

Council on Undergraduate Education 2015-2016

March 4th, 2016
Talley Student Union 4140
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Instructions, Chair Dr. Chris Ashwell
- Remarks from Associate Vice Provost, Dr. Barbara Kirby

New Business

- Approval of CUE February 5, 2016 Minutes
- Course and Curricular Business
- Review of the Consent Agenda

Consent Agenda			
Presenter	Action	Type	Notes
Sills	College of Natural Resources: Courses Not Taught in 5 Years	Drop Courses	See full list.
Outing	HESS 271 Varsity Sports Military Conditioning	Drop Course	Course Drop Approved at UCCC
McGowan	CH 101 Chemistry—A Molecular Science	Minor Revision	Addition of Chemistry Placement Exam
Hemenway	CS 213 Crop Science	Revision	Title, Abbreviated Title, Cr/Contact Hours, Pre/Co Reqs, Catalog Description
	HS 203 Home Plant Propagation	Revision	Cr/Contact Hours, Grading Method, Restrictive State
Young	IPGK 295 <i>Leadership in the Caribbean</i>	Special Topics Shell	2 nd Offering, No changes

Courses for GEP Category-New Courses					
Presenter	Reviewers	GEP List(s)	GEP Action	Pre-reqs/Restrictions	Notes
Outing	McGowan, Isaacson, Joines	IP	EMA 110 Introduction to Arts Entrepreneurship	None	New Course, recently approved at UCCC
	Nowel, Russo, Cartee	HES	HESF 112 Fitness Kickboxing	None	New Course, recently approved at UCCC
	Young, Dominigue, Levine	HES	HESR 255 Pickleball	None	New Course, recently approved at UCCC

GEP Special Topics Shell Courses					
Presenter	Reviewers	GEP List(s)	GEP Action	Pre-reqs/Restrictions	Notes
Hemenway	Petty, Schmidt, Ash	IP	IPGE 295 <i>Big Data in Your Pocket: Call it a Smartphone</i>	None	New

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.

Council on Undergraduate Education 2015-2016

February 5, 2016
Talley 4140
Call to Order: 1:33 pm

Members Present: Chair Chris Ashwell, Herle McGowan, Andy Nowel, Karen Young, Nathaniel Isaacson, Karen Keene, Cynthia Hemenway, Ghada Rabah, Tim Petty, Erin Sills, Peggy Dominigue, Cynthia Levine, Lianne Cartee, Sarah Ash, Kim Outing

Ex-Officio Members Present: Stephany Dunstan, Michelle Johnson, Li Marcus, Melissa Williford, Scott Despain, Sarah Howard

WELCOME AND INTRODUCTIONS

➤ *Remarks from Chair, Chair Chris Ashwell*

Welcome. Dr. Kirby is absent while they are interviewing for a new Chair of Music.

➤ Approval of the Minutes from December 4th, 2015- **Approved Unanimously**

Discussion: Member suggests recording numbers for voting tally. Request in later section: USD—Young had suggested a strategy for implementation and there was no mention of that. She would like a sentence mentioning her suggestion.

NEW BUSINESS

Consent Agenda **Approved Unanimously**

Discussion: Members familiarized themselves with the consent agenda layout and approved it unanimously without further discussion.

GEP Review

➤ **ENG 382 GK (NEW) VPA Approved Unanimously**

Discussion: Looked good, no issues. Elective for that major, but open to all.

➤ **FLS 340, 341, 342, 343, 351, 352, and 353** were reviewed as a group and **approved unanimously**.

Discussion occurred for the following courses of that group:

- FLS 341— Discussion: Members discussed how the course said it wasn't part of the requirement for major, but this is a defect in CIM. Every course in catalog needs to be manually setup. Not correct in CIM. "No" is default.
- FLS 342— Discussion: Members wondered if the requisites and scheduling section had its learning outcome copy and pasted erroneously, but approved.
- FLS 352—Discussion: Members mentioned that the list of learning outcomes are actually the objectives, which refer to GEP as GER. This is repeated in various parts. Members suggest 2&3 should be deleted from Objective 1.
- FLS 353—Discussion: Global Knowledge Objective 2 mentions a comparison between two societies, but the members suggest this would work better in Objective 3 or 4. The societal comparison is unclear. Members suggested adding a list of societies compared on the GK form, like what is done for the IP form. Should be clarified.

- **FLS 360 HUM (rev): Approved Unanimously**
Discussion: Members addressed the course reference to GER, not GEP, but Scott Despain has revised them in the system. Members were also aware of the correspondence dated 2007, which Scott will remove once Li Marcus puts it back in his hands via CIM.
- **HI 252 HUM rev Approved Unanimously**
Discussion: Course was presented as longstanding course and mentioned plans to offer 254 more frequently.
- **MUS 315 GK VPA REVIEW Approved Unanimously**
Discussion: Members thought it looked good, but mentioned that the Global Knowledge aspect appeared focused on the US. However, the rest of the course fit the category.
- **MUS 320 GK VPA REVIEW Approved Unanimously**
Discussion: Members presented the course and mentioned it looked good. Course was approved without further discussion.

GEP New Courses

- **FLA 318 GK, HUM Approved Unanimously**
Discussion: Course was presented and approved without further discussion.
- **HI 337 HUM Approved Unanimously**
Discussion: Members expressed excitement for this course, and felt fortunate to have the faculty to teach it.

NOTES ON USD – PRESENTATION OF USD BY HERLE MCGOWAN

Discussion: CALS and Sciences have discussed it, but there has not been a lot of feedback from other colleges. If members have had a chance to discuss it with their colleges, have they had any feedback? Karen Young has an email she could forward to Herle McGowan with feedback. Members suggest a list or summary from colleges of their impressions and thoughts.

There has been some feedback, and objection from previous rubric subcommittee. The report included names of another committee, but removed them because it could be considered an endorsement by that committee.

Members discuss how that University must provide programming resources before members could discuss this issue in full. Chris Ashwell believes like this sounds like a type of response that the colleges should submit, as the colleges seem to like the USD idea, but require resources to make the idea practical.

Sarah Ash mentioned she has received no negative or positive feedback, but the USD Subcommittee is waiting on as much feedback as possible before moving onto the next step.

Members discuss possible next steps, such as updating the document, then sending to Mike Mullen, then beyond him. Members suggest adding an addendum, but assert that at some point it needs to go out into the community. The Deans and Provost need to weigh in. Members realize that the Provost is likely the final step. Some members discuss creating a new task force, or revisiting the GEP entirely. Members express urgency to collect as much data as possible before sending this on.

Meeting adjourned at 2:18 pm.

Respectfully submitted by Sarah Howard



January 26, 2016

MEMORANDUM

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

From: Dr. Adrianna Kirkman, Associate Dean for Academic Affairs
College of Natural Resources

The College of Natural Resources Academic Affairs office requests the following courses be dropped from the university catalog:

Course	Course Title
FOR 291	Independent Study in Forestry
FOR 404	Forest Wildlife Management
FW 430	Fisheries and Wildlife Administration
PRT 320	Convention and Visitor Services
FOR 202	Anatomy and Properties of Renewable Materials
FOR 221	Conservation of Natural Resources
SMT 230	Sustainability, Global Trade and Forest Products
SMT 231	Sustainable Manufacturing

Justification:

These courses have been reviewed by the appropriate departments. There is no plan to teach these courses in the future. This review was done on the request of Dr. Barbara Kirby to review courses not taught in five years.


Proposed Effective Date: January 2016

Approval Signatures:



Chair of the CNR Academic Affairs Committee

1-24-16
Date



Dean of the College of Natural Resources

1/26/16
Date



Chair, University Courses & Curricula Committee

2/10/16
Date



Dean, Undergraduate Academic Program

2/10/16
Date

CNR Course Not Taught in Five Years

GEP Course =

SUBJECT	CAT NBR	CAREER	CRSE ID	LAST OFFERED	GEP	COURSE TITLE	Drop Course by February 1, 2016
FOR	291	UGRD	010246	No offering on file with SIS	N	Independent Study in Forestry	Drop
FOR	404	UGRD	010278	Spring 2003	N	Forest Wildlife Management	Drop
FW	430	UGRD	010802	Spring 2008	N	Fisheries and Wildlife Administration	Drop
PRT	320	UGRD	019319	Fall 2008	N	Convention and Visitor Services	Drop
FOR	202	UGRD	010220	Fall 1970	Y	Anatomy and Properties of Renewable Materials	Drop
FOR	221	UGRD	010229	Spring 2004	Y	Conservation of Natural Resources	Drop
SMT	230	UGRD	031728	No offering on file with SIS	Y	Sustainability, Global Trade and Forest Products	Drop
SMT	231	UGRD	031712	No offering on file with SIS	Y	Sustainable Manufacturing	Drop

HESS 271: Varsity Sports Military Conditioning

In Workflow

1. 24HES UnderGrad Head (tommy_holden@ncsu.edu)
2. DASA CC Coordinator UG (kkharris@ncsu.edu)
3. DASA CC Meeting UG (kkharris@ncsu.edu)
4. DASA CC Chair UG (sean_cassidy@ncsu.edu)
5. DASA Final Review UG (kkharris@ncsu.edu)
6. DASA Dean UG (mike.mullen@ncsu.edu)
7. OUCC Review (lamarcus@ncsu.edu)
8. UCCC Coordinator (lamarcus@ncsu.edu)
9. UCCC Meeting (lamarcus@ncsu.edu)
10. UCCC Chair (despain@ncsu.edu)
11. CUE Coordinator (lamarcus@ncsu.edu)
12. CUE Meeting (lamarcus@ncsu.edu)
13. CUE Chair (cmashwel@ncsu.edu)
14. OUCC Final Signature (barbara_kirby@ncsu.edu)
15. OUCC Final Review (lamarcus@ncsu.edu)
16. PeopleSoft (ldmihalo@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Tue, 01 Dec 2015 19:02:52 GMT
George Holden (gtholden): Approved for 24HES UnderGrad Head
2. Mon, 14 Dec 2015 14:04:01 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Mon, 11 Jan 2016 19:15:14 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Mon, 25 Jan 2016 16:34:43 GMT
Sean Cassidy (smcassid): Approved for DASA CC Chair UG
5. Mon, 25 Jan 2016 16:58:46 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Wed, 27 Jan 2016 13:05:32 GMT
Michael Mullen (mdmullen): Approved for DASA Dean UG

Course Drop Proposal

Date Submitted: Tue, 01 Dec 2015 17:00:35 GMT

Viewing: HESS 271 : Varsity Sports Military Conditioning

Changes proposed by: kkharris

Course Prefix

HESS (Health Exercise Studies Specialty)

Course Number

271

Cross-listed Course

No

Title

Varsity Sports Military Conditioning

Abbreviated Title

Varsity Sports Military Condit

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

31.0501

CIP Discipline Specialty Title

Health and Physical Education/Fitness, General.

Term Offering

Fall and Spring

Year Offering

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Grading Method

Graded with S/U option

Credit Hours

1

Course Length

weeks

**Contact Hours
(Per Week)**

Component Type

Physical Activity

Lecture

Contact Hours

2.0

0.0

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Instructor Title

Course Prerequisites, Corequisites, and Restrictive Statement

Is the course required or an elective for a Curriculum?

No

Catalog Description

This course is for student athletes on a team sponsored by the NCSU Department of Athletics or currently enrolled ROTC students. Coursework will require a high level of skill acquisition and mastery of the fitness skills required to perform training techniques and safe sport practice. The rules and terminology of each activity will also be addressed. Course not repeatable.

Justification for each revision:

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Health and Exercise Studies

Health and Exercise Studies

Open when gep_category = HES

Each course in the Health and Exercise Studies category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Health Exercise Studies Objective 1:

Obj. 1) Acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Health Exercise Studies Objective 2:

Obj. 2) Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Health Exercise Studies Objective 3:

Obj. 3) Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Health Exercise Studies Objective 4:

Obj. 4) Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Attach Additional GEP Information if applicable

Requisites and Scheduling

What percentage of the seats offered will be open to all students?

- a. If seats are restricted, describe the restrictions being applied.

- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

Additional Information

Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

Major topics to be covered and required readings including laboratory and studio topics.

List any required field trips, out of class activities, and/or guest speakers.

Consultation

Instructional Resources Statement

Course Objectives/Goals

Student Learning Outcomes

Student Evaluation Methods

Topical Outline/Course Schedule

Syllabus

Additional Documentation

Additional Comments

Justification for this request

The HES department, in consultation with the Department of Athletics, have determined this course is no longer necessary, as students' needs are met through other offerings.

Course Reviewer Comments

Key: 4338

CH 101 Course Syllabus

CH 101 – Chemistry - A Molecular Science

Section 002

Spring 2015

3 Credit Hours

Course Description

A fundamental study of molecular bonding, structure, and reactivity. Principles of atomic structure, ionic and covalent bonding, reaction energetics, intermolecular forces, precipitation reactions, acid/base reactions, oxidation/reduction processes, and introductions to organic and inorganic chemistry.

Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Solve basic stoichiometry problems pertaining to substances and reactions
2. Compare and contrast various historical models of the atom, explaining how the models evolved with new experimental results
3. Describe forms of energy in a chemical system and apply Coulomb's law to determine the energy of interaction of charges
4. Compute the number of subatomic particles that contribute to the mass and charge of atoms and ions
5. Describe the interaction between light and matter, and how energies of atoms and molecules are quantized
6. Rank orbitals in energy
7. Predict relative atomic radii, ionization energies and electronegativities of elements based on periodic table location and on orbital energy diagrams
8. Determine chemical formulas and names of ionic compounds
9. Differentiate between covalent, polar covalent, and ionic bonds
10. Draw Lewis structures of molecules that obey the octet rule
11. Predict three dimensional shapes and orbital hybridization of molecules based on their Lewis structures
12. Describe gas properties using kinetic molecular theory and the ideal gas law
13. Determine the intermolecular forces present in materials, and rank their melting and boiling points
14. Describe the differences in cubic unit cells
15. Explain the significance of the signs of ΔH , ΔS , and ΔG , and the magnitude of K
16. Correlate K , ΔG° , activation energies and reaction rates for reversible processes
17. Describe the dissolving process and calculate the molarity of a solution
18. Write balanced chemical equations for combustion, precipitation, redox and acid/base reactions
19. Determine if precipitation, redox and acid/base reactions are extensive
20. Rank samples in pH and calculate the pH of strong acids and bases

Course Structure

The course consists of three 50 minute lecture periods and one 50 minute problem session a week. Exams will be given in class. Homework assignments will be submitted electronically through WebAssign.

Course Policies

Use of computers, ipads, communication devices and other electronic devices for reasons other than note taking or classroom activities is prohibited.

Instructors

Gregory A Neyhart (gneyhart) - *Instructor*

Email: greg_neyhart@ncsu.edu

Phone: 919-513-2585

Fax: 919-515-5079

Office Location: 108-C Dabney Hall

Office Hours: Times for extra help may be found at the course website at <http://wolfware.ncsu.edu>

Course Meetings

Lecture

Days: MWF

Time: 10:15 am – 11:05 am

Campus: Main

Location: 222 Dabney Hall

This meeting is required.

Problem Session

Days: W or Th (check your schedule for your section)

Time: various (check your schedule for your section)

Campus: Main

Location: 206 Fox Labs

This meeting is required.

Course Materials

Textbooks

Chemistry - A Molecular Science - *Dennis W. Wertz*

Edition: 3rd Edition (2013 Edition)

Cost: WebAssign access and the electronic textbook are sold as a package at <http://webassign.ncsu.edu> for \$73.95.

This textbook is required.

More information about the textbook package: The textbook is in html format, accessible with computers and electronic readers. It contains many interactive exercises, animations and mini-lectures by the author. Access to a pdf version of the text is also available, which is suitable for printing (see below). Purchasing the package also gives you access to the on-line solutions manual (solutions to the odd numbered exercises in the text) and access to tutorials developed by WebAssign.

Materials

WebAssign Access: Purchase On-Line at <http://webassign.ncsu.edu>. Note that WebAssign access and the electronic textbook are sold as a package for \$73.95.

This material is required.

Calculator: Capable of handling scientific notation - need not be expensive - \$20.00

This material is required.

"Clicker": Turning Technologies Response Card NXT, better known as a "clicker". Purchase at the NCSU bookstore for \$50.00 (new) or \$34.95 (used). Alternatively, you can use a smartphone with the appropriate app, available for purchase (See more on Clickers below).

This material is required.

Model Kit: (Optional) There are several model kits available on-line. They are required for organic chemistry, if you are planning that course in your future. One that is recommended by several

organic professors is at http://www.molecularvisions.com/Molecular-Model-Kits/Kit-1B-ISBN-978-09648837-3-4-Organic-Inorganic-Organome/prod_4.html, cost \$13.50.

This material is optional.

Print Textbook: (Optional) You can print out the electronic (pdf version) text on any printer. There are various entities, such as Wolf Xpress here on campus, or Sir Speedy on Hillsborough Street that will print e-books (see below). Used copies from earlier years may be available from students.

This material is optional.

More information on Printing Textbooks

Some students prefer to read from the printed page rather than from a screen. Printing the textbook is optional. You can always print pages from the textbook on your own printer or purchase a print copy **of an earlier edition** from the following:

Note: for either option below, you will first need to download a copy of the electronic version to your computer. You will then need to present proof of purchase of the e-book before they will give you a print copy of the book. Proof of purchase includes, but is not limited to, presentation of a CD-ROM or USB flash drive containing a copy of the electronic book.

1. Sir Speedy Printing (Hillsborough St. directly across from DH Hill Library). Send an email to Greg Patterson (greg.sales@sirspeedyhills.com) and indicate that you want to purchase a copy of the CH101 book. You will receive an email reply indicating when it will be ready (generally within less than 24 hours). Cost is approximately \$23 for 3-hole punched B/W copy, plus tax. Spiral or comb binding is approximately \$3 extra (should be indicated in email).

2. WolfXPress (on the Brickyard next to the Atrium). They often keep some copies available; otherwise visit in person or send an email requesting a copy (wolfxpress@ncsu.edu). Their cost is approximately \$27 for 3-hole punched B/W copy, plus tax. Spiral binding is \$4.

More information on Clickers

Clickers allow you to respond to in-class questions. They also provide the instructor a way to keep attendance, although attendance does not affect your grade. Once you purchase a clicker, it can be used for all classes throughout your NCSU career. The channel on which the clicker operates will be announced in class.

Mobile devices such as smartphones may be used in place of clickers if you have the appropriate app called "ResponseWare" (which requires purchasing a licensing fee). To do so, you can go to <http://store.turningtechnologies.com>. When prompted, enter MR7i for NC State's school code to get the NCSU discount. Select the desired duration for the license, and add it to your cart to purchase. Follow any instructions thereafter.

