will pursue double-majors, but double-major training is not an absolute requirement for professional success in many career options.

Proposed Implementation: Spring 2016

Matriculation Requirements:

Minimum to apply and be accepted:

- Completion of 12 or more NC State graded credit hours
- Cumulative GPA must be 2.0 or higher

Preference will be given to students who meet the following:

- Completion of ENG 101 with a grade of B or higher, and
- Completion of FL* 201 and FL* 202 with a grade of B- or higher

Enrollment History and Projections

Part I: Number of declared undergraduate majors and degrees conferred in the parent degree (FLL) in each of the past four years:

	Fall 2014	Fall 2013	Fall 2012	Fall 2011
Declared Majors	139	154	167	183
Degrees Conferred	45	58	49	74

Source: OIRP – NCSU Headcount Enrollment Reports (FLL); OIRP – NCSU Degrees Conferred Reports (FLL)

nb: these numbers were prior to the consolidation of the FLL major

Part II: Number of students enrolled in Arabic language courses in each of the past four years:

Fall Semester

	FLA 101	FLA 201	FLA 3xx	FL 495	Total
2014	65	39	26	n/a	130
2013	61	36	21	6	124
2012	69	42	n/a	16	127
2011	80	46	19	9	154

Source: Student Information Systems (SIS)

Spring Semester

	FLA 102	FLA 202	FLA 3xx	FL 498	Total
2015	54	20	10	7	91
2014	44	19	15		78
2013	49	28	7		84
2012	54	24	17	5	100
2011	53	25	19		97

Source: Student Information Systems (SIS)

Part III: Number of registered undergraduate minors in Middle East Studies (IDS) in each of the past four years:

May 2015	August 2014	April 2013	October 2012
51	34	35	30

Source: Enrollment Reports provided by IDS for registered IDS Minors.

Enrollment projections for the Arabic Language and Culture Concentration:

	FR	SO	JR	SR	Total	Degrees
2016	3	6	2	1	12	0
2017	5	6	8	2	21	3
2018	7	8	8	8	31	8
2019	9	10	10	8	37	8
2020	11	12	12	10	45	10

Years 2017-2020 Sophomore and Junior year projections are calculated as follows:

SO = prior year FR count plus 3

JR = prior year SO count plus 2

Projections are a conservative estimate based on sustained student interest in declaring an FLL-Arabic concentration. Many of the current registered minors in Middle East Studies have stated they would have preferred to register for an FLL-Arabic concentration had it been available to them; in the absence of the Arabic concentration, students registered for the minor. An estimate of the number of current MES minors who are likely to declare the FLL-Arabic Concentration in the first year is 25%.

Budget/Resources

As noted in the Justification statement, the proposed concentration in Arabic Language and Culture will parallel the existing concentrations in French, German, Spanish, and Asian studies while providing the flexibility to take full advantage of NCSU's current range of offerings in Arabic language and Middle Eastern studies.

At last count, NCSU has 15 faculty who teach and/or engage in research in Middle Eastern studies and/or the Arabic language. Currently, NCSU offers 11 Arabic language courses plus 25 Middle East studies content courses. A list of current Middle East Studies courses can be found at: <http://ids.chass.ncsu.edu/mestudies/academics.php>

Additionally, NCSU is home to the first privately endowed center, The Moise A. Khayrallah Center for Lebanese Diaspora Studies, which undertakes research focused on movements of people to/from the Middle East and has a unique demand for students of Arabic. The Khayrallah Center actively supports the NCSU initiative to offer research opportunities to undergraduate students. Last year alone, three students of Arabic were hired to assist with current research projects at the Center.

The course offerings enumerated in the Curriculum Requirements Format B, Plan SIS Code 16FLLBA Subplan SIS Code 16FLLARAB documentation (attached) are comprised almost entirely of already existing courses that are taught at regular intervals. These include courses taught in the target language, as well as courses taught in English by faculty throughout the Humanities and Social Sciences. One new course, FLA 440 Modern Arabic Short Story, will be offered regularly by existing faculty in the Department of Foreign Languages and Literatures. This course has been taught previously under the FL 495 designation and will incur minor shifts only in faculty teaching schedules, but is not expected to significantly impact the availability of other regularly offered courses. FLL majors pursuing a concentration in Arabic Language and Culture will be advised by existing faculty in the Department of Foreign Languages and Literature.

Anticipated Additional Resources Required

In an effort to grow the Arabic language program base at NCSU we recommend that the current instructor of FLA 101/102 be converted from $\frac{3}{4}$ time to full time which will then support four sections of Beginning Arabic, rather than the existing three sections which currently limit numbers in advanced courses. The projected cost of this change has been approved by the FLL Department Head. As the program grows, additional part-time instructor needs may become apparent at which time those needs will be addressed with the Department Head.

Catalog Description

Students will learn language skills to effectively communicate in Arabic using both spoken and written forms of the language. Significant components center on cultural and historical aspects of the Middle East.

Program Objectives

As with the pre-existing Foreign Language major concentrations in Spanish, German, French and Asian Studies, the Arabic Language and Culture concentration stresses the acquisition of effective language skills coupled with in-depth cultural studies of the chosen region. The concentration takes unique advantage of Middle East studies faculty resources in relevant departments of history, religion, anthropology, political science, and the Khayrallah Center for Lebanese Diaspora Studies.

Consultations

Blair Kelley

Mon, Sep 14, 2015

To: Jodi Khater

Re: Request for Approval of Arabic Language and Culture Studies Concentration

Dear Jodi,

Thanks for meeting with me the other day. I, along with Seth Murray, Interim Director of International Studies, offer our complete support for your proposed concentration in Arabic Language and Culture Studies. We think it will serve as a compliment to the IS major and provide an important pathway for students seeking out expertise in the field. We believe this will be an excellent addition to offerings within FLL and the College.

Best,

Blair

Blair LM Kelley, Ph. D.

Assistant Dean of Interdisciplinary Studies and International Programs

Associate Professor of History

College of Humanities and Social Sciences

North Carolina State University

Michael Pendlebury

Mon, Sep 14, 2015

To: Jodi Khater

Re: Request for Approval of Arabic Language and Culture Studies Concentration

Jodi,

I am happy to support this initiative.

Michael

Michael Pendlebury

Professor of Philosophy and Head of Department

Philosophy & Religious Studies

North Carolina State University

David Zonderman

Tuesday, Sep 15, 2015

To: Jodi Khater

Re: Request for Approval of Arabic Language and Culture Studies Concentration

The History Dept is happy to endorse this new concentration in Arabic Language and Culture Studies.....DZ

David A. Zonderman

Alumni Distinguished Undergraduate Professor

Interim Department Head

History Department

NC State University

Traciel Reid

Wednesday, Sep 16, 2015

To: Jodi Khater

Re: Request for Support of Arabic Language and Culture Studies Concentration

Hello Ms. Khater,

As Chair of the Department of Political Science, I support the creation of a concentration in Arabic Language and Culture Studies. I believe that this concentration will be an important addition to the curriculum offered in Humanities and Social Sciences. The subject matter promotes NC State's and H&SS's strategic goals of promoting interdisciplinary study as well as advancing our students' global knowledge.

Cordially,

T. Reid

Seth Murray

Friday, Sep 18, 2015

To: Jodi Khater

Re: Request for Approval of Arabic Language and Culture Studies Concentration

Hello:

In my capacity as Director of the Program in International Studies, I am happy to support the proposed concentration in Arabic Language and Culture Studies, and I see this as a welcome addition to the academic pathways that students in Foreign Languages, and in the College of Humanities and Social Sciences more broadly, may pursue.