Registering your clicker or smartphone. Once you have acquired a clicker or have downloaded the ResponseWare app on your smartphone, you will need to register your clicker or smartphone so the classroom software recognizes your responses. To register, go to <http://wolfware.ncsu.edu>, find your section of CH 101 and click on it. Near the top right, there should be a "Turning Technologies" header. Just under that, click on the link "Manage My Device ID's". Click on "Response Card" if you have a clicker, or "ResponseWare" if you are using your phone. Enter the Device ID for your clicker. You will find it on the silver sticker on the back of your clicker. If you are using your phone, a password should come with the app you purchased. Click "Register", and your clicker or phone will be registered.

Other Expenses

None.

Requisites and Restrictions

Prerequisites

Pass Chemistry Placement Exam, Chemistry Placement Module Exam, or CH 111 with a grade of C- or better, and eligibility for MA 107.

Co-requisites

CH 102

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Natural Sciences

GEP Category Outcomes

- A. Use the methods and processes of science in testing hypotheses, solving problems and making decisions.
- B. Make inferences from and articulate scientific concepts, principles, laws and theories, and apply this knowledge to problem solving.

How This Course Will Fulfill GEP Category Outcomes

- GEP Outcome A will be fulfilled through learning outcomes 2, 5, 11 and 19.
- GEP Outcome B will be fulfilled through learning outcomes 3, 7, 16 and 17.

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
Exam #1	200 pts	Monday February 2, in class. *
Exam #2	200 pts	Wednesday February 25, in class. *
Exam #3	200 pts	Monday March 23, in class. *
Exam #4	200 pts	Wednesday April 15, in class. *
Final Exam	400 pts	Wednesday April 29, 8:00 am – 11:00 am in Dabney 222.
Assignments	180 pts	Best 30 of 36 grades. **
Problem Sessions	50 pts	Best 10 of 11 scores. ***

* More information on exams:

- There are **NO** make-up exams. Provision for missed exams will be provided only for students with **documented excuses** that are acceptable according to University policy. (See excused absence policy, below.)
- Impact of missed exams on grades will be determined on a case-by-case basis, but generally, if the absence is excused, we will average your other exam grades (in class exams plus the final exam) to make up for the missed grade.
- If you know ahead of time that you will not be present for an exam, please contact the instructor prior to the exam to make alternate arrangements.
- The use of calculators on exams is **prohibited**.

- **If the University is operating under its Adverse Weather Policy** at the time of an exam, then the exam will be rescheduled for the next class period.

**** More information on homework assignments:**

This section of CH 101 may be considered as a “flipped” section in the sense that for any given class meeting, students will spend a considerable amount of study time preparing for the class ahead of time. Students will spend much of their homework time reading about the basic material and completing assignments on that basic material. Classroom time will then be spent on thinking about more complex problems using that knowledge.

- For each class meeting, students will have a 6 point “pre-class” assignment that will be **due at 10:00 am of the day of the class**.
- All assignments will be submitted through WebAssign.
- There will be 35 class days with assignments, along with one assignment on the syllabus, from which we will take your best 30 (we drop assignment scores from six assignments).
- Since assignments are dropped from your grade for any reason, **NO EXTENSIONS WILL BE GIVEN ON ANY ASSIGNMENTS**. Please do not ask. Computers do not allow homework to be turned in late. No paper submissions of homework will be allowed!
- If you have questions regarding specific assignments, you should send them through the “Ask Your Teacher” function at the bottom of the assignment. (Other general questions about other aspects of the course can be sent through Dr. Neyhart’s normal E-mail.) Replies to your questions can be found by clicking on the Ask Your Teacher link again.
- Answer keys are not guaranteed 100% correct!
- If there is trouble with the server, I’m sure you will inform me. Extensions will be granted only for technical difficulties that plague the entire class. Your personal computer quitting is not sufficient reason to grant an extension. Remember, some assignments will be dropped!

***** More information on problem sessions:**

- Each student should be registered for a “problem session” (formerly known as “recitation”). It will appear on your schedule as CH 101 section 002x, where x is a letter between A and J.
- In your problem session, you will be placed on a team. Teams may be shuffled during the semester. Your team may be asked to solve problems, summarize course concepts, develop study materials, or perform other tasks, and share these with the class.
- Your grade for these tasks will be based on attendance and participation, judged by the TA, with each session counting for 5 points. Bonus points may be available based on peer review. Points may also be rescinded based on the evaluation of your teammates.
- Problem sessions *for this section* begin WEDNESDAY January 14. They will be held every week after that when school is in session except for February 25/26, April 1/2 and April 15/16.
- Your 10 best scores will be counted.

Written excuses for missed classes due to illness or other University accepted reasons should be given to your TA. Please attach any documentation.

Letter Grades

Letter grades for the course will be assigned based on the 96th percentile score (96th %ile) in your section, with the following **approximate** lines:

+ grades	regular grades	minus grades
A+ ~ 100% of the 96th %ile	A ~ 93.3% of the 96th %ile	A- ~ 90% of the 96th %ile
B+ ~ 86.7% of the 96th %ile	B ~ 83.3% of the 96th %ile	B- ~ 80% of the 96th %ile
C+ ~ 76.7% of the 96th %ile	C ~ 73.3% of the 96th %ile	C- ~ 70% of the 96th %ile
D+ ~ 66.7% of the 96th %ile	D ~ 63.3% of the 96th %ile	D- ~ 60% of the 96th %ile
	F below ~ 60% of the 96th %ile	

As an example, in a class of 270 students, there would be 2.7 students in each percentile, so the 96th percentile score would be the 11th best score in the class. Floors for each grade range are based on percentages of that score.

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>.

Students achieving a grade of D+ or below according to the grading scale above will receive a U.

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>.

In this section, students who are auditing the course will be graded on their attendance in class and their participation in the homework assignments. Students who audit the course will be required to submit answers to clicker questions or to check in with the instructor in the classroom before or after each class for attendance purposes. [University requirements for auditing students](#) are "optional with the teacher". In this section, attendance at 80% of the classes and a 50% average on the assignments must be maintained. Students achieving this will receive a grade of AU. Students achieving less than this will receive a grade of NR. Students auditing the course may take the exams, but are not required to do so.

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>.

[Students may be given an IN grade](#) for work not completed because of a serious interruption in their work not caused by their own negligence. An IN is not a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. Work undertaken to make up the IN grade should be limited to the completion of the missed work.

Late Assignments

Since assignments are dropped from your grade for any reason, **NO EXTENSIONS WILL BE GIVEN ON ANY ASSIGNMENTS**. Please do not ask. Computers do not allow homework to be turned in late. No paper submissions of homework will be allowed!

Attendance Policy

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

Attendance Policy

The university requires that attendance be taken in Chemistry 101. Attendance will be taken by collecting your clicker responses from the clicker questions each class.

****Attendance at lectures (in Dabney 222) will not factor in to the calculation of your grade for this course, unless, of course, you miss the exams.**

Absences Policy

There are **NO** make-up exams. Provision for missed exams will be provided only for students with **documented excuses** that are acceptable [according to University policy](#). Impact on grades will be

determined on a case-by-case basis, but generally we will average your other exam grades to make up for the missed grade.

Makeup Work Policy

None

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.

Electronically-hosted Components: Course materials are hosted on WebAssign and on Wolfware. Access to these materials require the use of your unity ID and password. Care should be taken to log out of these systems and close browsers when you are finished. Failure to do so may allow others to access your course materials.

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.

Getting Help

OFFICE HOURS:

Dr. Neyhart will be available for three or four "office hours" each week. These are open office hours where you can come and talk about anything you would like. Appointments are not necessary for regular open office hours. Appointments can be made to meet at other times if necessary. Times for office hours will be announced in class and can be found on the class webpage under "Getting Help".

SUPPLEMENTAL INSTRUCTION (SI):

The SI program is run by the Undergraduate Tutorial Center (located in 101 Park Shops). SI consists of several tutorial sessions each week (you may come for any part of any session). Our section has an individual SI leader. Times for our sessions will be announced in class and can be found on the class webpage under "Getting Help". The schedule for all SI sessions on campus can be found at the [SI Schedule webpage](#).

TUTORIAL CENTER:

The [Chemistry Tutorial Center](#), located in Fox 152, will be open each day during the work week. Tutors for CH 101 will be available. Hours for the center may be found on our course website, or at the tutorial center website http://courses.ncsu.edu/ch101/common/Tutorial_Center/.

INDIVIDUAL TUTORS:

Information on individual tutors can be found at the Undergraduate Tutorial Center, 101 Park Shops, at their website http://www.ncsu.edu/tutorial_center. The chemistry department also maintains a list of tutors; see the office assistant in 109 Dabney or the "Tutors for Hire" link on the Chemistry Tutorial Center webpage.

Course Schedule

NOTE: The course schedule is subject to change.

Lecture MWF 10:15 am – 11:05 am – Semester Outline – 01/07/2015 - 04/24/2015

The following topics, with corresponding textbook chapters and the approximate number of 50 minute classes, will tentatively be covered this semester:

Topic	Chapter	Classes
The Early Experiments	1	3
Quantum Theory	2	3
Atomic Structure and Properties	3	2
The Ionic Bond	4	1
The Covalent Bond	5	2
Molecular Structure and Bonding	6	3
Structure of Matter and Changes in State	7	3
Solids	8	2
Reaction Energetics	9	5
Solutions	10	4
Electron Transfer and Electrochemistry	11	3
Acid-Base Chemistry	12	4
Organic Chemistry	13	2

CS 213

Crop Science

Fall, 2016

Prerequisites: BIO 181, BIO 183, PB 200, or PB 250 **GEP designation:** Natural Sciences

Time & Place Offered: Lecture: MWF 8:30-9:20 a.m. in 2104 Williams Hall

Instructor: Bob Patterson

Office: 2214 Williams Hall; **email:** bob_patterson@ncsu.edu

Phones: 919-513-3424 (office); 919-218-8129 (cell); 919-851-0260 (home) **Fax:** 919-515-7959

Office Hours: 9:30-Noon & 1:30-5:00 p.m. MF; 1:15-4:00 p.m. Tu; 1:00 -2:00 Th; Also by appointment.

“We will be free only so long as we are a nation of agrarians.”

-- Thomas Jefferson (1776)

“Whenever you touch agriculture, you touch the foundations of society.”

--Liberty Hyde Bailey (1917)

“He who has bread may have many problems. He who lacks it has only one.”

--Old Byzantine Proverb (ca. 980)

“When I tug at a single thing in nature, I find it attached to the rest of the world.”

--John Muir (1899)

“It is no longer the simple field, however big, but the whole world which is required to nourish each one of us.”

--Teilhard de Chardin (*The Phenomenon of Man*)

“First of all the immortals who dwell on Olympian homes brought into being the golden race of immortal men. These belonged to the time when Kronos ruled over heaven, and they lived like gods without care in their hearts, free and apart from labor and misery. Nor was the terror of old age upon them, but always with youthful hands and feet they took their delight in festive pleasures apart from all evil; and they died as if going to sleep. Every good thing was theirs to enjoy; the grain-giving earth produced her fruits spontaneously, abundantly, freely; and they in complete satisfaction lived off their fields without any cares in blessed abundance.”

--Hesiod, eighth century BC (Translated by R.M. Frazer, 1983)

“A farmer is an optimist and realist who establishes, maintains, and gathers that portion of a managed ecosystem (i.e., a farm!!) all human societies require for food, clothing, and shelter, with full attention given to *preserving*, and insofar as possible *enhancing*, the health and well-being of both the farm family and the community of which that family is a part, our entire world!!”

--Bob Patterson

Course Website: <http://wolfware.ncsu.edu>

Course Description:

Our basic premise is that to produce field crops successfully we must know ***how*** our crops grow and develop and ***what*** they require from the production environment—***including the farmer***—for satisfactory management of the relevant environment, and finally to successful yield and quality of commercially important product. Especially important is to understand the ***various ways*** in which producers must respond to ever-changing circumstances on the farm, at the bank (credit), and in the marketplace. A solid understanding of the impact of cropping history on the soil and entire ecosystem to be used for the next crop also is vitally important.

Course Objectives:

Successful students will be able to do the following:

- **Examine** the adaptation, growth and development requirements, including strategies utilized to establish, maintain, and harvest the major field crops produced in our world.
- **Investigate** soil and crop cultural practices that mitigate biotic and abiotic crop stress, lead to economically viable crop yield and quality, and ensure responsible stewardship of the cropping environment and other ecosystems impacted by the cropping environment.

- **Explore** the connections between Crop Science and related disciplines that are necessary to ensure that global needs for food, feed, fiber, and specialty crops will be met.
- **Evaluate** crop management and marketing strategies that enable United States producers to maintain globally competitive production enterprises.
- **Inquire** about crop production approaches most likely to lead to long-term sustainability and integrity of the ecosystem that supports the crop enterprise. -
- **Understand** how both traditional plant breeding/genetics crop improvement approaches and novel molecular biology technologies are effective in maximizing economic yield and quality.
- **Contemplate** the future role of crop production in U.S. and global societies, with emphasis on niche production/marketing strategies.
- **Think critically** about what is required for crop production systems to be economically viable and sustainable in *any* human society that places strong emphasis on environmental integrity and healthy families.

Student Learning Outcomes

By the end of this course, students will demonstrate the ability to:

- **Identify and understand** the growth requirements for field crops, and the interaction of genotype, growing environment, and management required to produce a healthy crop; Also, the cause-and-effect nature of the relationships among germplasm, environment, management, and marketing.
- **Discover** evidence to support the production strategies being promoted by extension specialists to maximize economic yield and quality.
- **Define and quantify** the environmental and ecological impact of current and contemplated agricultural practices.
- **Propose alternative crop production strategies** that are more globally competitive and environmentally sustainable than presently-used approaches.
- **Make wise crop production decisions** based on conversations with Agronomy specialists and examination of the relevant Crop Science and commercial sector literature.

Course Organization

- Required textbook → ***This text is quite good—Read all assigned chapters thoroughly!***

Principles of Crop Production—Theory, Techniques, and Technology. 2nd ed. 2005.
George Acquaah. Pearson Prentice Hall ISBN 0-13-114556-8

- Also, as a gift to yourself, find time to read the following:
→ *The Land that Feeds Us*. 1991. John Fraser Hart. W.W. Norton ISBN 0-393-02954-9
→ *Building soils for better crops*. 2000. Fred Magdoff and Harold van Es. san@sare.org
ISBN 1-888626-05-4

Additional reading materials:

Although our text is the primary source for subjects introduced in lecture, materials we will use in class are derived from a variety of additional sources, including some of the books listed below. Copies of the following references (as well as many others in my office) may be checked out from the instructor's library. Also, some of these and other sources are on reserve in Hill Library in the Reserve Section.

1.	Agroecology: The Science of Sustainable Agriculture. 1995. M.A. Altieri. Cambridge. ISBN 0-8133-1717-7.
2.	Crop Evolution, Adaptation, and Yield. 1993. L.T. Evans. Cambridge University Press. ISBN 0-521-22571
3.	Crop Production. Evolution, History, and Technology. 1995. C. Wayne Smith. John Wiley & Sons, Inc. ISBN 0-471-07972-3.

4.	The Ecology and Management of Grazing Systems. 1996. J. Hodgson & A.W. Illius (ed.) CAB INTERNATIONAL. ISBN 0-85199-107-6
5.	Genes, Crops, and the Environment. 1993. J. Holden, J. Peacock, and T. Williams. Cambridge. ISBN 0-521-43737-7 (pbk).
6.	Growth & Mineral Nutrition of Field Crops. 1997. N.K. Fageria. Marcel Dekker ISBN 0-8247-0089-0
7.	Glossary of Crop Science Terms. 1992. Robert F. Barnes and James B. Beard (eds). Crop Science Society of America. ISBN 0-89118-535-6.
8.	Introductory Plant Biology. 2000. K. R. Stern. McGraw-Hill. ISBN 0-07-012205-9.
9.	The Literature of Crop Science. 1995. Wallace C. Olsen (ed.). Cornell Univ. Press.
10.	Techniques and Management of Field Crop Production. 2001. P. S. Rathore. Agrobios (India). ISBN 81-7754-0-54-8.
11.	Weed Ecology--Implications for Management. 1997. S. Radosevich, J. Holt, and C. Ghera. Wiley. ISBN 0-471-11606-8.
12.	Principles of Field Crop Production. 2006. John H. Martin, Richard P. Waldren, and David L. Stamp. Pearson Prentice Hall, 4 th ed. ISBN 0-13-025967-5

Evaluation of lecture assignments (75% of course grade): (Note carefully that make-up tests are allowed only when a university-approved reason is provided):

% of lecture grade:

Quizzes— <u>See Note #1 below</u> ; (Several→May or may not be announced.)	10
3 Exams (<u>See Note #2 below</u> .)	45
Article Review (One; <u>See Article Review Guidelines, pp. 9-11 & Note #3 below.</u>)	5
Research Project Paper (One; <u>See Research Project Guidelines, pp. 11-13 & Note #3 below.</u>)	10
Oral Presentation (One; <u>See Oral Presentation Guidelines, pp. 13 & 14 & Note #3 below.</u>)	10
Final Exam <u>Comprehensive</u>	20

Note #1—You will find that this assessment procedure, which includes providing you with the quiz answers when your work is returned, will be most helpful in preparing for the hour exams and final exam (comprehensive). Makeup quizzes are not allowed. Your lowest quiz grade will be disregarded in the determination of your final lecture grade.

Note #2. Lecture exam review sessions will be provided and announced in class. Bring all old quizzes, exams, test keys, notes, text, and lab exercises.

Note #3. Penalty for submitting Article Review & Research Paper, & for making Oral Presentation, after the deadline: Loss of 10 points (on that assignment) for each day the assignment is submitted after the date indicated in the syllabus. This is a severe penalty, class!! You must complete each of these assignments on time!! There will be no exceptions to this requirement.

CS 213 students, please think carefully about the following:

When you value learning the subject you have chosen to study, you will feel good about the time you invest studying that subject, and also about whatever comes next in your life.

To help you appreciate the value of CS 213 to your professional goals, let's visit in the office periodically, and as often as you think may be helpful. Our relatively small class size permits this frequency of interaction. Feel free to schedule our sessions at any time. What is important, class, is that we meet regularly.