Best regards,

FORMAT A
(SEMESTER-BY-SEMESTER CURRICULUM DISPLAY)

HSS #5505

Indicate display status: Current: Proposed: x Proposed Effective Semester: 1/2016

Degree/Plan Title: Foreign Languages and Literatures

Concentration/Subplan Title: Arabic Language and Culture

Plan SIS Code: 16FLLBA

Subplan SIS Code: 16FLLARAB

New Degree Audit required? (Y or N) Y

Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
FLA 101 ¹⁰ & 103 ¹⁰ Social Science ^{7, D}	3/1 3	FLA 102 ¹⁰ & 104 ¹⁰ Social Science ^{7, D}	3/1 3
ENG 101 Academic Writing & Research ^H	4	Literature I ⁵	3
GEP Mathematical Science ^A	3	GEP Mathematical Science ^A	3
GEP <u>Interdisciplinary</u> Perspectives ^G <i>Interdisciplinary</i>	2	Health and Exercise Studies ^E	1
<i>Total: 16</i>		<i>Total: 14</i>	
SOPHOMORE YEAR ¹¹			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
FLA 201 ¹ & FLA 203 ² HI 270 ^{2, C}	3/1 3	FLA 202 ¹ & FLA 204 ² Arabic Studies Advised Elective ²	3/1 3
Arts & Letters ⁹	3	GEP Natural Science ^B	3
Social Science ⁷	3	History II ⁴	3
Free Elective ¹⁰	3	Free Elective ¹⁰	3
<i>Total: 16</i>		<i>Total: 16</i>	
JUNIOR YEAR ¹¹			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
FLA 301 ¹ Arabic Studies Advanced Course ¹	3 3	FLA 330 ¹ Social Science ⁷	3 3
GEP Natural Science with Lab ^B	4	Literature II ^{2, 6}	3
Philosophy ^{8, C}	3	Arabic Studies Advanced Course ¹	3
Free Elective ¹⁰	3	Free Elective ¹⁰	3
		Free Elective ¹⁰	1
<i>Total: 16</i>		<i>Total: 16</i>	
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
FLA 440 ¹ Arabic Studies Advanced Course ¹ (400-level)	3 3	FLx 492 Senior Seminar ¹	3
GEP Additional Breadth ^F	3	Health and Exercise Studies ^E	1
GEP <u>Interdisciplinary</u> Perspectives ^G	3	Free Elective ¹⁰	3
Free Elective ¹⁰	3	Free Elective ¹⁰	3
		Free Elective ¹⁰	3
<i>Total: 15</i>		<i>Total: 13</i>	
Minimum Credit Hours Required for Graduation: 122			

Major/Program Footnotes:

1. **Arabic Language Core:** (27) credit hours required. All students must take FLA 201, FLA 202, FLA 301, FLA 330, FLA 440 ; plus a 3-hour senior seminar (FL 492); plus (9) credit hours of Arabic Studies Advanced Courses from the approved list of courses. All students must take an NCSU Proficiency Test upon entering H&SS. A grade of C- or above is required for these courses to count toward the major.
2. **Arabic Studies:** (8) credit hours required. All students must take HI 270 which satisfies both the History I and Global Knowledge requirements; plus (3) credit hours of General Arabic Studies Advised Electives from the approved list of courses; plus (2) credit hours of Arabic Conversation and Recitation from the approved list of courses. A grade of C- or above is required for these courses to count toward the major.
3. **History I:** One 3-credit course is required. HI 270 is a required course for the major and may be used to fulfill this requirement.
4. **History II:** One 3-credit course is required. Select a course from the college approved list.
5. **Literature I:** One 3-credit course is required. Select a course from the college approved list.
6. **Literature II:** One 3-credit course is required. Select a course from the college approved list.
7. **Social Sciences:** Four 3-credit courses are required (12 credit hours total) from the H&SS-approved lists in at least three of the following areas: ANT, ARE, EC, PS, PSY, SOC. Also ENG 210, GEO/SOC 220, or STS 402. Six (6) credit hours must be chosen from the GEP Social Sciences list.
8. **Philosophy:** One 3-credit is required. Choose any PHI course from the GEP-Humanities List.
9. **Arts and Letters:** One course is required from the H&SS-approved Arts & Letters course list.
10. **Free Electives:** (33) credit hours. Any course except MA 101 and any foreign language 101 course. FLA 101 may be used towards free electives only if the student has satisfied the university foreign language requirement with a language other than Arabic.
11. **Study Abroad:** It is strongly recommended that students participate in at least one study abroad experience in an Arabic-language speaking region. No more than 15 hours of transfer credit may be applied toward the major.

General Education Program (GEP) requirements and GEP Footnotes:

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

- A. **Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)
Choose from the University approved GEP Mathematical Sciences course list.
- B. **Natural Sciences** (7 credit hours – include one laboratory course or course with a lab)
Choose from the University approved GEP Natural Sciences course list.
- C. **Humanities** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Humanities course list. Satisfied by Major and College requirements.
- D. **Social Sciences** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Social Sciences course list. Satisfied by College requirements.
- E. **Physical Education/Healthy Living** (2 credit hours – at least one 100-level Fitness and Wellness Course)
Choose from the University approved GEP Physical Education/Healthy Living course list.
- F. **Additional Breadth** - (3 credit hours):
Choose from the University approved GEP Social Sciences course lists for: Mathematical Sciences/Natural Sciences/Engineering
- G. **Interdisciplinary Perspectives** (5-6 credit hours)
Choose from the University approved GEP Interdisciplinary Perspectives course list.
- H. **Introduction to Writing** (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

- I. **U.S. Diversity (USD)**
Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite.
- J. **Global Knowledge (GK)**
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. This is satisfied by the major requirement HI 270.
- K. **Foreign Language proficiency** - Proficiency at the FL_102 level is required for graduation. This is met by completion of the major.

CURRICULUM REQUIREMENTS

Format B

HSS #5505

<u>Degree/Plan Title:</u> Bachelor of Arts in Foreign Languages and Literatures	<u>Plan SIS Code:</u> 16FLLBA
<u>Concentration/Subplan Title:</u> Arabic Language and Culture	<u>Subplan SIS Code:</u> 16FLLARAB
<u>Indicate requirements status:</u> Current: Proposed: x	<u>Proposed Effective Semester:</u> 1/2016
<u>New Degree Audit required?</u> (Y or N) Y	
<u>Critical Path Courses</u> - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.	

MAJOR FIELD OF STUDY REQUIREMENTS:	Credit Hours	GEP category, if applicable
Required Courses/Groups/ Electives:		
Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. course.		List GEP category and hours satisfied by a Major requirement
ARABIC LANGUAGE CORE <i>A grade of C- or above is required for these courses to count toward the major.</i> FLx 201 (FLA 201) 3 FLx 202 (FLA 202) 3 FLx 492 (Senior Seminar) 3 FLx 3xx Arabic Language and Literature Courses 9 2 Upper Level Arabic Language and Culture courses: (FLA 301, FLA 330) 1 Upper Level Literature course: (FLA 440) FLx 3XX Arabic Studies Advanced Courses 9 3 Upper Level Arabic Studies courses (at least one at 400-level) : FLA 318, FLF 425, HI 370, HI 400, HI 407, HI 408, HI 419, HI 465, HI 466, HI 477, HI 454/554, PS 345, REL 300, REL 311, REL 340, REL 350, REL 407, REL 408, REL 482		
ARABIC STUDIES CONCENTRATION: <i>A grade of C- or above is required for these courses to count toward the major.</i> FLA 2xx Arabic Conversation and Recitation 2 2 Arabic Recitation labs (1 credit hour each) : FLA 203, FLA 204 HI 270 – History of the Modern Middle East 3 General Arabic Studies Advised Electives: 3 Select (1) from the following: FLA 318, FLF 425, HI 207, HI 370, HI 400, HI 407, HI 408, HI 419, HI 465, HI 466, HI 477, HI 454/554, PER 201, PER 202, PS 345, REL 300, REL 311, REL 340, REL 350, REL 407, REL 408, REL 482		Humanities (3 cr)
Free Electives:	33	
Total credit hours under Major Field of Study: <i>Minimum 27 hours required in program area.</i>	68	

COLLEGE REQUIREMENTS:		
Orientation Course(s): n/a	n/a	n/a
Other: GRP 501 History I: HI 270 GRP 502 History II: GRP 503 Literature I: GRP 504 Literature II: GRP 511 Philosophy: Any 3-credit course in philosophy on the university-approved GEP course list. Arts and Letters GRPs 541 & 542 Social Science: Four 3-credit courses from three of the following different areas: ANT, ARE, EC, EDP, PS, PSY, SOC. Also, ENG 210, GEO 220, IDS 401, or STS 402. Six hours must be chosen from the GEP Social Science List. GRP 509 Foreign Language: FLA 201	x 3 3 3 3 12 x	Humanities (3 cr) Social Sciences (6 cr)
Total credit hours under College Requirements:	27	