Honors Option:

This course is offered as part of the Faculty-Initiated Honors Option (FIHO) program. Arrangements have been made with the University Scholars Program (USP) for successful completion of this FIHO course to be allowed as partial fulfillment of USP requirements. The goal of the FIHO program is to encourage students to engage in rigorous and challenging work under the guidance of and through interaction with appropriate faculty. To this end, we are offering Honors credit (including course designation with an "H" on your transcript) to any student who completes the FIHO requirements for this course. By the end of the first week of classes you should complete a "Student Application for FIHO" form, available from the following website: www.ncsu.edu/honors/forms.htm The University Scholars Program office is located in 102 Sullivan Hall, phone 515-2353. If your GPA is less than 3.0, you may still participate with permission of the instructor.

The major additional requirement that must be completed by students who register for the FIHO program is preparation of a quality grant proposal to a competitive granting agency, in which you propose to conduct quality research on some aspect of either crop adaptation and production or turf grass management. The specific theme you choose, and the research approach you propose, are entirely your choice. If you wish to consider this opportunity, please schedule a visit with the course instructor to discuss the details. An informal presentation of the proposal to the class, including response to questions, will be scheduled during the next-to-last week of classes. You are strongly encouraged to take advantage of this opportunity to add a significant dimension to your understanding of crop adaptation and production, and also to your overall undergraduate academic experience.

Letter Grades

This course uses Standard NC State University Letter Grading Scale

97 ≤ A+ ≤100	77 ≤ C+ <80
93 ≤ A < 97	73 ≤ C < 77
90 ≤ A- < 93	70 ≤ C- < 73
87 ≤ B+ < 90	67 ≤ D+ < 70
83 ≤ B < 87	63 ≤ D < 67
80 ≤ B- < 83	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://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php.

Policy 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-02-50-03>

Late Assignments/Makeup Work

No late assignments will be accepted unless arrangements are made with the instructor prior to the due date. If you miss a speech because of an excused absence you will be allowed to make it up. Any other late work or missed speeches will only be accepted or scheduled at the discretion of the instructor.

COURSE POLICIES and EXPECTATIONS

Safety and Health:

All students are expected to exercise proper safety precautions—and good judgment—in all lecture and laboratory sessions. Please be respectful of all equipment and other resources you are using. Guidelines regarding safety and building evacuation procedures will be reviewed during the first lecture and lab periods.

Electronic devices:

You will be allowed to use a laptop computer, tablet, or other electronic device during lecture only in support of your learning the course material, and also if such use is not distracting to classmates. Use of any electronic device for any purpose unrelated to the class during the time class is in session will result in your being counted as absent (unexcused) for that date. You may not use your cell phone unless you have permission from the instructor.

Academic Integrity:

All students are expected to follow the University policy on academic integrity found in the student code of conduct. All standards of academic honesty will be strictly enforced. All students are bound by the honor code, which states: “I have neither given nor received unauthorized aid on this test or assignment.” Your signature on any test or assignment, as well as all other submitted work or delivered speeches, is considered a confirmation that you are following the honor code. Please consult the following website for further details on student conduct: <http://studentconduct.ncsu.edu/>

The cost to you of cheating and plagiarism is incalculable. In addition to failure of the course, and heavy university sanctions, you deprive yourself of the opportunity to grow intellectually. Your dignity and self-respect are compromised, and you become self-limiting. Concerning testing, you lose your opportunity to become aware of the areas of the discipline you need to master more completely. Concerning assigned papers, you imperil your prospects for achieving the satisfaction that should be derived from creative and independent work.

The free exchange of ideas depends on the participants’ trust that they will be given credit for their work. Everyone in an academic community is responsible for acknowledging, using the methods accepted by the respective disciplines, their use of others’ words and ideas. Since one’s words and ideas constitute a kind of property, plagiarism is theft.

As a reader you may want to follow other writers’ paths of research and logic in order to make your own judgment about their evidence, arguments, and interpretation of observations. You will depend on those writers’ accuracy and honesty in reporting their sources and that the work being reported is their own. In turn, your readers will depend on yours. The watchword **always** is trust.

Intellectual progress in all disciplines demands the truthfulness of everyone. Plagiarism & cheating are attacks on the very foundation of academic life, & **cannot** be tolerated within universities. Section eight of The Code defines academic dishonesty & provides information on potential sanctions for violators of academic integrity.

Definition of Academic Dishonesty:

Academic dishonesty is the giving, taking, or presenting of information/material by a student that unethically or fraudulently aids **oneself or another** on any work that is to be considered in the determination of a grade or the completion of academic requirements, or the enhancement of that student's record/academic career.

Disability Services for Students (DSS):

Reasonable accommodations will be made for students with verifiable disabilities. To take advantage of available accommodations, students must register with the Disability Services Office (DSS), (<http://www.ncsu.edu/dso>), located at 1900 Student Health Center, Campus Box 7509; 919-515-7653 (voice) and 515-8830 (TTY). 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.

Your instructor has worked with a number of students who have benefited considerably from this splendid academic resource. The DSS staff on our campus is highly qualified, and very enthusiastic about meeting our students' particular needs. Students with disabilities should schedule an appointment with the instructor of this course as soon as possible to discuss academic accommodations.

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-04-25-5> 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. *Please note that I welcome any concerns you have about inclusion in the class, and I invite you to come speak with me first if you feel comfortable doing so.*

Class Attendance and Active Participation:

You are expected to be in class, and participating actively, every time the class meets. You should inform the instructor beforehand if you anticipate being absent. Valid reasons for emergency absences (such as illness, injury, or death in the family) should be reported to the instructor as soon as possible, but not later than the next lecture following your return to campus.

Regular attendance in lecture and laboratory is associated with successful performance in this course. Attendance will be monitored, and this information will be used in determining your course grade. Following three unexcused absences, each additional unexcused absence will result in the loss of one (incremental) letter grade. For example, if your course grade (prior to consideration of your attendance record) is "B", and you have accumulated four unexcused absences, your final course grade will be "B-". If you have five unexcused absences, your final course grade will be "C+". Six → "C", etc.

Please understand that we are quite serious about attendance. You should be present and actively engaged in each lecture and lab.

Following University regulations, **excused absences** must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) **must be submitted in writing at the beginning of the semester or one week prior to the**

anticipated absence. Emergency absences (e.g., student illness, injury or death of immediate family member) **must be documented by the Student Organization Resource Center 515-3323 within one week following the emergency.** Make-up work will be allowed for excused absences only.

Make-up examinations:

Make-up examinations (assessments of all types used in the course) are allowed, but only for absence due to valid, documented reasons such as indicated under **Class Attendance and Active Participation.** The format of an examination for excused work may be quite different from the format of the evaluation instrument given during the regularly assigned period.

Policy on incomplete grades and penalty for late assignments:

All assignments are due on the date indicated. Assignments accepted after the due date will incur a 10-point-per-day penalty, in accordance with Note #3 above (under Evaluation of lecture assignments). **The penalty for a test or other assignment being completed (and then accepted) later than the assigned date is loss of a full letter grade on that test or assignment for each day that passes before that test or assignment is submitted.**

Student Resources:

Writing and Speaking Tutorial Services: <http://tutorial.ncsu.edu/wsts>

Academic Policies: www.ncsu.edu/policies/sitemap.php#acad-pols_regs

University Career Center: <http://www.ncsu.edu/career/>

Disability Services Office (DSO): <http://www.ncsu.edu/dso/>

Adverse Weather: Complete information about adverse weather policies is available at http://www.ncsu.edu/human_resources/benefits/leave/adverseweather.php

Check email, news, the NCSU home page, or call 513-8888 for the latest information.

A special note to students enrolled in CS 213

We are delighted that you want to explore the subject of introductory Crop Science in CS 213 this semester. Be assured that your lab and lecture instructors share your enthusiasm for making this experience as professionally and personally rewarding as possible. We intend to do our very best to empower you to learn this subject to the fullest extent of your ability and interest. To this end, we urge you to visit us during our office hours to discuss any aspect of the subject that you feel needs clarification or amplification. While it is always best to make an appointment (we may be with another student when you arrive, and we want to respect the value of your time), this is not necessary. When you come for a visit, please bring your class notes, and any test material that might pertain to the concerns you wish to discuss. We want to stress a point that is extremely important. While it is true that you have limited control over the environment and subject matter of this course, you have complete control over the kind of effort you invest in mastering the material. **In the same way your instructors are accountable to you for our efforts on your behalf, you are equally accountable to yourself for the strength of your commitment to investing the time and effort needed to do your best work.**

The keys to your success in CS 213 this semester are as follows:

- Eat nourishing food, and get adequate exercise and sleep every day & night during the semester
- Do the assigned readings **before** the day of the lecture on the scheduled material
- Be in lecture **before** lecture begins, sit as near the front of the classroom as possible, concentrate only on what is discussed in lecture, engage actively in learning, **take the very best notes you possibly can,** and leave sufficient space in your notes to insert/correct key points later
- Study your notes carefully as soon as possible after lecture, and certainly before the next lecture
- Rewrite your notes if necessary, using textbook & handouts to assist in putting your notes in proper form
- Give yourself quizzes on the questions you think represent the important points of that day's lecture
- Establish & maintain regular contact with your lecture & lab instructors, making a point to consult each when you are uncertain about **any** point discussed in lecture or lab

- Form a Crop Science study group, starting at the beginning of the semester, taking care to select persons who are **serious** about wanting to learn Crop Science
- Prepare for examinations, using the formula of two hours of study (at least) for each hour of lecture, reviewing all concepts covered in lecture methodically (i.e., regularly), committing ample time to repeat this process several times
- After careful, independent study, meet with your study group & systematically discuss all the material that will be covered on the upcoming exam. The study group session should occur **not later than** two days before the exam. Each member of the study group should come to the group session well-prepared, having already studied the material independently.
- On the day **after** the study group session, continue to study all the material **independently**. Such repetition strengthens understanding and recall.
- Rest well during the evening prior to the exam. On the day of the exam, make sure that you are properly nourished. Arrive in class **before** the beginning of the exam.
- When your exam and key (instructor answers to the test questions) are returned/given to you, examine each carefully, and consult your instructor promptly to discuss any areas of concern.
- Always feel comfortable asking questions, or interjecting a point of interest, at any time in lecture or lab when you feel this is appropriate. **No question is out of order in CS 213.**
- Always ask yourself how the subject being discussed at that moment relates to material to which you have been introduced in **all** other courses (especially in soils, biology, genetics, chemistry, physics, botany, and economics).

CS 213 Fall, 2016 Syllabus*

* The schedule may change. Please read all emails and check the Moodle site for any updates.

Lecture	Topics & Reading assignments—Read assigned material <u>before</u> the lecture on the particular “topic of the day”.
Week 1	Housekeeping details; Crop production & society; Global food prospects & need for global food security-Crops that literally stand between humankind & starvation. (Ch 1)
	Crop classification & introduction to crop taxonomy (Ch. 2)
	Soil & land. Providing a good quality soil environment for the crop. Why did we ask you during our first lab to collect & submit a soil sample? (Ch. 7)
	Seed, seeding, and seedling (Ch 16)
	Fundamental plant growth processes (Ch 3)
	How growers are assured of high quality seed.
Week 2	Seed industry: Past, present, & future. <u>Initial meetings with students regarding article review and research project must be completed by Wed, Sep 7.</u>
	Role of University Field Labs in providing crop production information to growers. Dr. Reid Evans , Asst. Dir., University Field Laboratories, 919-513-1518
Week 3	Consideration of the interrelationships between crop genotype and environment
	Plant nutrients & fertilizer; Soil nitrogen transformations (Ch 8) <u>Complete Article Review discussions in my office.</u> <u>Exam 1 review @ 5:00 pm in 2104 Williams</u>
	<u>Exam #1 (covers all material through Wed, Sep 9 lecture</u>
Week 4	Soil nitrogen transformations, cont'd.
	Symbiotic biological nitrogen fixation, & role of legume crops in global agriculture (Text page 224)

	Role of legumes in crop production, cont'd. <u>Article Review title, citation, & rationale due</u>
Week 5	The physical environment and crop health, with emphasis on light, water, and temperature; Plant & soil water (Ch 9)
	Air quality effects on crop performance. Also, interactive effects of air quality components with biotic & abiotic stress factors.
	Agroecological processes in sustainable agriculture. The value of allelopathy to crop management. Organic crop production (Ch 12) <u>Article Review due</u>
Week 6	Overview of Crop Science Agroecology Program. Alison Reeves , Crop Science Department's Agroecology Education Farm Manager
	Ecological soil and crop management—animal manures, cover crops, crop rotations, composts, preventing and lessening compaction, tillage
	Ecological and soil crop management issues, contd.— other soil fertility issues
Week 7	Small grain production (Ch 21) Dr. Ron Heiniger , Extension Crop Science Specialist, Tidewater Research Station (Plymouth); 252-793-4428; ron_heiniger@ncsu.edu E#2 review is Mon, Oct 5 at 5:00 pm in 2104 Wms
	Exam # 2 (covers all material through Mon, Oct 5 lecture)
	Fall Break!!
Week 8	Soybean production (Ch. 24) Dr. Jim Dunphy , Soybean Extension Specialist, Crop Science Dept.; 2408 Williams Hall; 515-5813.
	Cotton (Ch 26). Dr. Keith Edmisten , Cotton Extension Specialist, Crop Science Dept., 4208 Williams Hall, 515-4069
	Small grain (Chs 19 on wheat & 23 on barley)
Week 9	Tobacco production. Dr. Loren Fisher , Tobacco Extension Specialist, 4216 Williams Hall, 515-4059.
	Grain sorghum (Ch 22) and other crops
	Pasture, forage, & rangeland production (Chs 14 & 28) Dr. Miguel Castillo , Forage Management Extension Specialist; Crop Science Dept., 2413 Williams Hall; 513-1335
Week 10	Pests (diseases, insects, & weeds) in crop production, IPM, & pest management strategies (Ch 10) Dr. David Jordan , Peanut Extension Specialist; Crop Science Dept.; 2408 Williams Hall; 515-5813
	Peanut production (Ch 25); Dr. David Jordan
	General farm management. Dr. David Jordan
Week 11	Corn production (Ch 21) Dr. Ron Heiniger ,
	Plant growth & development; significance of leaf area index (LAI); (Ch 4) Growth measurements in relation to yield & quality
	Climate/weather (Ch 6)--Climate change and agriculture/crop production
Week 12	Agricultural production systems (Ch 11); Tillage systems and farm energy (Ch 15)
	Organic cropping systems and the Morrow Plots. Rachel Atwell , Crop Science doctoral graduate student in the Agronomic Cropping Systems research program
	Crop improvement (Ch 5). Transgenics in crop production (Ch 13).
Week 13	Harvesting & storage of crops (Ch 17); Marketing & handling grain crops (Ch 18) <u>Research Project "Working Draft" due.</u>
	Summary of material covered since the last exam.

	E#3 review is Wed, Nov 18 at 5:00 pm in 2104 Wms
	Exam #3 (Covers all material through Wed, Nov 18 lecture)
Week 14	Potential for use of field crops as a source of biofuel energy. <u>Research project paper due</u>
	Thanksgiving Break → Please think about the <u>true source</u> of the meals you will enjoy during this very special time...
Week 15	Oral presentations on research projects—We will begin your reports on this day, and complete them during our next lecture
	Continuation of oral presentations
	Concluding thoughts. Crop production strategies intended to strengthen global agriculture and sustain our earth's productive capacity simultaneously. Environmental accountability as a novel way to formulate government and crop cultural policy. Producing crops responsibly and creatively to reflect and respect the natural ecosystem. Can gains in U.S.-based agricultural productivity be achieved without degrading our environment? Global ecological & political issues.
	Reading day
	Final Exam review
	Final Exam (Comprehensive for all lecture material)

HS 203 – Home Plant Propagation

Course Syllabus – Spring 2016

Ms. Lis Meyer

Email: emmeyer@ncsu.edu

Phone: 919.513.1786

Office Location: 112 Kilgore Hall

Office Hours: By appointment

Email policy: Students may expect to receive a response to emails sent during the work week (9 am Monday through 3 pm Friday) within 48 hours. Emails sent after 3 pm on Friday or on Saturday and Sunday will receive a response on the following Monday. Students are expected to consult the syllabus to see if it answers their questions first before emailing the instructor.

Email will be the primary means by which the instructor communicates with students. Students will be held responsible for any information shared by the instructor via email and should check their email at least once a day for class announcements.

Class website: <http://wolfware.ncsu.edu>

Course Description

An understanding of the basic principles of sexual and asexual plant propagation, including propagation via seeds, cuttings, layering, division, and grafting, particularly of ornamental herbaceous and woody plants.

Learning Outcomes

1. Describe the differences between asexual and sexual propagation of plants, including the benefits and disadvantages associated with each, and be able to assess which propagation method should be used to achieve specific goals.
2. Understand the environmental and physiological factors involved in successfully rooting leaf, stem, and/or root cuttings of both herbaceous and woody plant species.
3. Become familiar with the techniques of layering, division, and grafting as means of asexual propagation and determine species which are best propagated using these methods.
4. Understand the basic concepts and applications of plant breeding and seed formation.
5. Define the factors determining when seeds should be collected and the conditions in which they should be stored.
6. Explain the different types of seed dormancy and identify methods used to overcome each type of dormancy during the process of seed germination.

No travel costs. Students who are not local and will not be using campus resources will be expected to provide some basic propagation materials for assignments, including a camera of some sort, soil/media, containers, cutting tools, and plant material. The cost of these supplies will be minimal. 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.

Textbook: There are no textbooks for this course. However, a good resource for further reading and the student research project is *The Reference Manual of Woody Plant Propagation* by Michael Dirr and Charles W. Heuser, Jr. This book is available at NC State libraries and also a number of online bookstores.

Prerequisites: None.

Co-requisites and Restrictions: None.

This course fulfills the Natural Science General Education Program category.

Safety & Risk Assumptions: None.

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."

Grading

Propagation Journal	30%
Student Research Project	10%
Exams (4 @ 15% each)	<u>60%</u>
	100%

For all lectures, exams, journals, and assignments, new online material will be posted on each Wednesday by 8 am, and must be completed and submitted by the following Wednesday by 5 pm.

Propagation Journal: Students will make forum posts and submit assignment worksheets to detail various propagation methods they will employ throughout the course that will collectively be referred to as the “propagation journal”. These posts and assignments will comprise 30% of students’ final grades. Students may also receive a few additional, short assignments pertinent to course content that will be included in this 30%. All propagation forum posts and assignments may be turned in up to a week after the posted due date with no penalty. **Journals and assignments submitted after the week long grace period will not be accepted under any circumstances whatsoever. No exceptions will be made to this policy for any student.**

If you are local and wish to make an appointment with the teaching assistant to use plant material and supplies on campus for your propagation assignments, you may do so. However, you must contact the teaching assistant by Friday of the week the assignment is given about setting up an appointment.

Student Research Project: Students will research asexual and sexual propagation methods for a specific woody plant species of their choice. **The student research project will not be accepted late unless instructor approval is received prior to the due date.**

Exams: All exams, including the final exam, will be multiple choice and possibly also short answer questions. Students MAY NOT use lecture notes, course materials, or any other form of outside assistance on exams—the exams are “close-notes”. **All exams must be proctored.** Each exam will include material covered since the previous exam. The fourth exam will be given during the final exam period, but it will NOT be cumulative. The fourth and final exam will be given from April 25th-May 4th.

Late Assignments: Propagation journals and assignments may be turned in up to a week late without penalty. After the week long grace period has passed, journals and assignments will not be accepted under any circumstances whatsoever. No exceptions will be made to this policy for any student. **Exams and the student research project will not be accepted late unless the student, prior to the due date, has obtained instructor approval and has provided official documentation of the reason an extension is needed.** Failure to obtain proctoring services on time or arriving at the proctoring center too late will not be considered an acceptable excuse for not taking an exam during the prescribed time period.

If you miss the final exam and you do not have a valid excuse as determined by the instructor, you will **receive a zero** for the final exam. If you miss the final exam and you have a valid, documented excuse, you may make it up at the next semester’s final exam period. A valid excuse means you have contacted me on the day of the final as to why you missed it and provide documentation within 3 days of medical or other excused absences.

Letter Grades: This course uses Standard NCSU Letter Grading:

A+	97.5 – 100%
A	92.5 – 97.4%
A-	89.5 – 92.4%
B+	87.5 – 89.4%
B	81.5 – 87.4%
B-	79.5 – 81.4%
C+	77.5 – 79.4%
C	71.5 – 77.4%
C-	69.5 – 71.4%
D+	66.5 – 69.4%
D	62.5 – 66.4%
D-	60.5 – 62.4%
F	< 60.5

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-02-50-03>

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>) 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>

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> 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.

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.

Tentative Course Schedule

Week	Dates	Topic	Items Due
1	Jan. 6 – 13	Welcome, Intro to Plant Prop, Nomenclature	Get to Know Each Other Forum, Student Info Sheet, Course Info and Syllabus Quiz
2	Jan. 13 - 20	Plant Structures, Hormones, and Development	None.
3	Jan. 20 – 27	Building Prop Structures	Propagation Structures discussion
4	Jan. 27 – Feb. 3	EXAM #1	EXAM #1
5	Feb. 3 – Feb. 10	Stem Cuttings	Propagation Journal Entry 1, Stem Cuttings Pictures forum
6	Feb. 10 - 17	Genetics and Chimeras	None.
7	Feb. 17 - 24	Leaf and Root Cuttings	Propagation Journal Entry 2, Root or Leaf Cutting Pictures forum
8	Feb. 24 – Mar. 2	EXAM #2	EXAM #2
9	Mar. 2 – Mar. 9	Layering, Division and Bulbs	Propagation Journal Entry 3, Propagation Journal Entry 4, Layering and Geophyte Pictures forum
10	Mar. 9 - 16	NO CLASS—SPRING BREAK	None.
11	Mar. 16 - 23	Grafting	Extra Credit Propagation Journal Entry 5 and Pictures forum (optional)
12	Mar. 23 – 30	Orchids and Tissue Culture	Propagation Journal Update forum

13	Mar. 30 – Apr. 6	EXAM #3	EXAM #3
14	Apr. 6 - 13	Seed Formation and Breeding	Propagation Journal Entry 6, Seed Germination Pictures forum
15	Apr. 13 - 20	Seed Types and Dormancy	Student Research Project
16	Apr. 20 – 27	Seed Germination, Ferns	Last Update forum, Final Worksheets submission
17	April 25 – May 4	FINAL EXAM	FINAL EXAM

GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering (IPGK 295)

This form is to be used for submitting a Special Topics shell offering for the *Interdisciplinary Perspectives and Global Knowledge* GEP categories to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

The *GEP Global Knowledge objectives* will provide instruction and guidance that help students to:

4. Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

And at least one of the following:

5. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
6. Explain how the distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
7. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

IPGK 295

Department(s)/Program	Interdisciplinary Studies/Africana Studies	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Leadership in the Caribbean	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Fall, 2015	
Instructor Name/Title	Lloyd McCarthy/Lecturer	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [[Click Here](#)]

Interdisciplinary Studies

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.*

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Interdisciplinary studies Outcome 1: Recognize and express an Africana Studies (Area studies) approach and a Social Science (leadership studies) method of studying political leaders and their states in the Caribbean Region.

Interdisciplinary studies Outcome Measure 1: Weekly forum postings

Sample prompt: Describe Castro's leadership using a traditional social science leadership theory and an Africana Studies approach to Cuban history and culture.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2: Obj. 2) Identify and apply authentic connections between two or more disciplines.*

Interdisciplinary studies Outcome 2: Combine concepts of social science and Africana (Area) studies principles to analyze and explain the rise of Caribbean leaders, based on their socio-political thoughts, the history and culture of their countries, and the impact of domestic and international politics.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Short paper: Students will explore the biography of a selected Caribbean leader to examine and explain their leadership behaviors using both Social Science and Africana Studies theories and principles. Students will select from the following leaders: Marcus Garvey, Fidel Alejandro Castro Ruz, Raúl Modesto Castro Ruz, C.L.R. James, Michael Manley, Dame Mary Eugenia Charles, Jean Bertrand Aristide, Maurice Bishop, or Walter Rodney.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3: Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.*

Interdisciplinary studies Outcome 3: Integrate key ideas (and opposition criticisms) of the socio-political thought of leaders, identify and explain the socio-cultural diversity within and between Caribbean states, as well as the influence of race, class and religion on the behavior and thought of leaders using key questions raised by social science and Africana studies principles.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Outcome measure Objective 3: Students will write a 10-15 page final paper that explains how history, culture, and contemporary circumstances enabled or constrained their leadership and political influence.

To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:

Which disciplines will be synthesized, connected, and/or considered in this course?
Africana Studies (Area Studies) and Social Sciences (leadership studies)

- A. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

The instructor will draw on his vast experiences working with Caribbean leaders, including during his service with the Jamaican Prime Minister's Office from 1994-1998, and his publications in the field. Students will be asked to study and to apply traditional leadership theories and non-traditional approaches to analyze the leadership practices of specific Caribbean Heads of State. The course is designed to allow the students to study the evolution of these leaders within the framework of the Caribbean as a region, the people they governed,

and the unique histories, cultures, and social development of each country. This interdisciplinary approach to the study of Caribbean leadership allows students to apply the Africana Studies method of contextualizing the global experiences of individuals of African descent and their histories in the Caribbean and to integrate that knowledge with traditional social science theories of leadership. To understand Africana Studies approaches to the subject matter, students will (1) review demographic, geographic, social and economic data and (2) review and interpret the histories, cultures, and socio-economic interrelationships among the Caribbean, Africa and the wider African diaspora. To understand the social science perspective, students will (1) read books written by Caribbean Political Scientists, biographies focused on the lives of selected Caribbean leaders, primary source documents written by the leaders studied, and articles written by Political Scientists, Psychologists, Sociologists and (2) view documentaries focused on Caribbean history and culture. After students understand the different approaches, they will be given the opportunity to conduct a comparative study of two Caribbean countries, their governments, social and economic development, and their current political leaders using both Africana Studies and Social Science approaches. Through targeted assignments, students will develop the skills needed to synthesize these two approaches in their final paper.

Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 4: Obj. 4) Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.*

Use Africana Studies (Area Studies) methods to recognize and express the distinguishing characteristics of the peoples, cultures, histories and experiences of the Afro-Caribbean, including the socio-political ideas, values/attitudes, and socio-economic conditions that define the region.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Weekly forum postings

Sample prompt: Use the contemporary philosophy of Pan-Africanism to analyze the socio-political thought of the people of Grenada and its current leader.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 5, 6, or 7: Category Objective 5 (Compare these distinguishing characteristics between the non-U.S. society and at least one other society.)*

Comparatively analyze and explain the differences in leadership between English speaking and non-English Speaking states in the Caribbean.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Weekly forum postings

Sample prompt: Compare and contrast the unique historic, cultural, and socio-economic features of Cuba and Trinidad.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives and Global Knowledge* category designations and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):

On-line
 - Seat count: 30

20-40
 - Room assigned or room preference including needed classroom technology/seat type:

Not applicable. Course will be On-Line
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 100 %

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.
(ex: ability to analyze historical text; prepare a lesson plan)

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. **Title and author of any required text or publications.**
See attached

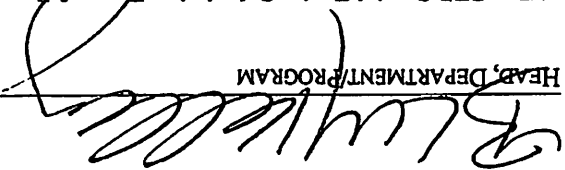
2. **Major topics to be covered and required readings including laboratory and studio topics.**
See attached

3. List any required field trips, out of class activities, and/or guest speakers.

N/A

SIGNATURE PAGE FOR IPGK 295

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

DATE

3.6.15

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE

Leadership in the Caribbean
Fall 2015 - Lloyd McCarthy/Lecturer

Required Readings

Books

Textbooks are available at the NC State Bookstore, NC State University, Raleigh, NC 27695-7224, Telephone: 919.515.2161, Email: bookstore@ncsu.edu. Check your online course reserves for electronic copies or at the D.H. Hill library for hard copies.

Allahar, A. (2001). *Caribbean Charisma: Reflections on Leadership, Legitimacy, and Populist Politics*. Boulder: L. Rienner Publishers.

Aristide, J.-B., & Wargny, C. (1993). *Aristide: An autobiography*. Maryknoll, N.Y: Orbis Books.

Barriteau, E., & Cobley, A. G. (2006). *Enjoying power: Eugenia Charles and political leadership in the Commonwealth Caribbean*. Kingston, Jamaica: University of the West Indies Press.

Caistor, N. (2013). *Fidel Castro*. London: Reaktion Books (eBook format)
<http://proxying.lib.ncsu.edu.proxy.lib.ncsu.edu/index.php?url=http://search.ebscohost.com.proxy.lib.ncsu.edu/login.aspx?direct=true&db=nlebk&AN=644020&site=ehost-live>

Worldcat.org Note: This is a non-partisan biography of Cuban leader Fidel Castro, which gives readers the opportunity to judge for themselves his character and views. The book presents the events of his life and the ideas that drove him.

Northouse, P. G. (2013). *Leadership: Theory and practice*. Los Angeles: SAGE.

Optional Books

Levi, D. E. (1990). *Michael Manley: The Making of a Leader*. Athens: University of Georgia Press

Ramonet, I., Castro, F., & Hurley, A. (2008). *Fidel Castro: My life : a spoken autobiography*. New York: Scribner.

Articles

Angosino, Michael V. (Summer 1992). Symbolic Leadership: An Interactive Analysis of Caribbean Autobiographies. *Biography*, Vol. 15, No. 3 (261-285)

Barriteau, V. E. (January 01, 2003). Constructing a conceptual framework for developing women's Transformational leadership in the Caribbean. *Social and Economic Studies*, 52, 4, 5-48.

Benn, D. M. (January 01, 2002). Michael Manley: Charismatic leadership and ideological Pragmatism. *Caribbean Quarterly*, 48, 1, 5-11.

Bernal, R. L., Figueroa, M., & Witter, M. (1984). Caribbean economic thought: the critical tradition. *Social and Economic Studies*. -. 332, 5-96.

- Biography Today.(n.d.).Jean-Bertrand Aristide (Biography Today) [electronic resource].Format: eBook
Published: [S.l.] : Biography Today. Online: View resource online (NCSU only) -
<http://proxying.lib.ncsu.edu/index.php?url=http://search.ebscohost.com/direct.asp?db=b6h&jid=6D7K&scope=site> URL for this record: <http://catalog.lib.ncsu.edu/record>
- Bogues, Anthony.(June, 2008). "Writing Caribbean Intellectual History." *Small Axe*, Vol. 12, Issue 2, pp. 168 - 178.
- Blake, J. Herman. (Mar., 1969). "Black Nationalism." *Annals of the American Academy of Political and Social Science*, Vol. 382, (15-25)
- Breuilly, J. "Introduction: Weber's Concept of Charismatic Domination." In. (Ibrahim, V., & Wunsch, M. (2012). *Political leadership, nations and charisma*. Abingdon, Oxon: Routledge, 1-23.
- Brotherson, F. (October 01, 1989). The Foreign Policy of Guyana, 1970-1985: Forbes Burnham's Search for Legitimacy. *Journal of Interamerican Studies and World Affairs*, 31, 3, 9-35.
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--Chapter 11: The Rise and fall of Aristide (132-148)
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Summary of Course Schedule

Unit#	Due Dates	Topics	Readings, Activities, & Assignments
1	Aug. 20th	<i>Course Introduction: Leadership, and the Caribbean</i>	a) Syllabus; b) Central America and the Caribbean [map] c) Angosino. "Symbolic Leadership: An Interactive Analysis of Caribbean Autobiographies."

			<p>d) Management vs. leadership. /Nibley.</p> <p>e) Management vs. leadership (presentation)./Underdown</p>
2	Aug. 27th	<i>Caribbean Leadership: The divergent influences on socio political thought</i>	<p>a) "Writing Caribbean Intellectual History." Bouges</p> <p>b) Caribbean Statistical (Socio-economic) Profile by Countries (Extrapolated)/UNDP/HDI</p> <p>c) Breuilly, J. "Introduction: Weber's Concept of Charismatic Domination."</p> <p>d) Leadership defined/ "1. Introduction 2.Trait Approach" /Northouse</p> <p>e) "Culture and Charisma: Outline of a Theory"/Smith</p> <p>Paper 1 Assignment Issued. Short Paper comparing linguistically different Caribbean states, and their current political leaders</p>
3	Sept. 3rd	<i>Marcus Garvey (1887-1940) and the UNIA: Leadership of a Great Mass Movement and Black Nationalism</i>	<p>a) <i>Marcus Garvey: A Giant of Black Politics(Film)</i>/Hamilton...</p> <p>b) "Marcus Garvey: The Remapping of Africa and Its Diaspora"/ Lewis</p> <p>c) "Black Nationalism." / Blake, J</p> <p>d) Chaos theory and the Leadership, Garvey and the UNIA/McCarthy</p> <p>e) Race Class, Nationalism: A Perspective on Twentieth Century Social Movements in Jamaica/ Phillips, Peter</p> <p>f) Leadership theory: "3.Skills Approach"/Northouse</p>
	Sept. 7th	<i>Labor Day</i>	
4	Sept.10th	<i>C.L.R. James (1901-1989): Intellectual leadership in the labor struggle and Pan-Africanism</i>	<p>a) "C.L.R. James: A revolutionary vision for the 20th century"/Grimshaw</p> <p>b) "C.L.R. James and the Struggle for Humanism"/Douglas</p> <p>c) "Every cook can govern: a study of democracy in ancient Greece"/James, C.L.R</p> <p>d) "Communicating Pan-Africanism: Caribbean leadership and global impact."/Dunn</p> <p>e) Leadership Theory: "4.Style Approach"/Northouse</p> <p>Paper 1 Assignment due: Presentation in course forum for class discussion</p>
5	Sept. 17th	<i>Errol Barrow (1920-78):Barbados and Charismatic leadership</i>	<p>a) Charisma and populism : theoretical reflections on leadership and legitimacy / Anton L. Allahar, 1-32</p> <p>b) Errol Barrow (1920-78) / Hilbourne A. Watson ,33-71</p> <p>c) Leadership in the British and French Caribbean: Some comparisons/ La Guerre</p> <p>d) Theories: "Contingency Theory/Transformational"</p> <p>e) Leadership Theory: "5. Situational Approach"/Northouse</p> <p>Paper II Assignment Reminder issued: Students will explore the biography of a specific Caribbean leader (since the 20th century): Examine and explain internal and external influences on the leadership such as intellectual tradition, economic thought, race and class, culture and religion.</p>
6	Sept. 24th	<i>Eric Gairy, Maurice Bishop and Grenada: The Limits of Charisma and</i>	<p>a) The limits of charisma : Grenada's Eric Gairy (1922-97) and Maurice Bishop (1944-83) / Pedro A. Noguera</p> <p>b) Angosino. Symbolic Leadership: An Interactive Analysis of Caribbean Autobiographies</p>

		<i>Politics in Leadership</i>	<ul style="list-style-type: none"> c) <i>Race, ethnicity, and class forging the plural society in Latin America and the Caribbean/</i> (eBook available at NCSU library) / Knight. http://catalog.lib.ncsu.edu/record/NCSU1502277 d) Leadership theory: "6. Contingency Theory"/Northouse
7	Oct. 1st	Forbes Burnham, Cheddi Jagan, and Guyana: The intersection and divergence of Afro-Caribbean and Indo-Caribbean Leadership	<ul style="list-style-type: none"> a) Linden Forbes Burnham (1923-85) / Linden Lewis -- Cheddi Jagan (1918-1997) / Percy C. Hintzen b) "The Foreign Policy of Guyana, 1970-1985: Forbes Burnham's Search for Legitimacy"/ Brotherson c) Chapter 6 "The Politics and Trauma of Race" (191-240)/Palmer d) "Towards understanding"/ Jagan, Cheddi e) "Forward in Unity"/Jagan, Cheddi f) Leadership Theory: "7. Path-Goal Theory "/Northouse
8	Oct. 8 th -15 th	<i>Eric Williams and Trinidad</i>	<ul style="list-style-type: none"> a) A very public private man : Trinidad's Eric Eustace Williams (1911-83) / Patricia Mohammed b) [Eric Williams and]"The Economics and Politics of Race"/May and Palmer c) [Eric Williams and]" Intellectual Decolonization"/May and Palmer d) Chapters 11. Jamaica, Trinidad, and Grenada: Uncertain Glory (1900-2000) /Figueredo e) Leadership theory: "7. Path-Goal Theory"
	Oct. 8 th -9 th	Fall Break	
9	Oct. 15th	<i>Michael Manley, Democratic Socialism and Jamaica</i>	<ul style="list-style-type: none"> a) Jamaica's Michael Manley (1924-97) / Brian Meeks b) Michael Manley: Charismatic leadership and ideological pragmatism./ Benn c) Michael Manley: Some Visions that Still Remain Relevant/ Davis d) [Chapter 1]" <u>1 Michael Manley and Jamaican Democracy</u>" and "<u>6 A Great Perhaps</u>" [eBook]/Legister e) Leadership Theory:"8. Leader-Member Exchange Theory "/Northouse <p>Paper II Assignment due: Summary or Abstract Presentation in course forum/class discussion</p> <p>Final Paper proposal reminder issued: Students will prepare and submit for approval a final research paper proposal comprising tentative references, intended interdisciplinary approach, and a sentence or two stating what they intend to described, explained or argued on a topic of leadership and the Caribbean.</p>
10	Oct. 22nd	<i>Leadership of Fidel Castro, and Cuba's Socialism</i>	<ul style="list-style-type: none"> a) Cuba's Fidel Castro / Nelson P. Valdés. b) <i>Fidel: The untold story</i>[Documentary]. Bravo, et al c) "Why Did Castro Succeed?"/Jagan, Cheddi d) Chapter 8. Cuba: Dictatorship and Revolution (1900-2007) /Figueredo e) "History will absolve me"/ Cuba's achievements and America's Wars"/ Castro, F. f) "<i>L'Unità reporter interviews Fidel Castro: The Nature of Cuban Socialism</i>"/ Castro and Savioli g) "El Nuevo Diario Interview with Fidel Castro: Blaming Stalin for everything would be historical simplism."