<u>NCSU GENERAL EDUCATION PROGRAM REQUIREMENTS</u>		<u>At least one of the following must be listed:</u>
<i>Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category may not be subset to require a specific course from the category list. Required courses must be listed in the Major/College requirements.</i>		1 Choose course(s) from the University Approved GEP course list for this category.
<i>Specific courses should not be listed in any of the fields below other than ENG 101.</i>		2 Minimum requirements are satisfied by Major/College course requirements.
		3 Major/College course requirement satisfies <u>X</u> credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category.
		4 Co-requisite is satisfied by a Major/College course requirement.
		5 Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts.
		6 Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
General Education Program Requirements: <i>Minimum 39-40 hrs</i>	Credit hours	How will the GEP requirement be met? (Choose applicable statement from 1-6 listed above)
Mathematical Sciences (6 credits) (At least 1 course with MA or ST prefix) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	6	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
Natural Sciences (7 credits) (At least 1 lab course or course with a lab) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	7	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
English 101 (C- or better required) (4 credits)	4	ENG 101
Humanities (6 credits) (Courses from two different disciplines) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	x	(Choose statement 1, 2 or 3) Major/College course requirement satisfies <u>6</u> credit hrs of this requirement.
Social Sciences (6 credits) (Courses from two different disciplines) <i>Course(s) in the Major may double-count to satisfy this requirement and also</i>	x	(Choose statement 1, 2 or 3) Major/College course requirement satisfies <u>6</u> credit hrs of this

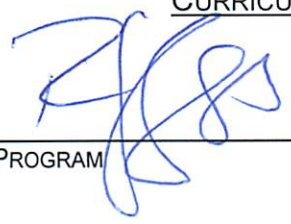
satisfy either the Global Knowledge or U.S. Diversity co-requisites.			requirement.
Additional Breadth (3 credits) (Choose approach that is <i>different</i> from the approach of the Major) Major/College requirements cannot satisfy this requirement and an AB course cannot be double-counted except in satisfying the Global Knowledge or U.S. Diversity co-requisites.	3	(Choose statement 5 or 6) Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.	
Interdisciplinary Perspectives (5 credits) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	5	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.	
Health and Exercise Studies (2 credits) (Including one <i>Fitness and Wellness</i> course)	2	Choose course(s) from the University Approved GEP course list for this category.	
Total credit hours needed to complete GEP that are <u>not</u> satisfied as part of the Major/College requirements.	27		
GEP Co-Requisites:		Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.	
U.S. Diversity co-requisite (USD)	n/a	(Choose statement 1 or 4) Satisfied by College requirement	
Global Knowledge co-requisite (GK)	n/a	(Choose statement 1 or 4) Satisfied by Major Requirement	
Foreign Language Proficiency	n/a	Satisfied by Major Requirement	
The following requirements must be satisfied within the College/Program:		Place an X in the credit hour box to indicate below that the requirement is "Satisfied by College/Program Requirements"	
Communication in the Major (Advanced Communication)	X	Satisfied by College/Program Requirements	
Technology Fluency	X	Satisfied by College/Program Requirements	
Total credit hours required to complete Degree: Total must be within 120-128 credit hours.	122	As applicable, indicate here the overall GPA requirement for degree completion including course completion.	

HSS Log 5505

SIGNATURE PAGE

CURRICULA ACTION FOR 16FLLBA 16FLLARAB

RECOMMENDED BY:



3 Nov 2015

HEAD, DEPARTMENT/PROGRAM

DATE

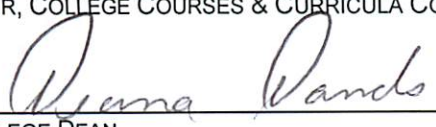
ENDORSED BY:



11/23/15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



11/24/15

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

MEMORANDUM

TO: UCCC

FROM: Jim Michnowicz, Spanish Upper Division Coordinator, FLL Dept.

DATE: October 30, 2015

SUBJECT: Revision of FLL B.A. Degree, Spanish Concentration

Summary of revisions:

- 1). Reduction of GRP 101 from nine to three credits. Three credits go to GRP 665 and three go to Free Electives.
- 2). Addition of FLS 400, 402, 405, 411, 412, 413, 495 to GRP 665.
- 3). Renaming of GRP 665 to "Departmental Electives – 300/400 Level."
- 4). Addition of FLS 402 to GRP 667 Departmental Electives – 400 Level.
- 5). Addition of "OR FLS 212" wherever FLS 201 appears.
- 6). Addition of "OR FLS 335" wherever FLS 331 appears.
- 7). Elimination of Format B Footnote 8 and elimination of the Spanish oral proficiency requirement.

Justification:

The proposed curriculum revision addresses three issues that faculty have become aware of since the implementation of our current curriculum in 2009. In this sense, these changes should be viewed as an adjustment of the current curriculum based on several years of implementation.

The first of these issues involves the difficulty advanced students have in registering for courses upon exiting FLS 202 and entering the more advanced, "content-based" courses. The current curriculum greatly restricts student options – after completing FLS 202, the only two required courses available to students are FLS 331 and FLS 333. As FLS 331 is the prerequisite for the rest of the 300-level courses, if a student is unable to register for that course, they are

automatically behind in their progress toward graduation. This is particularly problematic with double majors and transfer students. Additionally, FLS 331 and FLS 332 were originally conceived of as a sequence of two classes focused on oral and written communication in Spanish. The skills acquired in FLS 332 would build on the foundation set in FLS 331. As the courses have been taught over the past few years, however, they have evolved to be complementary rather than sequential, as originally conceptualized. This evolution does not affect the structure of each course per se, but rather recognizes the fact that the skills gained in each course are complementary, rather than sequential. A similar change is proposed at the FLS 340 level, which comprises our literature/culture courses. FLS 340, a survey course, was traditionally the prerequisite to the literature/culture sequences (341, 342, 343 for Latin America; 351, 352, 353 for Spain). Literature faculty in FLL feel, however, that the sooner students are exposed to period/topic based literature/culture classes, the better students' reading comprehension, writing abilities, and analytical skills. Thus, the proposed changes allow students to take any of the 300-level literature courses once they have completed FLS 331 or 332 or 335 (for heritage/native speakers). The faculty feel that this change both reflects the content needs of our students, as well as making it easier to schedule for double majors and transfer students. The prerequisites for FLS 336 and 360 were also changed to be in line with the new conceptualization of FLS 331/332.

The second issue deals with the number of credit hours required in the current curriculum, which affects all of our students, but in particular double majors and transfer students. In order to facilitate majoring in Spanish, the requirements for the major are being reduced by 6 credit hours. The increased flexibility with regard to specific course requirements will allow students to craft a major that suits their needs, while also bringing the Spanish concentration requirements in line with other concentrations in FLL (such as the recently approved Asian languages concentration).

The third issue involves no longer requiring the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) as a requirement of graduation. The proposed change stems from two different, but complementary, reasons. The first of these reasons is practical – the OPI is an exam that, by nature, students cannot prepare for. Instead, the exam is designed to quantify the linguistic level of a student at a particular time. So, while many majors and professional programs have required exams (GRE, MCAT, etc.), these exams are meant to assess a particular skill set that can be studied and mastered with time and practice. While time and practice are also important to language acquisition (more on this below), the OPI does not test grammar or vocabulary, but rather holistic acquisition of native-like competence. We found that requiring this exam as part of the course of study caused high-levels of stress among many of our majors, especially when combined with the error-prone computer-based testing procedure, without producing important differences in student competencies. The second reason for no longer requiring

the OPI is theoretical, and tightly related to the first reason. Current research suggests that A) while language acquisition can certainly be enhanced, it cannot be forced if a learner is not developmentally ready. No amount of drill and practice will cause a learner to *acquire* the form in question – note that this is different from *learning* a form, in the sense of being able to produce it on an exam or in a paper (see VanPatten & Rothman 2013). Learners can understand and reproduce how a form works without having fully acquired it for productive use in real-time communication. The more abstract *acquisition* is precisely what is tested by the OPI – and while students can take steps to increase acquisition of their second language, a lot of the process is simply developmental, based on the quality, amount and type of oral input received. At the risk of simplifying things, requiring Spanish majors to produce language at an Intermediate High level on the OPI in order to graduate is like requiring young children to speak at a certain level of complexity at a certain age – developmentally, some will make it, many will not. Our students are unique individuals and some just need more time than others to build the cognitive connections required for language acquisition (as opposed to rote learning) to take place. This realization has also led to a readjustment on the part of language faculty regarding what should be the “target” for second language majors. Requiring students to speak their second language like native speakers (as measured by the OPI) is both a lofty and unrealistic goal. Research on ultimate attainment in second language acquisition shows that very few second language speakers can pass as native speakers. For this to happen, individuals must live and work in the target-language culture for many years (see White & Genesee, 1996). Moreover, these individuals tend to meet the criteria of ‘good language learners’, which is not the norm (Naiman 1996). Further support for our decision comes from research on bilingualism which suggests that bilinguals will almost always be different from monolingual native speakers in the four areas of communicative competence (linguistic, discourse, sociolinguistic and strategic) (Davies 2003). For these reasons, the faculty in FLS feel that the goal should be linguistic and cultural competence, both of which are better measured by instruments or means other than the OPI.