			h) Leadership Theory: “9. Transformational Leadership”/Northouse
11	Oct. 29th	<i>Jean-Bertrand Aristide and Haiti</i>	<p>a) The Rise and fall of Aristide/ Pezzullo, b) Leadership in the British and French Caribbean: Some comparisons/. La Guerre c) <i>Aristide: An autobiography/</i> Aristide, & Wargny. d) Chapters 9. Fragmentation and Occupation: Haiti and the Dominican Republic (1900-2000) /Figueredo e) Leadership Theory: “10. Servant Leadership” and “11. Authentic Leadership”/ Northouse</p> <p>Proposal for Final research paper Due</p>
12	Nov. 5th	<i>Women, Power and Leadership: Eugenia Charles and the Commonwealth</i>	<p>a) <i>Enjoying power: Eugenia Charles and political leadership in the Commonwealth Caribbean, pt.1 &2/</i> Barriteau, and Coble b) Constructing a conceptual framework for developing women's transformational leadership in the Caribbean/ Barriteau c) Chapter 4. Reasoning and the Rasta Woman/Christensen d) Leadership Theory: “14. Women and Leadership”/ “ 15. Culture and Leadership “/Northouse</p>
13	Nov. 5th	Eugenia Charles: Worldview, gender, Leadership and Caribbean society	<p>a) <i>Enjoying power: Eugenia Charles and political leadership in the Commonwealth Caribbean, pt.3-pt.5/</i> Barriteau, and Coble b) Twilight of the old guard: Parties and leadership in the Commonwealth Caribbean/ Hendrickson</p>
14	Nov.19 th		Work on final Leadership/Caribbean Research Paper
	Nov. 25-27	Thanks Giving break	
	Dec 3rd	Final Paper Due with brief summary presented in course forum for class discussion	

Unit # 1. Aug . 20th -27th: Course introduction: Leadership and the Caribbean

- i. Angosino, Michael V. (Summer 1992). Symbolic Leadership: An Interactive Analysis of Caribbean Autobiographies. *Biography*, Vol. 15, No. 3 (261-285)
- ii. Nibley, H. (1987). Management vs. leadership. *Executive Excellence*, 4(12), 9. Retrieved from <http://proxying.lib.ncsu.edu/index.php?url=/docview/204630361?accountid=12725>
- iii. Underdown, Ryan, PhD., P.E. (2010). Management vs. leadership (presentation). *IIE Annual Conference. Proceedings*, , 1-29. Retrieved from <http://proxying.lib.ncsu.edu/index.php?url=/docview/734584928?accountid=12725>
- iv. The World Factbook (n.d). Central America and the Caribbean [map]. (Scale 1:12,500.00) Lambert Conformal Conic Projection. Web. Jan. 30, 2015, <https://www.cia.gov/library/publications/the-world-factbook/docs/refmaps.html>

Unit # 2. Aug. 27th - Sept. 3rd: Caribbean Leadership: Diverse and Divergent Influences

- i. Bogue, Anthony.(June, 2008). "Writing Caribbean Intellectual History." *Small Axe*, Vol. 12, Issue 2, pp. 168 - 178.
- ii. Caribbean Statistical (Socio-economic) Profile[extrapolated] from "Table 2: Human Development Index trends, 1980-2013" United Nations Development Program. (2014) Human Development Reports <http://hdr.undp.org/en/content/table-2-human-development-index-trends-1980-2013>.
- iii. Breuilly, J. "Introduction: Weber's Concept of Charismatic Domination." In. (Ibrahim, V., & Wunsch, M. (2012). *Political leadership, nations and charisma*. Abingdon, Oxon: Routledge, 1-23
- iv. Smith, P. (June 01, 2000). Culture and Charisma: Outline of a Theory. *Acta Sociologica*, 43, 2, 101-111.
- v. Leadership defined/ "1. Introduction 2.Trait Approach" /Northouse

Paper 1 Assignment Issued. Short Paper comparing linguistically different Caribbean states, and their current political leaders

Unit # 3, Sept. 3rd -10th : Marcus Garvey (1887-1940) and the UNIA: Leadership of a Great Mass Movement

- i. Films for the Humanities & Sciences (Firm), Films Media Group., & MVD Entertainment Group. (2008). *Marcus Garvey: A Giant of Black Politics*. New York, N.Y: Films Media Group. [story is told by activist Mariamne Samad, UNIA members Roy Carson and Ruth Prescott, and commentators Vivian Durham, Beverly Hamilton, professors Rupert Lewis and David Garrow, and Sam Clayton.] <http://digital.films.com.prox.lib.ncsu.edu/PortalViewVideo.aspx?xtid=50868>
- OR
- ii. *Marcus Garvey: Toward black nationhood* [Video file]. (1984). In *Films On Demand*. Retrieved January 15, 2015, from <http://digital.films.com.prox.lib.ncsu.edu/PortalPlaylists.aspx?aid=47312&xtid=752>
 - iii. Lewis, Rupert. "Marcus Garvey: The Remapping of Africa and Its Diaspora." *Critical Arts: a Journal for Cultural Studies*. 25 (2011): 474-483.
 - iv. Phillips, Peter. (September, 188).Race Class, Nationalism: A Perspective on Twentieth Century Social Movements in Jamaica. *Social and Economic Studies*. Vol. 7No.3: 97-124.
 - v. McCarthy, L. "Chaos theory and Leadership: The Case of Garvey and the UNIA in African Diaspora Relations."
 - vi. Blake, J. Herman. (Mar., 1969). "Black Nationalism." *Annals of the American Academy of Political and Social Science*, Vol. 382, (15-25)
 - vi. "Leadership theory: "3.Skills Approach"/Northouse

Unit # 4. Sept. 10th -17th: C.L.R. James (1901-1989): His 20th Century Vision and leadership in the labor Movement and Pan-Africanism

- i. Grimshaw, A. (1991). *C.L.R. James: A revolutionary vision for the 20th century*. New York: C.L.R. James Institute. <https://www.marxists.org/archive/james-clr/biograph.htm>

- ii. Douglas, A. J. (Mar. 1, 2013). "C.L.R. James and the Struggle for Humanism." *Constellation*, Vol. 20 No.1: 85-101)
- iii. James, C. L. R. (June 1956). *Every cook can govern: a study of democracy in ancient Greece. Correspondence*, Vol. 2, No. 12. <http://www.marxists.org/archive/james-clr/works/1956/06/every-cook.htm>, web. Jan. 14, 2015
- iv. Dunn, H. S., & Lewis, R. (December 01, 2011). Communicating Pan-Africanism: Caribbean leadership and global impact. *Critical Arts*, 25, 4, 467-472.
- v. Leadership Theory: "4.Style Approach"/Northouse

Unit # 5. Sept. 17th -24th: Errol Barrow (1920-78): Barbados and Charismatic leadership

- i. Allahar, A. (2001). *Caribbean Charisma: Reflections on Leadership, Legitimacy, and Populist Politics*. Boulder: L. Rienner Publishers.
 --Charisma and populism : theoretical reflections on leadership and legitimacy / Anton/ Allahar, 1-32
 -- Errol Barrow (1920-78) / Hilbourne A. Watson ,33-71
- ii. La Guerre, John Gaffar. (January 01, 1989). Leadership in the British and French Caribbean: Some comparisons. *Social and Economic Studies*, 38, 1, 133-156.
- iii. Leadership Theory: "5. Situational Approach"/Northouse

Paper II Assignment Reminder issued: Students will explore the biography of a specific Caribbean leader (since the 20th century): Examine and explain internal and external influences on the leadership such as intellectual tradition, economic thought, race and class, culture and religion.

Unit # 6. Sept. 24th -Oct.1st : Eric Gairy, Maurice Bishop and Grenada: The Limits of Charisma and Politics in Leadership

- i. Allahar, A. (2001). *Caribbean Charisma: Reflections on Leadership, Legitimacy, and Populist Politics*. Boulder: L. Rienner Publishers.
 --The limits of charisma : Grenada's Eric Gairy (1922-97), and
 --Maurice Bishop (1944-83) / Pedro A. Noguera
- ii. Angosino, Michael V. (Summer 1992). Symbolic Leadership: An Interactive Analysis of Caribbean Autobiographies. *Biography*, Vol. 15, No. 3 (261-285)
- iii. Knight, F. W. (1996). *Race, ethnicity, and class forging the plural society in Latin America and the Caribbean*. Waco, Tex, Baylor University Press, Markham Press Fund. eBook.
<http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=10501>.
- iv. Leadership theory:"6. Contingency Theory"/Northouse

Unit # 7. Oct.1st -8th: Forbes Burnham, Cheddi Jagan, and Guyana: The intersection & divergence of Afro-Caribbean and Indo-Caribbean Leadership

- i. Allahar, A. (2001). *Caribbean Charisma: Reflections on Leadership, Legitimacy, and Populist Politics*. Boulder: L. Rienner Publishers.

- Linden Forbes Burnham (1923-85) / Linden Lewis, and
- Cheddi Jagan (1918-1997) / Percy C. Hintzen

- ii. Brotherson, F. (October 01, 1989). The Foreign Policy of Guyana, 1970-1985: Forbes Burnham's Search for Legitimacy. *Journal of Interamerican Studies and World Affairs*, 31, 3, 9-35.
- iii. Jagan, C. (1961). *Towards understanding: The text of an address of the National Press Club, Washington, D.C., U.S.A., October, 1961*. Georgetown, Guyana: Printed at the Government Print. and Stationery Office. Web. Feb. 2, 2014. <https://www.marxists.org/archive/jagan/1961/towards-understanding.htm> <http://www.jagan.org/CJ%20Articles/Premier/premier2.html>
- iv. Jagan, C. (Aug. 27, 1961). Forward in Unity: Message from Dr. Cheddi Jagan, [...] Broadcast – August 27, 1961 after winning the August 21, 1961 General Elections. Web. Feb. 2, 2015. <https://www.marxists.org/archive/jagan/1961/unity.htm>, <http://www.jagan.org/CJ%20Articles/Premier/premier1.html>
- v. Leadership Theory: “7. Path-Goal Theory “/Northouse

Unit # 8, Oct. 8-15: Trinidad's Eric Eustace Williams (1911-83): “Intellectual Decolonization”

- i. Allahar, A. (2001). *Caribbean Charisma: Reflections on Leadership, Legitimacy, and Populist Politics*. Boulder: L. Rienner Publishers.
-- A very public private man : Trinidad's Eric Eustace Williams (1911-83) / Mohammed
- ii. May, J. M. “Intellectual Decolonization”. In. Palmer, C. A. (2006/ Jul. 2014). *Eric Williams & the making of the modern Caribbean*. Chapel Hill: University of North Carolina Press University Press Scholarship Online /
- iii. May, J. M. “The Economics and Politics of Race”. In. Palmer, C. A. (2006/ Jul. 2014). *Eric Williams & the making of the modern Caribbean*. Chapel Hill: University of North Carolina Press University Press Scholarship Online /
- iv. Figueredo, D. H., & Argote-Freyre, F. (2008). *A brief history of the Caribbean*. New York: Facts on File.
--Chapters 11. Jamaica, Trinidad, and Grenada: Uncertain Glory (1900-2000) (p. 199-216)
- v. Leadership theory: “7. Path-Goal Theory”

Unit # 9. Oct. 15th -22nd: Michael Manley, Democratic Socialism and Jamaica

- i. Allahar, A. (2001). *Caribbean Charisma: Reflections on Leadership, Legitimacy, and Populist Politics*. Boulder: L. Rienner Publishers.
-- Jamaica's Michael Manley (1924-97) / Brian Meeks
- ii. Benn, D. M. (January 01, 2002). Michael Manley: Charismatic leadership and ideological pragmatism. *Caribbean Quarterly*, 48, 1, 5-11.
- iii. Davis, Carlton E.(June 2011). Michael Manley: Some Visions that Still Remain Relevant. *Caribbean Quarterly*, Vol. 57, No. 2 pp. 51-74

- iv. Ledgister, F. S. J. (2014). *Michael Manley and Jamaican democracy: 1972 - 1980 ; the word is love*. Lanham [u.a.: Lexington Books. eBook Available, NCSU Online
---[Chapter 1]" 1 Michael Manley and Jamaican Democracy" and "6 A Great Perhaps"
[eBook]/Ledgister
- v. Leadership Theory:"8. Leader-Member Exchange Theory"/Northouse
- vi. Marable, Manning. (, 21 Dec. 2006)"Empire, Racism and Resistance Global Apartheid and Prospects for A Democratic Future." *The Black Commentator*. Speech given at the Fifth Annual Michael Manley Lecture Sponsored by the Michael Manley Foundation. Web. 5 Feb. 2015

Unit # 10. Oct. 22nd -30th: "Why Did Castro Succeed?": Leadership of Fidel Castro

- i. Allahar, A. (2001). *Caribbean Charisma: Reflections on Leadership, Legitimacy, and Populist Politics*. Boulder: L. Rienner Publishers.
-- Jamaica's Michael Manley (1924-97) / Brian Meeks
- ii. Bravo, E., Fountain, A., Steven, S., Vrana, V., Frady, M., Bourne, P., Smith, W. S., ... Mongrel Media. (2001). *Fidel: The untold story*. Brooklyn, N.Y: First Run/Icarus **Films**.
- iii. Jagan, Cheddi .(29 April 1961). "Why Did Castro Succeed?" Thunder.Web. Feb.2, 2015. <https://www.marxists.org/archive/jagan/1961/castro.htm>
- iv. Figueredo, D. H., & Argote-Freyre, F. (2008). *A brief history of the Caribbean*. New York: Facts on File.--Chapter 8. Cuba: Dictatorship and Revolution (1900-2007) (p. 137-163)
- v. Castro, F. and Tomas Borge.(Jun. 3, 1992). "El Nuevo Diario Interview with Fidel Castro: Blaming Stalin for everything would be historical simplism." El Nuevo Diaro, Managua
<https://www.marxists.org/history/cuba/archive/castro/1992/06/03.htm>
- vi. Savioli, A., & United States. (Feb. 1, 1961). "*L'Unità reporter interviews Fidel Castro: The Nature of Cuban Socialism.*" Washington, D.C: U.S. Joint Publications Research Service. Web. Feb. 2, 2015. <https://www.marxists.org/history/cuba/archive/castro/1961/02/01.htm>
- vii. Leadership Theory:"9.Transformational Leadership"/Northouse

Paper II Assignment due: Summary or Abstract Presentation in course forum/class discussion

Final Paper proposal reminder issued: Students will prepare and submit for approval a final research paper proposal comprising tentative references, intended interdisciplinary approach, and a sentence or two stating what they intend to described, explained or argued on a topic of leadership and the Caribbean.

Unit # 11. Oct. 30 -Nov. 5: Leadership of Jean Bertrand-Aristide, and Haiti

- i. La Guerre, John Gaffar. (January 01, 1989). Leadership in the British and French Caribbean: Some comparisons. *Social and Economic Studies*, 38, 1, 133-156.

- ii. Pezzullo, Ralph. *Plunging into Haiti : Clinton, Aristide, and the Defeat of Diplomacy*. Jackson, MS, USA: University Press of Mississippi, 2006
--Chapter 11: The Rise and fall of Aristide (132-148)
- iii. *Aristide: An autobiography/ Aristide, & Wargny.*
- iv. Figueredo, D. H., & Argote-Freyre, F. (2008). *A brief history of the Caribbean*. New York: Facts on File.--Chapter 9. Fragmentation and Occupation: Haiti and the Dominican Republic (1900-2000) (p. 164-183)
- v. Aristide, J.-B., & Wargny, C. (1993). *Aristide: An autobiography*. Maryknoll, N.Y: Orbis Books.
- vi. Leadership Theory: “10. Servant Leadership” and “11. Authentic Leadership”/ Northouse

Unit # 12. Nov.5th – 12th: Women, Power and Leadership: Eugenia Charles and the Commonwealth

- i. Barriteau, E., & Copley, A. G. (2006). *Enjoying power: Eugenia Charles and political leadership in the Commonwealth Caribbean*. Kingston, Jamaica: University of the West Indies Press.
--*Enjoying power: Eugenia Charles and political leadership in the Commonwealth Caribbean, pt.1 &2/*
- ii. Barriteau, V. E. (January 01, 2003). Constructing a conceptual framework for developing women's transformational leadership in the Caribbean. *Social and Economic Studies*, 52, 4, 5-48.
- iii. Christensen, Jeanne. In. *Critical Africana Studies : Rastafari Reasoning and the Rasta Woman : Gender Constructions in the Shaping of Rastafari Livity*. Blue Ridge Summit, PA, USA: Lexington Books, 2014. ProQuest ebrary. Web. 30 January 2015.
--Chapter 3: Emergence of Rastafari/Chapter 4: “Reasoning and the Rasta Woman”
- iv. Leadership Theory: “14. Women and Leadership”/ “ 15. Culture and Leadership “/Northouse

Unit#13. Nov. 12th -19th: Dame Eugenia Charles: Worldview and Issues of Gender

- i. Barriteau, E., & Copley, A. G. (2006).*Enjoying power: Eugenia Charles and political leadership in the Commonwealth Caribbean, pt.3-pt.5/*
- ii. Hendrickson, E. J. (January 01, 1987). Twilight of the old guard: Parties and leadership in the Commonwealth Caribbean. *World Today*. , 432, 33-35.