Davies, A. (2003). *The Native Speaker: Myth and Reality*. Clevedon: Multilingual Matters.

Naiman, N. (1996). *The Good Language Learner*. Clevedon: Multilingual Matters.

White, L. & Genesee, F. (1996). How native is near-native? The issue of ultimate attainment in adult second language acquisition. *Second Language Research*, 233-265.

VanPatten, B., & Rothman, J. (2013). Against “rules.”. *The grammar dimension in instructed second language acquisition: Theory, research, and practice*, 15-35.

SIGNATURE PAGE

CURRICULA ACTION FOR 16FLLBA 16SPNSH

RECOMMENDED BY:

3 Nov. 2015

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

11/23/15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

11/24/15

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

MEMORANDUM

TO: University Courses and Curricula Committee
FROM: Dr. Samuel Pond, Director of Undergraduate Program, Psychology
SUBJECT: Revision of 16PSY097 Curriculum
DATE: October 5, 2015

Degree Title: Psychology BA Degree
SIS code: 16PSYCHBA Psychology-BA
Proposed effective date for revision: Fall 2016

List of revisions being proposed and reason for each revision:

- The proposed curriculum revision will remove the Group I, Group IIA and Group IIB course designations and introduce three new requirement groups: Foundational Courses, Core Courses, and Psychology Elective Courses.
 - Foundational Courses: (Students will take all of the following courses.)
 - PSY 200 – Introduction to Psychology
 - PSY 230 – Introduction to Psychological Research
 - Core Courses: (Students will take all of the following courses.)
 - PSY 311 – Social Psychology
 - PSY 376 – Developmental Psychology
 - PSY 430 – Biological Psychology
 - PSY 420 – Cognitive Processes
 - Psychology Elective Courses:
(Students will take 5 of the following courses¹. At least two 400-level courses must be taken.)
 - PSY 201 – Controversial Issues in Psychology
 - PSY 240 – Introduction to Behavioral Research I
 - PSY 241 – Introduction to Behavioral Research I (Lab)
 - PSY 242 – Introduction to Behavioral Research II
 - PSY 243 – Introduction to Behavioral Research II (Lab)
 - PSY 307 – Industrial-Organizational Psychology
 - PSY 312 – Applied Psychology
 - PSY 313 – Positive Psychology
 - PSY 340 – Ergonomics
 - PSY 345 – Psychology of the African American Experience
 - PSY 360 – Community Psychology Principles and Practice
 - PSY 370 – Personality
 - PSY 400 – Perception
 - PSY 406 – Psychology of Gender
 - PSY 410 – Learning & Motivation
 - PSY 411 – The Psychology of Interdependence and Race
 - PSY 416 – The Psychology of Emotion

¹ The Psychology Elective Course list will include all PSY courses not listed in the Foundational Courses or Core Courses list. The list presented here includes all remaining PSY courses currently listed in the NCSU catalog.

- PSY 425 – Introduction to Cognitive Science
- PSY 431 – Health Psychology
- PSY 436 – Psychological Measurement
- PSY 470 – Abnormal Psychology
- PSY 475 – Child Psychology
- PSY 476 – Psychology of Adolescent Development
- PSY 491 – Special Topics in Psychology
- PSY 495 – Community-Based Applied Psychology
- PSY 497 – Senior Seminar in Psychology
- PSY 498 – PSY Honors Seminar
- PSY 499 – Individual Study

Rationale for Curriculum Revision

- The three new requirement groups in the proposed curriculum will help assure that PSY majors will have a solid foundation in the field of psychology while also being allowed the flexibility to choose courses that satisfy special interests that they might have in specific areas of psychology (e.g., health, community, work, individual differences, human development).
- The flexibility in the structure of the proposed curriculum will permit students the freedom to incorporate other non-psychology courses into the design of their broader NCSU curriculum.

Statement on how the revision will impact current students in the program. If no impact, please state.

- The proposed curriculum change will have no impact on students who are currently in the major. Students entering the program before Fall 2016 will have the option of completing requirements specified in their current curriculum requirements.

FORMAT A
(SEMESTER-BY-SEMESTER CURRICULUM DISPLAY)

Indicate display status: Current: 16PSY148 Proposed: 16PSY161 Proposed Effective Semester: 8/2016

Degree/Plan Title: B. A of Psychology

Concentration/Subplan Title:

Plan SIS Code: 16PSYCHBA

Subplan SIS Code:

New Degree Audit required? (Y or N) Yes

Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
PSY 200 Introduction to Psychology	3 (CP)	PSY 230 Introduction to Behavioral Research	3 (CP)
BIO 105/106 Bio in Modern World/ and Bio Lab ^B	4 (CP)	Social Science Elective ^{D,3}	3
Mathematics Elective ^{A,1}	3	ENG 101 Academic Writing and Research ^H	4 (CP)
Foreign Language 102 ^{K,5} / Free Elective ¹⁰	3	Foreign Language 201 ^{K,5}	3
HSS 120 (GEP Interdisciplinary Perspective Requ.) ^G	2	PE 1XX Fitness and Wellness Course ^E	1
	<i>Total: 15</i>		<i>Total: 14</i>
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
ST 311 Introduction to Statistics ST ^A	3 (CP)	PSY Core Course ⁸	3
History Elective (Group II) ²	3	History Elective (Group I) ^{C,2}	3
Natural Science Elective ^{B,7}	3	Natural Science Elective and lab ⁷	4
Free Elective ¹⁰	3	Social Science Elective ^{D,3}	3
PSY Core Course ⁸	3	Free Elective ¹⁰	3
(finish up foreign language if not completed in previous semester: + 3 credits)		PE GEP Healthy Living Elective ^E	1
	<i>Total: 15</i>		<i>Total: 17</i>
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
PSY Core Course ⁸	3	Psychology Elective ⁹	3
PSY Core Course ⁸	3	Psychology Elective ⁹	3
Literature Elective (Group I) ^{C,4}	3	Philosophy Elective ⁶	3
GEP Additional Breadth Requirement ^F (Math Sci/Nat Sci/Engineering)	3	GEP Interdisciplinary Perspective Requirement ^G	3
Free Elective ¹⁰	3	Free Elective ¹⁰	3
	<i>Total: 15</i>		<i>Total: 15</i>
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Psychology Elective ⁹	3	Psychology Elective ⁹	3
Psychology Elective ⁹	3	Social Science Elective ³	3
Literature Elective (Group II) ^{C,4}	3	Arts and Letters Elective ¹¹	3
Social Science Elective ³	3	Free Elective ¹⁰	3
Free Elective ¹⁰	3	Free Elective ¹⁰	3
	<i>Total: 15</i>		<i>Total: 15</i>
Minimum Credit Hours Required for Graduation ^{I,J} : 121			

Major/Program Footnotes:

1. Choose from MA 107, 111, 114, 121, 131, 141, 231, 141, 231, 241, and MA/LOG 335. Credit will not be given for MA 100, 101, 103, 105.

2. One 3-credit course required from the college-approved History I course list (a 200-level survey course covering a culture significantly different from our own, i.e., pre-industrial or non-Western), and one 3-credit course required from the college-approved History II course list (a 200-level survey course covering our own or a similar culture).
3. Four 3-credit courses from 3 different disciplines including: ANT, ARC, EC, PS, SOC. Also ENG 210, GEO 220, IDS 401, or STS 402. Six of the twelve social science credits must be chosen from the GEP Social Sciences course list. Psychology courses may not be taken to satisfy the Social Science course requirements.
4. One 3-credit course required from the college-approved Literature I list (a survey course covering literature outside the U.S. and prior to the 20th century), and one course required from the college-approved Literature II list (any course that meets the Literature I requirement, or a course in American or Twentieth Century Literature, or an upper division survey course or literature course in a period, genre, or major figure in English, a foreign language in English translation, or the original foreign language).
5.
 - a. Student with high school credit or other knowledge of French, German, Latin, or Spanish must take a placement test to determine the appropriate level for their first course.
 - b. Students who place in FL 202 or above have met the language requirement and are eligible to receive 3 hours of advanced placement credit by enrolling in the course into which they are placed and earning a grade of "C-" or better on the first attempt.
 - c. FL 20 I is required for graduation. Note: FL 101 will not count towards graduation unless in a language other than the one used to fill the University's FL 102 proficiency requirement.
6. Three hours are required in Philosophy. Choose from PHI courses on the GEP Humanities course list.
7. Two courses from the GEP Natural Sciences list. One of the two courses must have a lab.
8. Four courses (12 credit hours) must be taken from the following list to meet the PSY Core Course requirement: PSY 311, 376, 420, 430. Courses must be passed with a grade of C- or better.
9. Fifteen hours of psychology course electives selected from any Psychology course in the NCSU course catalog or on the approved transfer list. At least two courses must be at the 400- or 500-level. Courses must be passed with a grade of C- or better. Only 6 credits of PSY 499 may be used towards the 15 hours of PSY electives.
10. Students may elect to take 12 hours of Free Elective courses S/U.
11. Arts and Letters: One 3-credit course required from the college-approved Arts & Letters course list.

General Education Program (GEP) requirements and GEP Footnotes:

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied.

University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

- A. **Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)
Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: Satisfied by major requirements
 - B. **Natural Sciences** (7 credit hours – include one laboratory course or course with a lab)
Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: Satisfied by major requirements
 - C. **Humanities** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: Satisfied by college requirements
 - D. **Social Sciences** (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: Satisfied by college requirements
 - E. **Physical Education/Healthy Living** (2 credit hours – at least one 100-level Fitness and Wellness Course)
Choose from the University approved GEP Physical Education/Healthy Living course list.
 - F. **Additional Breadth** - (3 credit hours to be selected from the following checked University approved GEP course lists)
_____ Humanities/Social Sciences/Visual and Performing Arts or X Mathematical Sciences/Natural Sciences/Engineering
 - G. **Interdisciplinary Perspectives** (5-6 credit hours)
Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement:
 - H. **Introduction to Writing** (4 credit hours satisfied by completing ENG 101 with a C- or better)
- The following Co-Requisites must be satisfied to complete the General Education Program requirements:**
- I. **U.S. Diversity (USD)**
Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite.
 - J. **Global Knowledge (GK)**
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite.
 - K. **Foreign Language proficiency** - Proficiency at the FL_102 level is required for graduation.

CURRICULUM REQUIREMENTS

Format B

Degree/Plan Title: Psychology	Plan SIS Code: 16PSYCHBA
Concentration/Subplan Title: n/a	Subplan SIS Code: n/a
Indicate requirements status: Current: Proposed: X	Proposed Effective Semester: 8/2016
New Degree Audit required? (Y or N) Y	
Critical Path Courses – Identify using the code (CP) which courses are considered critical path courses which represent specific requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.	

MAJOR FIELD OF STUDY REQUIREMENTS:		
<i>Required Courses/Groups/ Electives:</i>	<i>Credit Hours</i>	<i>GEP category, if applicable</i>
Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. Course.		List GEP category and hours satisfied by a Major requirement
(MGPA must be 2.0 or higher)		
Foundation Requirements (C- wall requirement)		
PSY 200	3	
PSY 230	3	
Psychology Core Courses (C- wall requirement)		
PSY 311, 376, 420, 430	12	
Psychology Electives (C- wall requirement)		
Any 5 NC State psychology courses or their equivalents with the limit that PSY 499 may only satisfy 6 hours of this requirement.	15	
Natural Sciences (C- wall requirement)		
- BIO 105/106 or BIO 181 or BIO 183.	4	Natural Sciences (4 cr)
- Two courses from the GEP Natural Sciences list One of the two courses must have a lab.	7	Natural Sciences (3cr)
Mathematics		
- ST 311	3	Mathematical Sciences (3 cr)
- Choose one from MA 107, 111, 114, 121, 131. 141, 231, 241, MA/LOG 335. (Credit will not be given for MA 100, 101, 103, 105.)	3	Mathematical Sciences (3 cr)
Free Electives:	24	
Total credit hours under Major Field of Study: <i>Minimum 27 hours required in program area.</i>	74	
COLLEGE REQUIREMENTS:		
Orientation Course(s): N/A	N/A	

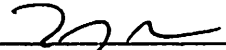
Other:		
History I – See college-approved course list	3	Humanities (3 cr)
History II – See college-approved course list	3	
Literature I – See college-approved course list	3	Humanities (3 cr)
Literature II – See college-approved course list	3	
Foreign Language 200 level – See college-approved course list	3	
Philosophy. Any 3 cr Philosophy course from the approved GEP Humanities List.	3	
Arts and Letters – See college-approved course list	3	
Social Science: Four 3-credit courses from three of the following different areas: ANT, ARE/EC, PS, SOC. Also, ENG 210, GEO 220, IDS 401, OR STS 402. Six hours must be chosen from the GEP Social Science List. PSY courses may not be taken to satisfy this requirement.	12	Social Sciences (6 cr)
Total credit hours under College Requirements:	33 Hours	

<u>NCSU GENERAL EDUCATION PROGRAM REQUIREMENTS</u>		<u>At least one of the following must be listed:</u>
<i>Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category may not be subset to require a specific course from the category list. Required courses must be listed in the Major/College requirements.</i>		1 Choose course(s) from the University Approved GEP course list for this category.
<i>Specific courses should not be listed in any of the fields below other than ENG 101.</i>		2 Minimum requirements are satisfied by Major/College course requirements.
		3 Major/College course requirement satisfies <u>X</u> credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category.
		4 Co-requisite is satisfied by a Major/College course requirement.
		5 Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts.
		6 Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
General Education Program Requirements: <i>Minimum 39-40 hrs</i>	Credit hours	How will the GEP requirement be met? (Choose applicable statement from 1-6 listed above)
Mathematical Sciences (6 credits) <i>(At least 1 course with MA or ST prefix) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	X	Major/College course requirement satisfies <u>6</u> credit hours of this requirement
Natural Sciences (7 credits) <i>(At least 1 lab course or course with a lab) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	X	Major/College course requirement satisfies <u>7</u> credit hours of this requirement
English 101 (C- or better required) (4 credits)	4	ENG 101
Humanities (6 credits) <i>(Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	X	College course requirement satisfies <u>6</u> credit hours of this requirement.
Social Sciences (6 credits) <i>(Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	X	College course requirement satisfies <u>6</u> credit hours of this requirement.

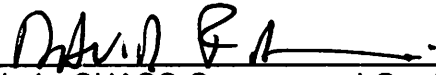
Additional Breadth (3 credits) (Choose approach that is <i>different</i> from the approach of the Major) <i>Major/College requirements cannot satisfy this requirement and an AB course cannot be double-counted except in satisfying the Global Knowledge or U.S. Diversity co-requisites.</i>	3	Choose course(s) from the University Approved GEP course list for this category.
Interdisciplinary Perspectives (5 credits) <i>Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.</i>	5	Choose course(s) from the University Approved GEP course list for this category.
Physical Education/Healthy Living (2 credits) (Including one <i>Fitness and Wellness</i> course)	2	Choose course(s) from the University Approved GEP course list for this category.
Total credit hours needed to complete GEP that are <u>not</u> satisfied as part of the Major/College requirements.	14 hours	
GEP Co-Requisites:		<i>Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.</i>
U.S. Diversity co-requisite (USD)	n/a	Choose course(s) from the University Approved GEP course list for this category.
Global Knowledge co-requisite (GK)	n/a	Choose course(s) from the University Approved GEP course list for this category.
Foreign Language Proficiency	n/a	Proficiency at the FL_102 level required.
The following requirements must be satisfied within the College/Program:	X	"Satisfied by College/Program Requirements"
Communication in the Major (Advanced Communication)	X	Satisfied by College/Program Requirements
Technology Fluency	X	Satisfied by College/Program Requirements
Total credit hours required to complete Degree: Total must be within 120-128 credit hours.	121 Total hours	As applicable, indicate here the overall GPA requirement for degree completion including course completion.

5511- 16PSYBA_Revision

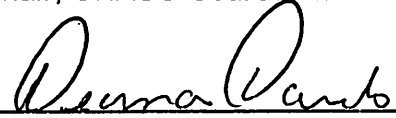
Endorsed by:



Dr. Doug Gillan, Head, Psychology



Chair, CHASS Courses and Curricula Committee



CHASS Dean's Office

Chair, University Courses and Curricula Committee

Approved by:

Provost's Office

NC STATE UNIVERSITY



College of Natural Resources
Campus Box 8008
Raleigh, NC 27695-8008

919.515.2891
919.515.6193 (fax)

October 14, 2015

From: Dr. Lara Pacifici, Undergraduate Program Coordinator
Fisheries, Wildlife, and Conservation Biology Program
Department of Forestry and Environmental Resources

To: University Courses and Curricula Committee

Re: Proposal to revise Wildlife Sciences minor (15WSCIM)

Proposed Revisions:

With support from the College of Natural Resources Office of Academic Affairs, we request a change in the required and elective courses, as well as the minimum GPA requirement, for the Wildlife Sciences minor.