Unit#14. Nov. 19th -25th: Continue Work on Final Leadership/Caribbean Research

December 3rd: Final Paper Due with brief summary presented in course forum for class discussion

EMA 110 - INTRODUCTION TO ARTS ENTREPRENEURSHIP

FALL 2016

NORTH CAROLINA STATE UNIVERSITY

SYLLABUS

Course Information

Course Title	Introduction to Arts Entrepreneurship
Credit Hours	3
Class Meeting Time	TBA
Location	TBA
Course Prerequisites	None
General Education Program (GEP) Applicable	Interdisciplinary Perspectives

Instructor Information

Instructors	Dr. Gary Beckman
Office Location	TBA
Office Hours	TBA
Telephone	TBA
Email	TBA

Catalog Description

EMA 110: Introduction to Arts Entrepreneurship: This course introduces students to the basic components of an entrepreneurial lifestyle in the arts for those interested in starting an arts business. Students explore fundamental issues arts entrepreneurs encounter and how they can be addressed before the startup process reaches the launch cycle. Students are required to provide their own transportation to and cover the admission costs of off-campus events.

Student Learning Outcomes for this Course

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

- Identify the risks and rewards inherent an entrepreneurial lifestyle in the arts provides.
- Articulate how arts cultures and aesthetics effects the development phase of an arts venture
- Describe and discuss fundamental arts venture startup procedures, business models and transitioning strategies
- Identify the value in for-and non-profit arts ventures that center on both the Fine and popular arts.
- Articulate how one's innate creativity, intellect, training, and experience are channeled into an entrepreneurially focused arts (or arts related) career.

GEP Objectives (Interdisciplinary Perspectives), Outcomes, and Measures

1. Distinguish between the distinct approaches of two or more disciplines (arts and business)

Outcome: Students will identify fundamental differences between Art and non-art products in both an arts and non-arts market context.

Measure: Sample essay question: If aesthetics is the study of beauty and typically restricted to Art objects, why is there no similar philosophical discipline dedicated to the study of non-Art objects? Also, discuss how the concept of “aesthetic meaning” may or may not be applied to non-Art objects in non-Arts market spheres.

2. Identify and apply authentic connections between two or more disciplines (arts and business)

Outcome: Students will identify consistencies in arts- and business-based market offerings.

Measure: Sample short answer questions:

- Identify the similarities and differences in how a large musical instrument chain retailer and a “big box retailer” present their floor inventory in both a “brick and mortar” and online context.

- Is the “buying experience” the same for Art purchased at an Art gallery as it is at Wal-Mart?

3. Explore and synthesize the approaches or views of the two or more disciplines (arts and business)

Outcome: Students will identify how products that may be considered “valuable” (in both aesthetic and business terms) are presented to various markets

Measure: Sample take-home essay question: When comparing Apple Computer's website and recent TV commercials with that of Microsoft's, there are clear differences in presentation. Compare four common aspects of each website and two common aspects of the commercials, then discuss how these features contribute to a consumer's belief that one company's product line is more aesthetically or personally valuable than the other. Please identify and describe the aesthetic or personal value you believe is communicated through these media most strongly.

Course Requirements

- **Attendance:** Attendance will be taken each class session and is worth **10% of the final grade**. If a student is more than 15 minutes late for a class, he/she will be counted as absent for that day. **Three** unexcused absences over the course of the semester **will reduce the final grade by 10%**. **Each additional absence will reduce the final grade by an additional 5%**. If a student needs to miss class for any reason, the instructor must be notified by email ASAP and an evaluation will be made at that time based upon the University Attendance Regulation (REG 02.20.3).¹

* **Class Participation:** Students are expected to be attentive during lectures, ask questions, contribute comments to class discussions and should come to each class having read the required assignment and prepared to discuss and comment upon the issues raised by the readings. (The reading schedule appears in the Lecture, Homework and Project Schedule below). Students must come to each class having read the assigned readings and demonstrate their engagement by participating actively and thoughtfully in the in-class discussions.

Student preparation for and participation in class will be evaluated using the following criteria and is worth 15% of the final grade:

A - Student is well prepared and participates actively; student is attentive, responds when called upon and volunteers often with pertinent questions and comments.

B - Student is usually prepared and always responds when called upon; student volunteers on occasion.

C - Student shows evidence of being unprepared; student has some trouble when called in and does not volunteer often.

D - Student is unprepared and/or inattentive; student never volunteers; student comes late to class or leaves early.

F - Student exhibits a lack of concern for the class; student sleeps in class; student behavior may have a negative effect on the class.

- **Required Textbooks:**

¹ See <http://policies.ncsu.edu/regulation/reg-02-20-3>

Leadership as a Hero's Journey: The Four Virtues for Transforming Uncertainty and Anxiety into Results by Eric J. Kaufmann (La Mesa, CA: Ben Adams Press 2013)
 \$23.85
 ISBN-13: 978-1939187000

How to Think Like Leonardo da Vinci by Michael J. Gelb (New York: Random House, 2004) \$10.99
 eISBN 978-0-307-57352-0

- Tests: There are 2 tests (worth 20% of the final grade, each) and a final (comprehensive) exam, worth 10% of the final grade. See Incomplete Grades, Late Assignments and Rescheduling Missed Tests, for making up missed tests, below.
- Journal: The Journal is an opportunity for students to reflect, comment upon and integrate course readings with lectures and arts business explorations; entries are checked weekly by the instructor.
- Transportation: This course requires students to travel off campus. Students are responsible for securing transportation to all locations appearing in the Lecture, Readings and Project Schedule. All effort will be made to organize off-campus visits on or near public transportation stations.

Final Grade Determination

3 Tests (Test 1-20%; Test 2-20%; Test 3-10%)	50%
Class Participation	15%
Attendance	10%
Journal	25%
Total	100%

A+ (97-100), A (93-96.9), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (69-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9), F (0-59.9)

Lecture, Readings & Project Schedule

Week	Topics	Readings
1 - Module I - The Basics	Introduction to Class	
2	T: What IS Arts Entrepreneurship? TH: For-, Non-Profit and Hybrid Arts Business Models	Gelb: 2-19
3 -	T: Examples of Arts Ventures TH: Arts and Geography	Gelb: 20-47
4	T: Success, Failure & Sustainability TH: Why Arts Ventures Succeed or Fail	Gelb: 48-75
5	T: Basic Arts Venture Startup models (For- and Non-Profit)	Gelb: 76-93

	TH: Test 1	
6 - Module II - The Real World	T: Speaker - Guest Business Entrepreneur TH: Speaker - Guest Arts Entrepreneur	Gelb: 94-141
7	T: Incubator Visit TH: Non-Profit Arts Org. Visit	Gelb: 141-163
8	T: For-Profit Arts Business Visit TH: <i>FALL BREAK - OFF</i>	Gelb: 164-191
9	T: Transitioning from Student to Arts Entrepreneur (Pt.1: Being honest about Fear, Anxiety and Pressure) TH: Startup Techniques: Funding, Planning and Execution	Gelb: 192-218
10	T: Transitioning from Student to Arts Entrepreneur (Pt.2: Embracing your Personal Assets, Collective Assets and Finding the Courage to "Leap") TH: Test 2	Gelb: 219-257
11 Module III - Why and How the Arts are Unique	T: Intro to Aesthetics: The Arts Consumer Experience (Pt. 1) TH: Intro to Aesthetics: The Arts Consumer Experience (Pt. 2)	Kauffman: 3-30
12	T: Arts Culture TH: The Economies of Arts Culture	Kauffman: 31-64
13	T: Museum Visit TH: Music Performance Visit	Kauffman: 65-85
14	T: Ballet or Fashion Week Visit TH: Rap/Hip Hop Artist (in class)	Kauffman: 86-126
15	T: Theatre Visit TH: NC State <i>Garage</i> Visit	Kauffman: 127-156
16	T: Intro to Aesthetics: The Arts Consumer Experience (Pt. 3) TH: Arts Culture Lecture (Pt.3)	Kauffman: 157-208
FINALS WEEK - TBA	Journal Due - Final Exam	NA

Incomplete Grades, Late Assignments and Rescheduling Missed Tests

- An "incomplete" is a temporary grade, given as a result of documented serious event as outlined in REG 2.50.3.² 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.
- Late assignments will not be accepted.
- If a student is unable to be present for any tests or unable to complete an assignment due to a documented serious event, reasonable accommodations will be made to make up either the test or assignment as outlined in University Attendance Regulation REG 02.20.3.³

Additional Statements

² See <http://policies.ncsu.edu/regulation/reg-02-50-3>

³ See <http://policies.ncsu.edu/regulation/reg-02-20-3>

- Students in this course will not incur additional expenses beyond the cost of all required textbooks.
- This course has no lab. However, students are required travel outside of the classroom.

Academic Integrity

* The instructor of this course fully expects student (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).⁴
- The Honor Pledge, "I have neither given nor received unauthorized aid on this test or assignment" will be signed on each test or assignment verifying that student have neither given nor received unauthorized aid.

For 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).⁵

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

⁴ See <http://policies.ncsu.edu/policy/pol-11-35-1>

⁵ See <http://policies.ncsu.edu/regulation/reg-02-20-1>

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.

Fwd: Small request

1 message

Gary Beckman <gdbeckma@ncsu.edu>
To: Tom Koch <tdkoch@ncsu.edu>

Thu, Jan 21, 2016 at 2:23 PM

Here's the consult for EMA 110

Begin forwarded message:

From: Andy Nowel <nowel@ncsu.edu>
Subject: Re: Small request
Date: January 21, 2016 at 1:25:21 PM EST
To: Gary Beckman <gdbeckma@ncsu.edu>

Hi Gary,

If there were no modifications to the former EMA 295 syllabus, the previous consult would apply from PCOM for EMA 110. If there were any minor modifications to the syllabus, please let me know and please send that information as we would provide a specific response in regard to EMA 110. Thanks for checking with us.

Andy

On Wed, Jan 20, 2016 at 6:29 PM, Gary Beckman <gdbeckma@ncsu.edu> wrote:
Hi Andy

Hope you're keeping warm.

As you remember, we put forth EMA 295 *Introduction to Arts Entrepreneurship* through the course certification process and your folks were kind enough look through the syllabus and provide a positive consult for the course. We're now moving the exact syllabus though as a permanent course, **EMA 110** *Introduction to Arts Entrepreneurship*. Well, unbeknownst to us as a part of the process, DASA CCC has requested a consult for EMA 110, even though it's the exact same course that received a positive consult as EMA 295 last fall. Would it be too much to ask for a consult for DASA CCC even though it's redundant? Sorry to ask, but we didn't think that another consult was required. Thoughts?

On the other front, still waiting on scheduling on this end for the larger meeting with your folks. As soon as I hear something, you'll be the first to know.

Best and sorry to bother yet again.

Gary



HESF 112 Fitness Kickboxing

Instructor: Christopher Ousley
Office: 2025 Carmichael Gym
Office Phone: 515-6912
Email: csousley@ncsu.edu
Course Meeting: 9:35-10:25 am Monday, Wednesday
Office hours: 10:00-11:00 M-Th or by appointment
Credit Hours: One
Course Prerequisites, Corequisites: None
Required Text: *North Carolina State University Physical Education Department; Focus on Fitness*; Latest Edition 2012; Kendall-Hunt Publishers; New \$27.95
Required Equipment: Students will be required to purchase boxing gloves (not MMA gloves). The weight of the gloves should be no lighter than 12 ounces. Boxing gloves range from 12 to 18 ounces. Boxing gloves can be purchased at a variety of sport stores or web sites such as title.com or amazon.com. A \$16.00 pair of gloves will be satisfactory for this course.

Course Description: This course is designed to teach and apply the principles of lifetime physical fitness, utilizing the five major components of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition. A variety of health and wellness issues will be addressed. Fitness kickboxing includes strikes against a heavy bag, focus mitt punching, medicine ball core exercises, running, and jumping rope. The components of fitness will be met through structured fitness kickboxing activities as well as strength and endurance conditioning exercises.

GEP Objectives for Courses in the Category of Physical Education

Each course in the physical education category of the General Education Program will provide instruction and guidance that help students to:

1. acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition; and
2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies of physical activities and sport; and
4. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

GEP Student/Course Learning Outcomes

By the end of this course, students will be able to:

1. Explain and perform the fitness requirements associated with fitness kickboxing including cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility, and body composition.
2. Discuss and explain how adopting healthy lifestyle practices will lead to lifelong wellness.
3. Identify and explain how the body responds during physical activity through cardio-respiratory exercise, muscular strength, and muscular endurance activities.
4. Explain how fitness kickboxing and fitness principles affect the intensity of an individual's workout.
5. Demonstrate a variety of punching and kicking combinations on the heavy bag.
6. Explain and demonstrate the ability to safely and correctly perform cardio-respiratory exercise, muscular strength, and muscular endurance activities.

Grading:

• Written Exams - 40%

Students will be expected to demonstrate their knowledge of the material covered in class by completing two written exams at 20% each.

• Physical Fitness Testing 60%

Standardized testing will be used to assess overall fitness levels. The plank (10%) test will assess muscular strength and endurance. A 1.5 mile run test (20%) and the 2 minute speed strike test (30%) will assess cardio-respiratory endurance.

Grading Scale:

Each student has the option of taking the class for a letter grade (+/-), credit only, or audit.

97-100 = A+	93-96.99 = A	90-92.99 = A-
87 – 89.99 = B+	83-86.99 = B	80-82.99 = B-
77-79.99 = C+	73-76.99 = C	70-72.99 = C-
67-69.99 = D+	63-66.99 = D	60-62.99 = D-
0-59.99 = F		

Attendance:

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. 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.

See <http://policies.ncsu.edu/regulation/reg-02-20-03> for more information.

1. Five (5) absences are permitted without affecting your grade (excused or unexcused).
2. Six (6) or more total absences will result in a failing grade for the course.

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: The student is responsible for requesting credit only grading on My Pack Portal by the University deadline.

Requirements for Audit: Students must attend all classes except written exams. <http://policies.ncsu.edu/regulation/reg-02-20-04>

Incomplete Grades: <http://policies.ncsu.edu/regulation/reg-02-50-03>

Incomplete grades will be assigned only if unavoidable and unforeseen events occur, such as a medical emergency, preventing the student from completing a course requirement before the final grades are submitted. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the IN is awarded, unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work, in which case the period can be extended. Make-up work is to be limited to accomplishing the work not completed.

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.

Online class evaluations will be available for students to complete during the last two weeks of the semester. 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 not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://classeval.ncsu.edu/>

Student help desk: classeval@ncsu.edu

More information about ClassEval: <http://www.ncsu.edu/UPA/classeval/>

General Information:

1. **Academic Integrity:** For all written assignments, students will be expected to adhere to the **University Honor Code**: “I have neither given nor received unauthorized aid on this test or assignment.” It is the understanding and expectation of the instructor that the

student's signature on any test or assignment means that the student neither gave nor received unauthorized aid. Consult the university website:

<http://policies.ncsu.edu/policy/pol-11-35-01>

2. **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 <http://policies.ncsu.edu/regulation/reg-02-20-01>
3. **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.
4. Due to the nature of the activities in this class, it may be necessary for safety reasons to have some amount of physical contact occur to assist in acquiring the proper form/technique. The students should inform the instructor if they do not want any physical contact to assist in acquiring the proper form/technique.
5. Every fitness activity has certain inherent risks, and regardless of precautions taken it is impossible to ensure total safety. Adhere to all safety guidelines to reduce your risk of injury.
6. All HES clothing (shorts, t-shirts, and towels) is to be returned by the last day of exams. Students will be charged for clothing not returned. All personal items left in the locker will be disposed of.
7. Pets and visitors are not allowed during class periods. Firearms, weapons, and/or fireworks are prohibited from class.
8. Cell phones and MP3 players are prohibited in class.

HESF 112 Fitness Kickboxing Course Outline

Date	Topic	Location	Readings
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8/20	Into., Syllabus, Safety Issues	Racquetball Court 1	
8/25	Striking Techniques	Racquetball Court 1	
8/27	Striking Techniques	Racquetball Court 1	
9/1	Cardio-respiratory & Muscular Endurance	Classroom 2036	Ch. 1, 2, 3
9/3	Kicking Techniques	Racquetball Court 1	
9/8	Kicking Techniques/Flexibility	Racquetball Court 1	Ch. 4
9/10	Fitness Kickboxing	Racquetball Court 1	
9/15	Fitness Kickboxing/Body Composition	Racquetball Court 1	Ch. 5
9/17	Fitness Kickboxing	Racquetball Court 1	
9/22	Fitness Kickboxing	Racquetball Court 1	
9/24	Cardiovascular Disease/Nutrition	Classroom 2036	Ch. 6 & 7
9/29	Fitness Kickboxing	Racquetball Court 1	
10/1	Midterm Exam	Classroom 2036	
10/6	Fitness Kickboxing	Racquetball Court 1	
10/13	Fitness Kickboxing	Racquetball Court 1	
10/15	Fitness Kickboxing	Racquetball Court 1	
10/20	Fitness Kickboxing	Racquetball Court 1	
10/22	Fitness Kickboxing	Racquetball Court 1	
10/27	Fitness Kickboxing	Racquetball Court 1	
10/29	Stress Management/Cancer	Classroom 2036	Ch. 8 & 11
11/3	Fitness Kickboxing	Racquetball Court 1	
11/5	Fitness Kickboxing	Racquetball Court 1	
11/10	Fitness Kickboxing	Racquetball Court 1	
11/12	STI's	Classroom 2036	Ch. 12
11/17	Final Written Exam	Classroom 2036	
11/19	Speed Strike Test	Racquetball Court 1	
11/24	Speed Strike Test	Racquetball Court 1	
12/1	Plank Test	Racquetball Court 1	
12/3	1.5 Mile Run Test	Indoor Track	

Cardio-respiratory Endurance

1.5 Mile Run (20%) The 1.5 mile run test should be completed with a continuous run. Any walking would constitute the end of the test.

1.5 Mile Run Scale		
Male Times	Percentage	Female Times
< 8:40	100	< 10:00
8:41 – 9:00	98.3	10:01 – 10:20
9:01 – 9:20	96.7	10:21 – 10:40
9:21 – 9:40	95	10:41 – 11:00
9:41 – 10:00	93.3	11:01 – 11:20
10:01 – 10:20	91.7	11:21 – 11:40
10:21 – 10:40	90	11:41 – 12:00
10:41 – 11:00	88.3	12:01 – 12:20
11:01 – 11:20	86.7	12:21 – 12:40
11:21 – 11:40	85	12:41 – 13:00
11:41 – 12:00	83.3	13:01 – 13:20
12:01 – 12:20	81.7	13:21 – 13:40
12:21 – 12:40	80	13:41 – 14:00
12:41 – 13:00	78.3	14:01 – 14:20
13:01 – 13:20	76.7	14:21 – 14:40
13:21 – 13:40	75	14:41 – 15:00
13:41 – 14:00	73.3	15:01 – 15:20
14:01 – 14:20	71.7	15:21 – 15:40
> 14:21	70	> 15:41
Unable to finish	0	Unable to finish

**Source:*

Physical Education Department; North Carolina State University 2007

Cardio-respiratory Endurance

Speed Strike Test – 2 minutes (30%)

Students will strike the heavy bag continuously for 2 minutes using a combination of Jab-Cross-Hook-Elbow strike-Roundhouse kick cycles. Students will strike the bag for one minute in the left foot forward stance and then one minute in the right foot forward stance. The Instructor will count the number of cycles completed in two minutes.