- Removal of FW 453 from the required courses list. FW 453 fills with FWCB majors every spring. There is not enough room to accommodate all minor students. It is now listed as an elective course.
- Addition of FW 444, FW 405, FW 445, and FW 465. FW 444 is a new course in the FWCB curriculum, and FW 405, 445 and 465 are study abroad trips in the FWCB curriculum. Each of the three courses provides basic ecological and management knowledge about wildlife resources as well as fostering an appreciation for the value of wildlife resources.
- Revision of the minimum GPA to be admitted to the minor from 2.0 to 2.5, which reflects the standard for students transferring into the major.

The current requirements with changes marked in red are attached on the next page.

Proposed implementation date: January 2016

Impact on Other Departments/Programs:

We anticipate these changes having no effect on other departments or programs.

Current CIP: 030101

Fisheries, Wildlife, and Conservation Biology

Approval Signatures:

Chair of the CNR Academic Affairs Committee

11-5-2015

Date

Dean of the College of Natural Resources

11/5/15

Date

Chair, University Courses & Curricula Committee

Date

Dean, Undergraduate Academic Program

Date

Wildlife Sciences (15WSCIM)

Description

The minor will provide basic ecological and management knowledge about, and will cultivate an appreciation for, the value of wildlife resources. The objective of the wildlife sciences minor is to provide students, who might pursue careers in related areas of natural resources management, with basic ecological and management knowledge about wildlife resources. Additionally, the minor will provide students majoring in unrelated fields an appreciation for the value wildlife resources and the need for sound management.

Requirements

- Completion of 15-16 credit hours.
- Overall GPA must be above 2.5.

Required Courses (9-10 credit hours)

FW 221 Conservation of Natural Resources (3 cr)
BIO 360/PB 360 Ecology OR
FOR 260 Forest Ecology (3-4 cr.)
FW 353 Wildlife Management (3 cr)
~~FW 453 Principles of Wildlife Science (4 cr)~~

Elective Courses (6 credit hours)

Choose 2 courses from the following list:

FW 404 Forest Wildlife Management (3 cr)
FW 411 Human Dimensions in Wildlife (3 cr)
FW 460 International Wildlife Mgmt. & Conservation (3 cr)
~~FW 444 Mammalogy (3 cr)~~
~~FW 453 Principles of Wildlife Science (4 cr)~~
~~FW 405 Tropical Wildlife Ecology in Nicaragua (3 cr) OR FW 465 African Ecology and Conservation (3 cr) OR FW 445 Ecology, Evolution, and Sociology of Conservation Biology in the Bahamas (6 cr)~~

Admissions and Certification of Minor

Students must have a GPA of 2.5 or above to be admitted into the minor. Any student seeking a minor must consult with the minor advisor on a plan of work and must file the appropriate paperwork to declare the minor through the office of Registration and Records. Declaring minor too late may result in recognition of the minor NOT appearing on student's final transcript. The wildlife minor is not available to fisheries and wildlife sciences majors.

Contact Person

Advising for the Minor:

Dr. Lara Pacifici
~~3115 Jordan Hall~~ Turner House
919-515-3431
lara_pacifici@ncsu.edu

SIS Code: 15WSCIM

ACADEMIC MINOR PROGRAM FORM

NEW Minor PROPOSAL

College/Program: Division of Academic and Student Affairs

Department: Health and Exercise Studies

Title of Minor: Dance

CIP Discipline Code: HESD

SIS Plan Code: 24DANM

1. Proposed effective date
Fall 2016

2. Justification Statement

Building on its foundations in Agricultural and Mechanical Arts, NC State has earned a distinguished reputation in Fine and Applied Arts (predominantly through the College of Design and College of Textiles). Programs also exist in several of the Performing Arts, except one, Dance. Establishing a Dance Minor at NC State completes the student's opportunity to fulfill his or her true potential. A Dance Minor allows students to delve deeper into dance studies in an intellectual, creative, and practical capacity to propel them forward in career, service, and artistry.

The National Dance Education Organization's (NDEO) website explains why dance education is important:

Education in the art of dance engages the artistic processes of creating, performing and critical analysis. These processes require students to read symbol systems, use critical thinking skills, excel in nonverbal reasoning and communication, exchange ideas, work cooperatively and collaboratively with others, and interact within a multicultural society. More comprehensively, education in the art of dance develops kinesthetic and spatial learning as well as intra- and interpersonal knowledge of self and others.

A Dance Minor prepares students for a variety of dance-related careers and activities, including graduate school. Students completing the Dance Minor will be prepared to seek full or part-time work after college in a variety of settings including dance studios and schools; performing arts companies, which include dance, theater, and opera companies; and amusement and recreation venues, such as casinos and theme parks. The U.S. Department of Labor predicts employment of dancers and choreographers will grow 6 percent during the 2008-18 decade. National dance companies likely will continue to provide jobs in this field. Opera companies and dance groups affiliated with television and motion pictures also will offer some opportunities. Moreover, the growing popularity of dance for recreational and fitness purposes has resulted in increased opportunities to teach dance, especially for older dancers who may be transitioning to another field. Musicians will provide a small number of openings for both dancers and choreographers, and amusement parks and cruise ships should also provide some opportunities for dancers and choreographers.

The Minor's structure reflects enduring and current industry standards and includes unique offerings, not usually seen in a minor program. Students select courses from three (3) categories: theory, practice, and creative. Balancing these areas ensures that students have a well-rounded course of study while allowing for individual focus within a diverse context, thus engaging students not already a part of the academic dance construct. Reflecting the national trend away from colonialism in dance in academia, the practice requirement values dance styles equally, For example, by including styles not historically "required," Jazz II (African diaspora) and Social Dance II (non-concert dance), as equally fulfilling the same requirement as Ballet II or Modern Dance II, the Minor reflects the diversity of our students and mission. Within the twelve (12) new courses for the Minor, we are proud to offer two (2) unique offerings: Dance and Technology and Introduction to Laban Movement Analysis and Bartenieff Fundamentals. NC State is fortunate to have faculty qualified to teach these courses. These and other courses are available and applicable to students in fields of study such as Film, Engineering, Psychology, Theater, and others. The Minor will afford more occasions to pursue cross-disciplinary collaborations with colleagues in

other departments and Colleges. Other universities have had exciting collaborations with Engineering and Dance students, and Fashion and Dance students. Omitting Dance as a program of study narrows students' context and experience.

There are a multitude of students who continue (or start) their dance experience at NC State. In addition to the two (2) academic dance companies, a quick search on OrgSync lists another eighteen (18) student dance organizations. Of these 20 NC State groups, several have been in existence for more than 20 years. By itself, OrgSync's listing does not capture other students who study dance off campus at studios or perform with regional, professional dance companies or in musical theater productions. There is a need and an interest for a Dance Minor on campus.

3. Minor Description for posting in catalog and on website

The Department of Health and Exercise Studies offers a 16 credit hour minor in Dance that is designed for students who wish to delve deeper into dance studies in an intellectual, creative, and practical capacity to propel them forward in career, service, and artistry. The coursework is balanced between theory courses, creative inquiry, and technical proficiency. The student has the opportunity to select the specific courses which best fulfill his/her needs while maintaining an overall balance. A student in the dance minor may be preparing for graduate study or for work as a performer, choreographer, educator, or dance therapist. The dance minor also enhances students' studies as they prepare for careers and service as Arts Entrepreneurs or administrators, physical therapists, physicians, or in disciplines such as Africana Studies, Design, Film, and Engineering.

4. Minor objectives

A primary goal of the minor is to educate the student to be articulate in the visual and physical spheres of dance and to be able to write and to speak clearly about dance. The student should develop an ability to see his or her own art work within the context of the larger field of dance, and then in relation to general art aesthetics.

The minor is designed to avoid the polarization of the creative and performance aspects of dance on the one hand and the historical and theoretical aspects on the other. All students interested in and passionate about dance are encouraged to apply to the minor. No audition is required.

5. Student learning outcomes

At the completion of this minor, students will be able to

- Analyze and discuss dance in global and historical contexts.
- Apply concepts, methods, theories, and practices learned in the courses to situations outside of and in integration with other disciplines.
- Competently perform 2 different forms of dance at the intermediate level.
- Use a broad mastery of the cultural and economic environment of dance to create successful dance and dance-related ventures.

6. Projected Enrollment

First year enrollment is projected at 15-20 students.

7. Resources Statement

No additional resources will be needed at this time. The reallocation of existing resources, including classroom facilities, rotating course offerings, and instructor assignments, permits the offering of this course. As the program grows, a space for a potential second dance studio should be investigated.

8. Admission Requirements

Students are required to meet with the contact person for the minor to discuss the expectations established for the Dance Minor and to complete an application form.

9. If the Minor has a corresponding Major, list applicable Plan and Plan Code.

N/A

10. List any Plans for which students in the plan are not eligible for the minor.

N/A

11. Contact Information (name, title, email, location, t/p) of Minor Coordinator:

Beth Wright Fath, Teaching Assistant Professor, beth_fath@NCState.edu, 2020 CG, 919-513-1545

12. Minor Requirements

Theory (6 hours):

Choose 2:

- HESM 322 Dance and Society (3cr.)
- HESM 324 Concert Dance History (3cr.)
- HESM 326 Current Trends in Dance (3cr.)

Creative (4-6 hours):

Required:

- HESM 320 Movement Improvisation (1cr.)

Choose 2 additional courses:

- DAN 272 Dance Composition I (2cr.) (prereq. HESD 274)
- DAN 498 Independent Study in Dance (1-3cr.) (prereq. DAN 272 or DAN 295)
- HESM 328 Dance Composition II (2cr.) (prereq. DAN 272)
- HESM 330 Introduction to Bartenieff Fundamentals and Laban Movement Analysis (2cr.)
- HESM 332 Dance and Technology (2cr.)

Practice (4-5 hours):

Choose 2 courses in practice/performance:

- HESD 227 African Dance (1cr.)
- HESD 230 Horton Dance Technique (1cr.)
- HESD 233 Clogging (1 cr.)
- HESD 234 Country Dance (1 cr.)
- HESD 240 Social Dance (1cr.)
- HESD 263 Tap Dance (1cr.)
- HESD 264 Ballet (1cr.)
- HESD 273 Jazz Dance (1cr.)
- HESD 274 Modern Dance I (1cr.)
- DAN 210 Current Trends in Afrocentric and World Dance (1cr.) (prereq. Audition)
- DAN 295 Problems of Dance Performance (2cr.) (prereq. Audition)

Choose 2 technique courses:

- HESD 241 Social Dance II (1cr.) (prereq. HESD 240)
- HESD 265 Ballet II (1cr.) (prereq. HESD 264)
- HESD 275 Modern Dance II (1cr.) (prereq. HESD 274)
- HESD 280 Jazz Dance II (1cr.) (prereq. HESD 273)

Capstone course (1 hour):

- HESM 304 Dance Practicum (1cr.)

Initially, no courses will be offered via DE.

13. List any restrictions for double-counting minor courses and major courses

No courses in the student's major may count towards the minor.

14. Indicate number of transfer courses allowed

Up to 4 transfer hours may be permitted and are subject to approval by the Program Coordinator and the University.

15. List completion requirements (ex: total hours, overall GPA, etc)

- Completion of a minimum of 16 required credit hours.
- A minimum overall GPA of 2.0 in the minor.
- Students may not take Minor coursework on a credit only (pass/fail) or S/U basis.
- The program coordinator will certify the minor prior to graduation.
- A minimum of 12 of the 16 required credit hours must be completed at NC State.

- The minor must be completed no later than the final semester in which the student expects to graduate from his or her degree program. Paperwork for certification must be completed no later than during the registration period for the student's final semester at NC State.

16. Statement on Other Departments Likely to be Affected and Summary of Consultations with those Departments

Some of the courses that can fulfill requirements are currently and will continue to be taught by the Dance Program.

In consultation with the Department of Africana Studies:

On Fri, Dec 12, 2014 at 1:32 PM, Sheila Smith McKoy <ssmckoy@NC.State.edu> wrote:

Dear All:

I write in support of Joy Kagendo's proposal to establish an African Dance course.

Prof. Kagendo has outlined a course that will enable students to learn about the histories and cultures from which these dance practices evolved while enabling them to focus on fitness and its relationship to overall health. The course would find support amongst a wide range of students and faculty.

If approved, I will also add the course information to the list of courses recommended for Africana Studies Program majors. This kind of course should have wide appeal for all students interested in dance and in the cultural underpinnings of traditional dance art forms. Please keep me posted about the progress of the course proposal.

As I indicated to Prof. Kagendo, I am also looking forward to taking this course.

ssm

--

Dr. Sheila Smith McKoy
Director, Africana Studies Program
Editor, *Obsidian: Literature in the African Diaspora*
www.smithmckoy.com
Co-Chair, NC Community AIDS Fund
UN Women, North Carolina Chapter, Board Member
Office: Tompkins 122; [919.515.4135](tel:919.515.4135)

Dance Company track:**Practice:**

DAN 210 OR DAN 295 (4 hours)

HESD 265 Ballet II OR HESD 275 Modern II OR HESD 280 Jazz II (1 hour)

Creative:

HESM 320 Movement Improvisation (1 hour)

DAN 272 Dance Composition (2 hours)

DAN 498 Independent Study (3 hours)OR HESM 328 Dance Composition II (2 hours)

Theory: Choose 2: (6 hours.)

HESM 324 Concert Dance History

HESM 322 Dance and Society

HESM 326 Current Trends in Dance

Capstone:

HESM 304 Dance Practicum (1 hour)

Graduate school/MFA track:**Practice:**

HESD 275 Modern II (1 hour)

HESD 280 Jazz II OR HESD 265 Ballet II (1 hour)

2-3 additional hours technique from:

HESD 265 Ballet II or HESD 280 Jazz II

HESD 241 Social Dance II

HESD 227 African

HESD 230 Horton

HESD 263 Tap

Creative:

HESM 230 Movement Improvisation (1 hour)

DAN 272 Dance Composition I (2 hours)

HESM 328 Dance Composition II (2 hours)

Recommended: HESM332 Dance and Technology OR

HESM 330 Introduction to Laban Movement Analysis and Bartenieff Fundamentals (2 hours)

Theory:

HESM 324 Concert Dance History (3 hours)

HESM 322 Dance and Society OR HESM 326 Current Trends in Dance (3 hours)

Capstone:

HESM 304 Dance Practicum (1 hour)

Graduate School/Dance Therapy track:

(Recommended Psychology major or minor +)

Practice:

HESD 275 Modern II (1 hour)

HESD 265 Ballet II OR HESD 280 Jazz II OR HESD 241 Social Dance II (1 hour)

2-3 additional hours technique from:

Another level II technique

DAN 210 Panoramic

DAN 295 Dance

Company

HESD 227 African

HESD 230 Horton

HESD 263 Tap

HESD 274 Modern I

HESD 264 Ballet I

HESD 273 Jazz I

HESD 240 Social Dance

Creative:

HESM 320 Movement Improvisation (1 hour)

DAN 272 Dance Composition I (2 hours)

HESM 330 Intro to Laban Movement Analysis and Bartenieff Fundamentals (2 hours)

Theory: Choose 2: (6 hours)

HESM 324 Concert Dance History

HESM 322 Dance and Society

HESM 326 Current Trends in Dance

Capstone:

HESM 304 Dance Practicum (1 hour)

Independent Artist/Performance track:**Practice:**

HESD 275 Modern II (1 hour)
HESD 280 Jazz II (1 hour)
HESD 265 Ballet II (1 hour)
HESD 241 Social Dance II (1 hour)

1 additional hour from:

HESD 227 African
HESD 230 Horton
HESD 263 Tap
DAN 210 Panoramic
DAN 295 Dance
Company

Creative:

HESM 320 Movement Improvisation (1 hour)
DAN 272 Dance Composition I (2 hours)
HESM 328 Dance Composition II OR HESM 332 Dance and Technology OR
HESM 330 Introduction to Laban Movement Analysis and Bartenieff Fundamentals (2 hours)

Theory:

HESM 324 Concert Dance History (3 hours)
HESM 322 Dance and Society OR HESM 326 Current Trends in Dance (3 hours)

Capstone:

HESM 304 Dance Practicum (1 hour)

Independent Artist/Choreography track:**Practice:**

HESD 275 Modern II (1 hour)
HESD 280 Jazz II (1 hour)
HESD 265 Ballet II (1 hour)
HESD 241 Social Dance II (1 hour)