Number of combination cycles	Points for # of combination cycles
60+	30
59	29.5
58	29
57	28.5
56	28
55	27.5
54	27
53	26.5
52	26
51	25.5
50	25
49	24.5
48	24
47	23.5
46	23
45	22.5
44	22
43	21.5
42	21
41	20.5
40	20
39	19.5
38	19
37	18.5
36	18
35	17.5
34	17
33	16.5
32	16
31	15.5
30	15
29 & below	0

Muscular Strength/Endurance

Forearms Plank Test (10%)

This is a static hold to test total body endurance. The body is supported by the forearms (elbow down) and toes. The body must be in alignment, with navel to spine and glutes engaged – cervical spine in neutral. The neck/head cannot move up or down, or side to side. The feet cannot be placed against a support wall, etc.

Hold the position as long as possible, maintaining proper alignment.

Points	%	Min:Sec
10.0	100	4:00
9.5	95	3:30
9.0	90	3:00
8.5	85	2:45
8.0	80	2:30
7.5	75	2:15
7.0	70	2:00
6.5	65	1:45
6.0	60	1:30

Department of Health and Exercise Studies
HESR 255 Pickleball
Fall 2016, August 18-October 4

Instructor: Ed Remen
Office: 2016 F Carmichael Gym
Office Hours: M-TH 12:15-1:15 pm; Friday by appointment
Phone: 919-515-1060
E-Mail: ed_remen@ncsu.edu
Course Meeting: TH 11:45-1pm, August 18-October 4
Credit Hours: One
Course Prerequisites, Corequisites: None
Required Text: Pickleball Coursepack, \$9.50 (NC State Bookstore)

Website for Rules: www.USAPA.org

Course Description: This is a beginning Pickleball course in which students will develop basic knowledge and skills to play the sport of Pickleball. Technical skills include forehand and backhand groundstrokes, volleys, serves, lobs, overheads, dinks, and proper footwork. Students will also learn the fundamental rules, basic strategies, and court positioning for singles and doubles play. Basic fitness and training principles will be discussed as applicable to the sport of Pickleball.

Health Information Statement: Physical activities in this class are considered moderate to vigorous and are considered limited contact. The NC State Department of Health and Exercise Studies supports the development and improvement of physical health, while doing so safely. If you have a known medical condition that could be adversely affected by participating in the typical activities of this class, please contact your usual physician for recommendations about how to participate safely or whether it is more appropriate to choose a different Health and Exercise Studies course. If your physician has provided you with recommendations to modify participation in this class, please share those recommendations with the instructor within the first week of class, if possible. If you are not certain whether you have a medical condition that puts you at risk for participation in this class or have a medical condition and cannot access your usual physician in a timely manner for recommendations for safe participation, consider making an appointment at Student Health to discuss your concerns (appointment number is 919.515.7107 or book on-line at healthweb.ncsu.edu).

GEP Objectives for Courses in the Category of Health and Exercise Studies

Each course in the Health and Exercise Studies category of the General Education Program will provide instruction and guidance that help students to:

1. acquire the fundamentals of health-related fitness, encompassing cardiorespiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition; and
2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport; and
4. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

GEP/Course and Student Learning Outcomes

By the end of this course students will be able to:

1. Demonstrate how the fundamentals of health-related fitness apply to the sport of pickleball.
2. Explain how the concepts of health-related fitness apply in the sport of pickleball.
3. Demonstrate the basic skills of forehand and backhand groundstrokes, serves, dinks, overhead and volley shots used in the sport of pickleball.
4. Apply the basic playing strategies in singles and doubles formats in the sport of pickleball.
5. Apply the strategies of pickleball during in-class play.
6. Demonstrate knowledge of the history and rules of pickleball.

Evaluation Procedure

Cognitive 40%

Midterm Exam	(15%)
Final Exam	(25%)

Physical 60%

Groundstrokes	(15%)
Serves	(15%)
Competitive Play	(15%)
Wall Sit	(15%)

Grading Criteria

40% – Exams: The midterm exam will cover singles rules. The final exam will cover strategy, shot/serve identification, skills technique, terminology, and doubles play.

60% – Physical: The skills tests for grade consist of groundstrokes (forehand and backhand) and serves. They are performed on the courts with target markings. Each test is 15% of the course grade. Students will pre-test to practice the tests early in the semester and then be graded at the end of the semester.

Skill Tests:

1. Serve
2. Groundstroke

Performance Tests:

1. Wall Sit:
 - measures strength and endurance of lower body
2. Competitive Play

Wall Sit Test with both legs.

This is a static hold to test lower body endurance and strength. Stand comfortably with feet approximately shoulder width apart, with your back against a smooth vertical wall. Slowly slide your back down the wall to assume a position with both your knees and hips at a 90° angle. The timing is stopped when the subject cannot maintain the position. Hold the position as long as possible, maintaining proper alignment.

Points	%	Min:Sec
10.0	100	3:00
9.5	95	2:45
9.0	90	2:30
8.5	85	2:15
8.0	80	2:00
7.5	75	1:45
7.0	70	1:30
6.5	65	1:00
6.0	60	:45

Serve Test Protocol

The testing student must stand behind the baseline. The student hits five (5) serves from the right side and then five (5) serves from the left side. The serve must be a legal serve according to the rules of Pickleball. Each serve is scored 1, 3 or 5 points. Three target areas are placed behind the non-volley zone. A five (5) point zone at the back (5 feet), a one (1) point zone in the middle and a three (3) point zone at the front.

Males	Points	Females
Raw Score		Raw Score
> 42	20	> 38
40-42	19	36-38
37-39	18	33-35
34-36	17	31-32
31-33	16	29-30
28-30	15	27-28
25-27	14	25-26
22-24	13	22-24
19-21	12	19-21
16-18	11	16-18
13-15	10	13-15
< 13	9	< 13

Source: NCSU HES DEPT. 2013

Competitive Play Grading Criteria (15%)

CRITERIA	POINTS				
Demonstrates proper etiquette during game play	1	2	3	4	5
Executes forehand, backhand, drive serve & lob serve strokes consistently	1	2	3	4	5
Uses appropriate shot selection during game play	1	2	3	4	5
Moves appropriately depending on shot and/or tactics	1	2	3	4	5
Recognizes and applies rules accurately during competition	1	2	3	4	5

1=rarely 2=sometimes 3=often 4=frequently 5=always

Groundstroke Test Protocol

The test is performed on the Pickleball Courts in Carmichael Gym. The test consists of a student hitting twenty (20) balls, fed by the instructor; ten (10) forehands and ten (10) backhands. Each shot that clears the net and lands inside the courts will be scored. All shots that land between the non-volley line and half-way to the baseline (7.5 feet), will be worth one point while shots landing close to the baseline are worth two points.

Groundstroke Points (raw score)	Grade
> 34	20
32-33	19
30-31	18
27-29	17
25-26	16
22-24	15
20-21	14
18-19	13
15-17	12
13-14	11
11-12	10
< 10	9
Source: NCSU HES DEPT. 2013	

Grading Scale

Each student has the option of taking the class for a letter grade (+/-), credit only, or audit.

97-100 = A+	93-96.99 =A	90-92.99 =A-
87 – 89.99 =B+	83-86.99 = B	80-82.99 =B-
77-79.99 = C+	73-76.99 = C	70-72.99 = C-
67-69.99 = D+	63-66.99 = D	60-62.99 = D-
	0-59.99 = F	

Attendance:

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. In the case of an excused absence, the student will provide official documentation and then be allowed to make up any graded 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. See http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php

Absences	Consequence
1-3	None
4	Failure
2 Tardies	1 Absence

Proper Attire: Health and Exercise Studies Gray T-Shirt, Red/Black/Gray Shorts or Athletic or Yoga Pants

1. NC State HES-issue clothing. After every class or workout, you may obtain clean clothing/towel by handing in your sweaty clothes to the checkout counter. All checkout clothing needs to be returned by the last day of classes in the Spring semester. You will be charged for items not returned by this date. If you prefer, you may purchase a Health and Exercise Studies gray t-shirt at the NC State Bookstore (may want to purchase two shirts since attending two classes each week).
2. Students who fail to dress properly for class may not be permitted to participate in class activities and will be counted absent for the class session.
3. Any athletic shoe may be worn as long as the soles do not mark the court floor.

Equipment: Pickleball paddles and balls are provided. The equipment may be retrieved from the storage closet at the courts.

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- (70%) or better. Conversion from letter grading to credit only (S/U) grading is subject to University deadlines. Refer to the Registration & 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: The student is responsible for requesting credit only grading on MyPack Portal by the University deadline.

Requirements for Audit: Students must attend all classes except written exams and will be allowed five absences before NR will be recorded as a final grade. <http://policies.ncsu.edu/regulation/reg-02-20-04>

Incomplete Grades: Incomplete grades will be assigned only if unavoidable and unforeseen events occur, such as a medical emergency, preventing the student from completing a course requirement before the final grades are submitted. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the IN is awarded, unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work, in which case the period can be extended. Make-up work is to be limited to accomplishing the work not completed. <http://policies.ncsu.edu/regulation/reg-02-50-03>

Late Assignments: Five points will be deducted from the assignment's final grade for first day the assignment is late. An additional two points per day will be deducted off the assignment's final grade for every day thereafter.

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.

Online Class Evaluations: Online class evaluations will be available for students to complete during the last two weeks of the semester. 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 not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://classeval.ncsu.edu/>

Student help desk: classeval@ncsu.edu

More information about ClassEval: <http://www.ncsu.edu/UPA/classeval/>

General Information

1. **Academic Integrity:** For all written assignments, students will be expected to adhere to the **University Honor Code**: "I have neither given nor received unauthorized aid on this test or assignment." It is the understanding and expectation of the instructor that the student's signature on any test or assignment means that the student neither gave nor received unauthorized aid. Consult the university website: <http://policies.ncsu.edu/policy/pol-11-35-01>
2. **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 <http://policies.ncsu.edu/regulation/reg-02-20-01>
3. **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.

4. Due to the nature of the activities in this class, it may be necessary for safety reasons to have some amount of physical contact occur to assist in acquiring the proper form/technique. The students should inform the instructor if they do not want any physical contact to assist in acquiring the proper form/technique.
5. Every fitness activity has certain inherent risks, and regardless of precautions taken it is impossible to ensure total safety. Adhere to all safety guidelines to reduce your risk of injury.
6. All HES clothing (shorts, t-shirts, and towels) is to be returned by the last day of exams. Students will be charged for clothing not returned. All personal items left in the locker will be disposed of.
7. Pets and visitors are not allowed during class periods. Firearms, weapons, and/or fireworks are prohibited from class.
8. Cell phones and MP3 players are prohibited in class.

HESR 255 Pickleball
 Fall 8 Week
Class Schedule

Thursday, Aug.18	Courts	Course Introduction, Syllabus, The Game, Safety, Equipment, History, Rules	Reading/Assignments Rules
Tuesday, Aug. 23	Courts	Ready Position, Grips, Ball Control, Drills Introduction to Forehand/Backhand Mechanics	Stroke Mechanics
Thursday, Aug. 25	Courts	Forehand/Backhand Groundstroke Mechanics Drills, The Dink Shot	
Tuesday, Aug. 30	Courts	Serve/ Return, Philosophy Objectives, Strategies, Footwork, Types of Serves, Rules, Drills	Serve and Return
Thursday, Sept. 1	Courts	Introduce the Volleys, Drop, Control, Swinging & Half volleys, Practice Drills	Volley/Net Play
Tuesday, Sept. 6	Courts	Drop Shot & Practice Drills Pre-Testing Skill Tests Groundstroke & Serving	
Thursday, Sept. 8	Courts	Midterm-Glossary of terms Introduce the lob and overhead smash, Drills	Lob and Overhead
Tuesday, Sept. 13	Courts	Pre-Testing, Shot selection and the mental game	Playing Strategies
Thursday, Sept. 15	Courts	Strategies for Doubles & Singles Officiating Matches	Officiating Rules
Tuesday, Sept. 20	Courts	Doubles Class Tournament Skill Testing	
Thursday, Sept. 22	Courts	Doubles Class Tournament Skill Testing	
Tuesday, Sept. 27	Courts	Doubles Class Tournament, Singles Tournament Skill Testing, Review for Final Exam	
Thursday, Sept. 29	Courts	Final Written Exam Singles Tournament	
Tuesday, Oct. 4	Courts	Review Final Exam, Make up skill tests	

Website for Rules www.USAPA.org

GEP Interdisciplinary Perspectives Special Topic Shell Offering (IPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The ***GEP Interdisciplinary Perspectives objectives*** will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

IPGE 295

Department(s)/Program	Plant Pathology	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Big Data in Your Pocket: Call it a Smartphone	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2016	
Instructor Name/Title	Asimina Mila/ Associate Professor	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using ***Bloom's Taxonomy*** [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1*:
Obj. 1) Distinguish between the distinct approaches of two or more disciplines.

- Upon successful completion of this course, students will be able to describe the types of data available in social and biological sciences, and the methods used to collect them in each discipline. In particular students will be able to contrast the differences between data from the social and biological sciences.
- Upon successful completion of this course, students will be able to compare and contrast how statistics and technology are used to analyze data in each discipline.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

1. Students will be asked to bring examples of data and models in class and explain how these examples fit with the definition of data or models in biological or social sciences.
2. Potential EXAM I questions:
 - a. Are always statistical methods necessary to build a model? Explain why or why not and give an example to justify your answer.
 - b. Experimentation is an important way to collect data in biological but not always in social sciences. Explain two reasons for this difference.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2*:
Obj. 2) Identify and apply authentic connections between two or more disciplines.

- Upon successful completion of this course, students will be able to evaluate how and whether data massively collected nowadays in social and biological sciences are useful in addressing a question in that particular discipline.
- Upon successful completion of this course, students will be able to describe how, due to the complexity and the large-scale nature of data now being generated in both biological and sociological sciences, similar data analysis methods and technologies are used in both disciplines.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

- A. Potential exam question:

1. Surveys have been used as a common method to collect data on consumers' attitude in social sciences. Name another method that could be used to collect similar data nowadays.
 2. Farmers collect soil samples in the fall, send them for analysis to the department of agriculture of their state and they use the results of this analysis to apply fertilizers in their farms before they plant a crop. There is an automated GIS system loaded on the farmer's tractor that measures the amount of fertilizer applied. Can you think of a way that nowadays a farmer may use this information to make a cost-effective decision about the amount of fertilizer he/she applies?
- B. Students will evaluate case studies presented in class and will be asked to assess the integration of data models and technology in both biological and sociological sciences.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3*:

Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.

- Upon successful completion of this course, students will be able to describe how technology and the internet have changed the relationship between data and models in both biological and social sciences, connecting the two disciplines more than ever.
- Upon successful completion of this course, students will be able to integrate knowledge from biological and social sciences to create visual models and synthesize information by visually inspecting data. Particular emphasis will be placed on perceptions and fallacies created by inappropriate visualizations.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

1. Students will generate a visualization of data and will provide to the instructor a written critique of other students' visualization.
2. Group projects of data visualization, analysis and interpretation will be assigned the 3rd week of class. Students will be given the option of two different types of projects from biology and/or sociology: (i) informative data visualization, for example given a dataset to produce a set of dashboards that tell the story of the data given or (ii) translate a biological or social phenomenon into data, for example students will be given a short video demonstrating plant respiration and will be asked to represent this phenomenon with a numerical model. Groups will give a 15-minute in-class presentation of their projects. Projects will be posted online.

To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:

- A. Which disciplines will be synthesized, connected, and/or considered in this course?

Biological sciences, Sociology, and Statistics

- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

Material is presented in a context that enables students to connect data from biological and social sciences, their use to derive knowledge and most importantly innovation. This is a survey course and an in-depth knowledge of methods in data collection and statistical methods is not required. However some basic knowledge is necessary particularly with regards to types of data and how they are used to construct knowledge. Thus the few first lectures will be used to cover this topic. Colleagues from other departments have been invited to give also lectures and provide a better inside of different disciplines.

The second part of the course will focus on big data, Internet of things, and several examples from every day applications such as Facebook and mobile apps will be done and discussed in class. This is an important motivation and will help students understanding that this is not a course topic but the real world they live in and will give them several opportunities for the future as well as challenges. Further, three lectures are devoted into "case studies", all of them from biological and environmental sciences. The sessions will be used also for discussion and integration of the disciplines. Large focus will be given to the future aspects where data are not expected only to be the final product of science but a tool one uses everyday. Finally visualization is an important aspect of integration between data science and other disciplines and thus it will be used extensively in this course to integrate data, statistical models, biological and social sciences.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Tuesday and Thursday, 10:15 - 11:30 am

- 40
-

Room with PowerPoint and audio capability. Also teaching labtops for students to practice in class.

What percentage of the seats offered will be open to all students? __100__ %

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.
(ex: ability to analyze historical text; prepare a lesson plan)

None

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

No textbook; however sample readings are given in syllabus and will be posted in Moodle.

2. Major topics to be covered and required readings including laboratory and studio topics.

See attached syllabus

3. List any required field trips, out of class activities, and/or guest speakers.

See attached syllabus

SIGNATURE PAGE FOR IPGE 295

RECOMMENDED BY:

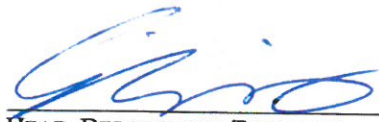
HEAD, DEPARTMENT/PROGRAM

DATE

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

SIGNATURE PAGE FOR IPGE 295

RECOMMENDED BY:



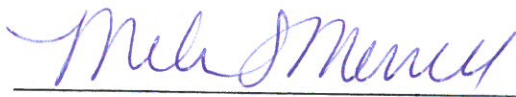
1-29-2016

HEAD, DEPARTMENT/PROGRAM

DATE

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:



2/4/16

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



2/10/16

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

IPGE 295 Course Syllabus

IPGE 295 – Big Data in Your Pocket: Call it a Smartphone

Section TBD**FALL 2016****3 Credit Hours**

Special NotesN/A

Course Description

Data have been, are, and will be collected in every scientific discipline. Data provide a foundation to evaluate hypotheses and advance knowledge. For centuries scientists have collected data and built models separately with methods and principles defined in their disciplines. Modern technological advances have resulted in a data revolution. Data now come fast in all forms and in high volumes, presenting both new challenges and opportunities in many disciplines. In this course we will discuss how data is collected and visually summarized and how modern technology has allowed for the collection of big data, resulting in a revolution in the way we live, work, and think.