1 additional hour from:

HESD 227 African
HESD 230 Horton
HESD 263 Tap
DAN 210 Panoramic
DAN 295 Dance
Company

Creative:

HESM 320 Movement Improvisation (1 hour)
DAN 272 Dance Composition I (2 hours)
HESM 328 Dance Composition II (2 hours)
Recommended: HESM 332 Dance and Technology (2 hours)

Theory:


HESM 324 Concert Dance History (3 hours)
HESM 322 Dance and Society OR HESM 326 Current Trends in Dance (3 hours)

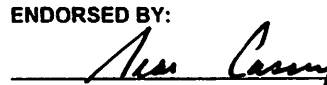
Capstone:

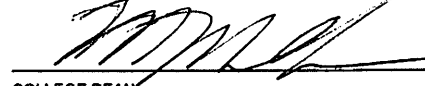
HESM 304 Dance Practicum (1 hour)

SIGNATURE PAGE

CURRICULUM ACTION FOR
24DANM DANCE

RECOMMENDED BY:  _____ 9/9/15
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:  _____ 9/14/15
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 _____ 9/18/15
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

Vice Chancellor & Dean, DIVISION OF ACADEMIC & STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE

COURSE OUTLINE AND SYLLABUS

MUSIC 133, BRITISH BRASS BAND

Dr. John A. Fuller, Instructor
204 Price Music Center
919.515.8284
jafuller@ncsu.edu

Spring Semester 2016
Wednesdays, 4:30 - 6:00
120 Price Music Center

I. RATIONALE AND PURPOSE

Music 133 is set up to provide an ensemble performing experience in a wide range of musical styles in the British Brass Band musical medium. The music performed in this organization is selected to provide a challenging opportunity for musical growth.

British Brass Band members earn one hour of academic credit for their participation. During the first week classes, each student will receive a schedule of events for the entire semester including the three concerts at Stewart Theater in Talley Student Center. Grades will be based on attendance, compliance with the stated schedule and individual performance effort. Students are encouraged to keep a personal calendar. Course overrides are exempt. There are no written examinations.

II. LEARNING OUTCOMES

By the end of the semester, students will be able to:

1. Prepare and perform brass band works.
2. Perform with intonation, blend and balance, recognition of different musical styles and read musical notation.
3. Display ensemble etiquette by watching the conductor's conducting technique and cueing during performance.
4. Demonstrate the values of a positive and productive rehearsal environment.

III. COURSE EXPECTATIONS

1. Focused performance at your highest level in all scheduled rehearsals and performances, contributing to the growth of the ensemble.
2. Individual practice on parts between rehearsals, progressing toward mastery at your highest level.
3. Demonstration of musical and technical progress and achievement on individual parts in rehearsals, performances, and individual sessions.
4. Demonstration of knowledge of various musical styles studied and appropriate technical approaches for each through rehearsals.
5. Demonstration of understanding of correct rehearsal techniques and protocols.
6. Listening to repertoire in rehearsal or outside, when assigned.

IV. REHEARSAL ATTENDANCE

All rehearsals will take place on Wednesdays from 4:30 to 6:00 in Price Music Center room #120. A sign-in attendance sheet will be at the entrance to Price 120 at the beginning of each rehearsal. Students are responsible to sign the attendance sheet as they enter the room for rehearsal.

A. EXCUSED REHEARSAL ABSENCES

1. Excused absences are defined as unavoidable circumstances, beyond the control of the individual (e.g., University duties or trips, required court attendance, religious observances -- as certified by the NC State Development Office, military service or a job interview). These types of absences will be noted as excused **ONLY** when a copy of appropriate official documentation is presented to the director **BEFORE** the anticipated absence or tardiness. The director will deal with these on an individual basis. It is the conductor's discretion to accept or deny the reason for any excuse.
2. An unexcused absence may be considered excused by the conductor (see below).

B. UNEXCUSED REHEARSAL ABSENCES

If a student is late or misses a rehearsal, that person is automatically considered unexcused. The student must fill out a blue excuse form for review. The student has one week (7 days) from the day he/she returns to rehearsal to perform excerpts showing the make-up for missed work from the previous rehearsal and submit the blue excuse form to the conductor. **The blue excuse form is to be turned in to Dr. Fuller's office door (Price Music Center #204).** Any blue forms submitted after the seven day grace period will not be accepted and the absence will be considered unexcused. It is the conductor's discretion to accept or deny the reason for any excuse.

V. PERFORMANCE ATTENDANCE

All students are expected to perform the public performances. The rehearsal and performance schedule is printed on the last page of this syllabus. If a student is absent from the performance, he/she will receive a grade of "F" or "U" unless written documentation is submitted to the conductor from the NC State Health Service, Counseling Center or other like professionals stating the absence was unavoidable.

VI. GRADING SYSTEM

Course grades are based on ongoing assessment of the above course expectations during rehearsals and possible individual performance sessions.

60% - Performance: ongoing assessment of the performance expectations within rehearsals. Ensemble conductors are constantly making assessments of players' performance. Based on rehearsal and individual assessments, students will be informed of their standing on the performance aspect during the semester.

40% - Attendance: Students will be deducted 10% for each unexcused absence beyond the first. After their 5th, they will fail the course.

VII. GRADING SCALE (based on the official NC State grading scale:

A+ 100-98	B+ 89-88	C+ 79-78	D+ 69-68
A 97-93	B 87-83	C 77-73	D 67-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60
F below 60			

VIII. EQUIPMENT AND CHARGES

Students are required to pay a maintenance charge to use instruments. The charge is \$20.00 to check out an instrument whether you check out one or multiple instruments. You may check out an instrument from Price Music Center Room #216. There will be no locker charge for anyone enrolled in an ensemble. You may pay in Price Music Center Room #203 by check or money order.

Checks may be made payable to North Carolina State University. The Music Department does not accept credit cards cash.

Students will receive a \$50.00 late charge per school owned item by the stated deadline. The deadline for turning in school-owned instruments and completely cleaning out lockers is Monday, April 25 (office hours TBA).

Students are encouraged to provide their own instrument(s) whenever possible. Music will be issued at the beginning of the semester. **Students are expected to keep track of their music and bring music to all rehearsal and the spring performance.**

IX. EXPECTATIONS OF STUDENT BEHAVIOR AT REHEARSALS AND CONCERTS

Students are expected to act, at all times like professionals in rehearsals, before and after Concerts.

1. If a student is disruptive, according to the NCSU Code of Student Conduct (B. Standards of Classroom Behavior): "Students who engage in any prohibited or unlawful acts which result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from a class, or disenrollment on disciplinary grounds, must be preceded by a disciplinary conference or hearing or via procedures detained in Extraordinary Disciplinary Intervention."
2. The student will be presented with an Oral Notice after class (between the instructor and the student in private with another faculty/staff member present) that informs the student that if his/her behavior continues to be disruptive, he/she will receive a "written reprimand for violation of specified regulations, including a warning that continuation

or repetition of prohibited conduct may be cause for additional disciplinary action" through the Office of Student Conduct.

3. If the student continues disruptive behavior, a letter detailing all disruptive behavior with times and dates is to be forwarded to the Director of Music, who will take the next step in this process.
4. Final result may be permanent removal of this student from the ensemble during spring semester 2016, and could result in a grade of "F". This action may ban a student from participating in any other ensembles at North Carolina State University.

X. TRANSPORTATION

Students are expected to provide their own transportation to concerts and significant events.

XI. FOR STUDENTS WITH DISABILITIES:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>

XII. ANTI-DISCRIMINATION STATEMENT:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated.

Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated.

Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

COURSE CALENDAR, SPRING 2016

JAN.	6 (&7)	Auditions/Rehearsal
	13	Rehearsal
	20	Rehearsal
	27	Rehearsal
FEB.	3	Rehearsal
	10	Rehearsal
	17	Rehearsal
	24	Rehearsal
	27	MUSIC OF THE BRITISH ISLES CONCERT (Stewart Theater)
MAR.	2	Rehearsal and COMBINED CONCERT WITH TRIANGLE BRASS BAND (Stewart Theater)
	9	NO REHEARSAL -- SPRING BREAK
	16	Rehearsal
	23	Rehearsal
	30	Rehearsal
APR.	6	Rehearsal
	13	Rehearsal
	20	Rehearsal and CONCERT AT STEWART THEATER 4:30 P.M. REHEARSAL 6:00 P.M. REPORT/SOUND CHECK 8:00 P.M. CONCERT