Learning Outcomes

At the conclusion of this course, students will be able to:

1. Define the types of data generated in different disciplines and explain how data is collected.
 2. Compare and contrast data collection in the past, present, and how data collection may change in the future.
 3. Describe how developments in technology changed the role of data in innovation.
 4. Evaluate how large amounts of data will change the way we will generate knowledge in the future.
 5. Utilize visualization to summarize vast amounts of data.
-

Course Structure

The course will be delivered through lectures that will include PowerPoints, videos, readings, and class discussion.

Course PoliciesN/A

Instructors

Dr. Asimina Mila - Instructor
Email: almila@ncsu.edu

Phone: 919-513-1291
Fax: 919-515-9500
Office Location: Gardner Hall 2714
Office Hours: Tuesday and Thursday 1:00-2:00 PM or by appointment

Guest lectures

Dr. Grant Ellington, Biological and Agricultural Engineering
Dr. Anna Manzoni, Dept. of Sociology & Anthropology

Course Meetings

Lecture

Days: TH
Time: 10:15 - 11:30am
Campus: Main Location:
TBA
This meeting is required.

Course Materials

Textbooks

None; however there will be sample readings assigned. Students are expected to access the readings in Moodle.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

1. Objective 1. Distinguish between the distinct approaches of two or more disciplines;

GEP Learning Outcome(s) for 1.

- Upon successful completion of this course, students will be able to describe the types of data available in social and biological sciences, and the methods used to collect them in each discipline. In particular, students will be able to contrast the differences between data from the social and biological sciences.
- Upon successful completion of this course, students will be able to compare and contrast how traditional statistical principles and data-driven applications are used to analyze data in each discipline.

2. Objective 2. Identify and apply authentic connections between two or more disciplines;

GEP Learning Outcomes for 2.

- Upon successful completion of this course, students will be able to evaluate how and whether data massively collected nowadays in social and biological sciences are useful in addressing a question in that particular discipline.
- Upon successful completion of this course, students will be able to describe how, due to the complexity and the large-scale nature of data now being generated in both biological and sociological sciences, similar data analysis methods and technologies are used in both disciplines.

3. Objective 3. Synthesize the approaches or views of two or more disciplines;

GEP Learning Outcomes for 3.

- Upon successful completion of this course, students will be able to describe how technology and the internet have changed the relationship between data and models in both biological and social sciences, connecting the two disciplines more than ever.
- Upon successful completion of this course, students will be able to integrate knowledge from biological and social sciences to create visual models and synthesize information by visually inspecting data. Particular emphasis will be placed on perceptions and fallacies created by inappropriate visualizations.

Which disciplines will be synthesized, connected, and/or considered in this course?

IPGE 295 synthesizes knowledge from Biology, Sociology, and Statistics to understand how biology, social attitudes, and data, together will drive innovation and change the shape of science and society within the next 20 years.

How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Material is presented in a context that enables students to connect data from biological and social sciences, their use to derive knowledge and most importantly innovation. This is a survey course and an in-depth knowledge of methods in data collection and statistical methods is not required. However some basic knowledge is necessary particularly with regards to types of data and how they are used to construct knowledge. Thus the few first lectures will be used to cover this topic. Colleagues from the departments of Sociology and Biological and Agricultural Engineering have been invited to give also lectures and provide a better inside of different disciplines.

The second part of the course will focus on big data and several examples from applications such as Facebook and mobile apps will be done and discussed in class. This is an important motivation and will help students understanding the importance of data in the real world they live in. The examples are expected to give students food for thought and challenge them to think opportunities for the future. Further, three lectures are devoted into "case studies", all of which examine topics from biological and environmental sciences; however all of the case studies have also influence from social sciences. Thus "case studies" sessions will be used also for enforcing integration of biological and social sciences. Large focus will be given to future aspects where data are not expected only to be the final product of science but also a tool one uses everyday to make decisions. Finally visualization is an important aspect of integration and be used extensively in this course to integrate data, and investigate models from biological and social sciences.

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
Project	30% of final grade.	Group projects of data visualization, analysis and interpretation will be assigned the 3rd week of class. Students will be given the option of two different types of projects from biology and/or sociology: (i) informative data visualization, for example given a dataset students will be asked to produce a set of dashboards that tell the story of the data given or (ii) translate a biological or social phenomenon into data. For example, students will be given a short video demonstrating plant respiration and will be asked to represent this phenomenon with a numerical model. Groups will give a 15-minute in-class presentation of their projects. Projects will be posted online.
Exams	60% of final grade	There will be 4 scheduled exams, each worth 15% of the final grade for a total of 60%.
Class participation	10% of final grade	Students are expected to actively participate in class. See attached rubric.
Total	100%	

Letter Grades

This Course uses Standard NCSU Letter Grading Scale

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

No assignments after the due date will be accepted. Group projects are expected on the date assigned but a later date will be allowed if excusable reasons are presented.

Attendance Policy

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

Attendance Policy

Full participation in classes, project, and examinations is expected. Students may be asked to provide documentation for multiple consecutive class absences or frequent single class absences. Students are referred to <http://policies.ncsu.edu/regulation/reg-02-20-03> for information on attendance policies

Absences Policy

Absences must be cleared with the instructor in advance, and in the case of an exam a scheduled make-up date must be confirmed prior to the date of the event. Unplanned absences must be discussed with the instructor as soon as is possible after the event, and a make-up plan agreed to. Students are referred to <http://policies.ncsu.edu/regulation/reg-02-20-03> for information on excused/unexcused absence policies.

Makeup Work Policy

Students missing an exam for an excused absence must schedule a make-up exam as soon as is possible, and within 1 week of the originally scheduled event unless excusable reasons are presented.

Missing an exam for an unexcused absence must be discussed with the instructor.

Additional Excuses Policy

None.

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.

Electronically-hosted Components: Readings and PowerPoints from lectures will be posted to Moodle. These components are required but students are not required to disclose personally identifiable information. Moodle will be used as an information dissemination site only.

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 10:30pm - 11:45pm — Week 1 — 08/18/2015

Lecture 1: Course introduction, policies, data definitions
Course expectations and policies
Data definitions

Lecture TH 10:30pm - 11:45pm — Week 2 — 08/23/2015 - 08/25/2015

Lecture 2: Examples of Data, Video & Discussion

- *Each student should bring an example of data (it could be saved in smartphone, computer, a piece of paper or another application). Material will be used in class discussion.*

Lecture 3: Types of data in social sciences and methods of collection (by Anna Manzoni, Dept. of Sociology & Anthropology)

Sample Reading will be determined by Dr. Manzoni

Lecture TH 10:30pm - 11:45pm — Week 3 — 08/30/2015 - 09/01/2015

Lecture 4: Types of data in engineering and methods of collection (by G. Ellington, Dept of Biological and Agricultural Engineering)

Lecture 5: Types of data in life sciences and methods of collection

Sample Reading

Petter Laake, Haakon Breien Benestad, and Bjørn Reino Olsen. 2007. Research methodology in the medical and biological sciences. Chapters 1 & 4

Lecture TH 10:30pm - 11:45pm — Week 4 — 09/06/2015 - 09/08/2015

Lecture 6: Show me a model!

Students will be asked to bring an example of what they consider to be a model and explain why they think it is a model.

Definition of a model; why are models useful; how to use models; Limitations

Sample Reading

Chapter 4: Models are the building blocks of science, **Jim Bull, University of Texas at Austin Bio301D (I have author's permission).**

Chapter 5: All models are false. But some are useful anyways. **Jim Bull, University of Texas at Austin Bio301D (I have author's permission).**

Lecture 7: Data and models

How models are derived from data and observations

Uncertainty. Random. Correlations. Random and correlations

Sample Reading

None assigned

Lecture TH 10:30pm - 11:45pm — Week 5 — 09/13/2015 - 09/15/2015

Lecture 8: Innovation: how to think like Leonardo Da Vinci

Listening

Michael Gelb: <https://www.youtube.com/watch?v=B3s3yGRiCy8>

Students will be asked to practice the 7 principles that Leonardo Da Vinci's genius and innovation was based upon explained by Gelb in his video.

Lecture 9: EXAM 1

Lecture TH 10:30pm - 11:45pm — Week 6 — 09/20/2015 - 09/22/2015

Lecture 10: And then technology came; Big Data definition

Mobile technology and its abundance

How technology is related to data collection

Big Data definition

Sample Reading

Mayer-Schonberger, V, Cukier, K & Niel. 2013. Big Data: A Revolution That Will Transform How We Live, Work, and Think. Pp 1-18.

Lecture 11: Does Facebook know who you are better than you do?

Students will do in class Facebook based quizzes about two topics (such as “best city to live in” and “what type is your best friend”). Results will be discussed in class. How the results are generated will be also discussed in combination with the readings.

Readings

New York Times

http://www.nytimes.com/2014/06/13/technology/facebook-to-let-users-alter-their-ad-profiles.html?_r=1

MIT Technology review

<http://www.technologyreview.com/featuredstory/428150/what-facebook-knows/>

Lecture TH 10:30pm - 11:45pm — Week 7 — 09/27/2015 - 09/29/2015

Lecture 12: Which jacket you want to buy? Can DNA tell when I will get sick? What questions your smartphone can or cannot answer

Class will listen to two videos one from social and a second one from biological sciences. Class will compare and contrast the methods used in the two fields. Conclusions will be withdrawn and the potential to implement ideas from the one field to the other will be discussed.

Listening

Intelligent Social Media: Using the Social Web to Monitor, Measure and learn
https://www.brighttalk.com/webcast/43/168335?autoclick=true&utm_source=brighttalk-recommend&utm_campaign=network_weekly_email&utm_medium=email&utm_content=collab
 BIG DATA: How biological data science can improve our health, foods & energy
<https://www.youtube.com/watch?v=pLHUoxSNCf8>

Reading

FORBES – TECH “How Big Data Is Transforming The Fight Against Cancer”

Lecture 13: Who needs models anymore? Data is the king!

Use short 2-3 mins videos to stimulate interest and understanding about how big data differ from traditional data collection and model development

Discuss after each video (a) types of data, (b) characteristics of data, (c) compare with data as known in general, (d) how prediction was done, and (e) compare with models as known in general.

Fashion:

https://www.youtube.com/watch?v=zluFIgfjYmc&index=4&list=PL7FnN5oi7Ez8ldFg0FYaHWnm_CTa2e0jT

Traffic:

<https://www.youtube.com/watch?v=atfIFGrOSJQ>

Publishing:

https://www.youtube.com/watch?v=U1y7Lrh1dhE&index=11&list=PL7FnN5oi7Ez8ldFg0FYaHWnm_CTa2e0jT

Public safety:

https://www.youtube.com/watch?v=sj_IgsvEUo&list=PL7FnN5oi7Ez8ldFg0FYaHWnm_CTa2e0jT&index=26

Cheesecake Factory:

https://www.youtube.com/watch?v=1PdD7SA11AU&list=PL7FnN5oi7Ez8ldFg0FYaHWnm_CTa2e0jT&index=34

Reading

How leading organizations use big data and analytics to innovate. A. Marshall, S. Mueck, and R. Shockley. 2015. Strategy & Leadership, Volume 43, Issue 5, pp. 32-39.

The challenge of “Big Data”: What does it mean for the qualitative research industry? C. Strong, 2014. Qualitative Market Research: An International Journal. Volume 17, Issue 4, pp. 336-342.

Lecture TH 10:30pm - 11:45pm — Week 8 — 10/04/2015 – 10/6/2015

Lecture 14: Case study 1

Using GIS in Precision Agriculture <https://www.youtube.com/watch?v=R6Ev6TnCjE>

Reading

Precision agriculture: using predictive weather analytics to feed future generations. IBM Research

Diacono, M., Rubino, P., and Montemurro, F. 2013. Precision nitrogen management of wheat. A review. *Agronomy Sustainable Development*. Vol. 33:219-241.

FALL BREAK

Lecture TH 10:30pm - 11:45pm — Week9 — 10/11/2015 - 10/13/2015

Lecture 15: Case study 2

Understanding the genetics of common diseases: Using Big Data approaches to see the whole
<https://www.youtube.com/watch?v=Wc4C2ZOjQUk>

Reading

Chan, I. and Ginsburg, G. 2011. Personalized Medicine: Progress and Promise. *Annual Review of Genomics and Human Genetics*. Vol 12: 217-244.

Lecture 16: Case study 3

Using Big Data to Understand Earth's future, https://www.youtube.com/watch?v=Qi0w_NoUfTk

At the last part of the class students will have to report what are the common elements of all 3 cases presented

Lecture TH 10:30pm - 11:45pm — Week 10 — 10/18/2015 - 10/20/2015

Lecture 17: Opportunities with Big Data for Science and Society

First 20 mins class will discuss the major positive elements using Big data that students gathered by listening the 3 cases. A written summary is expected at the beginning of class.

Listening

An economist debate: is Big Data a positive force for creativity?

https://www.youtube.com/watch?v=_z3wwWOxDbg

Reading

Boyd D., and Crawford K. 2012. Critical questions for big data. Information, Communication & Society.

Lecture 18: Challenges with Big Data

Discussion on potential negative elements of big data

Reading

Biology: The big challenges of Big Data. Nature, Volume 498, Issue 7453, p. 255

The limits of Big Data, C. Croft, 2014. SAIS Review of International Affairs, Volume 34, Issue 1, pp. 117-120

Lecture TH 10:30pm - 11:45pm — Week 11 — 10/25/2015 - 03/27/2015

Lecture 19: EXAM 2

Lecture 20: How to put a million data in a picture (VISUALIZATION I)

Lecture will give the basic introduction on the purpose of visualization and methods of implementation

Reading

Chapter 2, *in* Show me the numbers, S. Few, Analytics Press, CA.

Lecture TH 10:30pm - 11:45pm — Week 12 — 11/01/2015 - 11/03/2015

Lecture 21: How to put a million data in a picture (VISUALIZATION II)

Reading

The art of telling the story, in Cool Infographics : Effective Communication with Data Visualization and Design, pp. 27-29, ed. Krum R. John Wiley&Sons (2014).

Visual trends for 2016

https://www.brighttalk.com/webcast/10189/179395?autoclick=true&utm_medium=web&utm_source=brighttalk-portal&utm_campaign=vidora-feed&utm_content=organic

Lecture 22: Practice with Tableau (PART I) – Agricultural data

Students will practice visualization using Tableau Public an easy drag and play software.

In this lecture instructor will demonstrate briefly the software and the dataset that will be used. Data will be a subset of USDA census data of 50,000 rows by 6 attributes. Students are expected to work in teams visualizing data in different ways for about 30 mins. During the last 20 mins of class time teams will explain how they visualized data and what conclusions they came up with.

Lecture TH 10:30pm - 11:45pm — Week 13 — 11/08/2015 - 11/10/2015

Lecture 23: Practice with Tableau (PART II) – Life Science data

Students will practice visualization using Tableau Public an easy drag and play software. In this session an example from US Cancer Census data will be used. First, the website with the online interactive tools will be discussed. Then a dataset will be in the scale of 1M rows or larger by 20 attributes will be downloaded and work with in Tableau. Students are expected to work in teams visualizing data in different ways for about 30 mins. During the last 20 mins of class time teams will explain how they visualized data and their conclusions.

Lecture 24: Misuses of data Viz

Examples will be presented and discussed in class. Students will also be asked to criticize some of the visualizations created in sessions 19 and 20.

Sample Reading

Top Ten Fears of New Data-Viz creators, in Data Visualization for Dummies, pp 213-218, eds. Yuk M. & Diamond S. John Wiley&Sons (2015).

Lecture TH 10:30pm - 11:45pm — Week 14 — 11/15/2015 - 11/17/2015

Lecture 25: EXAM 3

Lecture 26: Students Presentations

Lecture TH 10:30pm - 11:45pm — Week 15 — 11/22/2015 - 11/24/2015

Lecture 27: Students Presentations

Lecture 28: THANKSGIVING

Lecture TH 10:30pm - 11:45pm — Week 16 — 11/29/2015 - 12/01/2015

Lecture 29: The future of data

This lecture may be also used for Students projects depending on enrollment volume. If a 3rd session for student projects is not of need then Lecture 29 will be used to discuss ideas of potential innovation with data in the future

Reading

<http://www.techrepublic.com/article/5-powerful-data-trends-to-watch-in-2016/>

Final session: review and wrap-up

In class Participation

Percentage of course grade: 10%

Dialogue is an important component of this course, and includes both the raising of critical questions and providing well-thought responses. Grading of this portion consists of two components:

1. Participation in large-group class discussion. Below are some guidelines that will be used for the grading:
 - a) You do not need to talk a lot. In fact, talking a lot or just using someone else's opinion is a negative point.
 - b) Instead you should offer thoughtful opinions. Justify your statements or ask someone in class to justify their claims if you feel there is not enough explanation and clarity.
 - c) Therefore it should be expected that you will critique and be critiqued.
 - d) I will expect everyone to be critical but also generous and fair to others' opinion and justified statements.
 - e) For the sessions that readings are assigned I expect you to have done the reading and use it to the in-class discussion.
 - f) I will be very generous to everyone that asks for assistance to understand concepts and expose themselves to unknown ideas. This is a course about innovation, using data to imagine and create. Although nobody wants to look vulnerable this is the only way to create and whoever signs up for the class is courageous enough to share their vulnerability.

2. You are required to bring in examples in response to sessions where there is a note for "in-class assignment" in the course schedule.

Examples must be typed and printed with your name and the date at the top. Bring a copy for the instructor. Examples will serve as the foundation to class discussion.

Evaluative Rubric for participation

	Strong	Needs development	Unsatisfactory
Active listening (20 points)	Actively listens to peers and instructor. Engaged in the overall discussion (20 points)	Occasionally demonstrates lack of interest in conversation (10 points)	Disengaged from conversation/ lack of interest (0 points)
Critical engagement in discussion (30 points)	Comments are relevant to the discussion, assigned readings, other students' remarks (30 points)	Comments are occasionally irrelevant and overall attitude indicates lack of preparation (20 points)	Comments indicate little engagement and preparation (10 points)
Frequency of participation (30 points)	Regular and respectful participation in appropriate times (30 points)	Irregular participation (15 points)	Rarely participates (10 points)
Provide assignments (20 points)	Regular response to assignments. Responses demonstrate thorough engagement with the material (20 points)	Occasionally responses are not turned in. Responses indicate that little thought is given (10 points)	Infrequent responses with no or little engagement (5 points)