



Council on Undergraduate Education 2020-2021

April 9th, 2021
Meeting hosted via Zoom
 1:30pm-X:XXpm

Call to Order 1:30pm

- Welcome and Introductions Chair Carrie Pickworth
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE March 26th, 2021 Minutes

Old Business

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
USD	COM 417 Communication and Race	Revisions: Title, Abbr. Title, Prerequisites, Catalog Description
GK	COM 447 Communication and Globalization	Revisions: Offering, Instructor, Prerequisites

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Lee, Orcutt, Park	GK, HUM	FL 211 Introduction to the French-speaking World	New Course
Belk	Domingue, Xiang, Gill	GK, IP	HON 355 Feelings of/from Technology: Analog Bodies in Digital Spaces	New Course

Review Courses for GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Gilmartin,, Ouellet, Jordan	VPA	MUS 103 Theory and Musicianship I	Revisions: CIP Code, Instructor, Co-requisites, Catalog Description, Additional Info, SLO, Student Eval
Belk	Morant, Haeseler, Moore	VPA	MUS 120 Introduction to Music Theory	Revisions: Delivery, Hours (up), Instructor, DELTA, Catalog Description, Additional Info, SLO, Student Eval

Discussion:

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 2020-2021

March 26th 2021
Meeting hosted via Zoom
1:31pm-3:05pm

Members Present: Chair Carrie Pickworth, Kimberly Bush, Qiuyun (Jenny) Xiang, David Gilmartin, Jillian Haeseler, Carolina Gill, Steven Miller, Nancy Moore, Tamah Morant, Herle McGowan, Alice Lee, Peggy Domingue, Darby Orcutt, Travis Park, Chad Jordan, Helmut Hergeth

Members Absent: Autumn Mist Belk,

Guests: Christy Byrd, Michael Domeracki, Kathleen Foody, Jennifer Landin, Doneka Scott

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, Erin Dixon, Julia Law, *Stephany Dustan*,

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Carrie Pickworth** – Had the guests introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Introduced Dr. Doneka Scott who will plan to attend as many meetings as possible.
- **Approval of the Minutes from March 12th, 2021** – *Approved with one correction to the attendance.*
Discussion: Member Helmut Hergeth moved to approve.

NEW BUSINESS

Special Topics/HON Course Offerings

- **HON 296 Leadership in Professional Research (IP)** – *Approved*
Discussion: This course was presented by Peggy Domingue. Member asked if experimental courses should be concerned with overlap, this is not a concern unless they would like to be a permanent course.
- **HON 294 After Religion? (HUM)** – *Approved*
Discussion: This course was presented by Peggy Domingue. Reviewers complimented the course.
- **HON 296 Immersion in Sustainable Living (IP)** – *Approved*
Discussion: This course was presented by Peggy Domingue. Reviewers complimented the course.
- **IPGE 295/LAR 292 Sustainable Development 296 (IP)** – *Approved with Suggestion and one abstention*
Discussion: This course was presented by Caroline Gill. Member asked about the first IP objective, distinguishing between distinct approaches and asked if identifying a career would be an approach. Presenter brought attention to the syllabus which elaborate on the professional approaches. Reviewer brought attention to information in the special topic form indicating they saw the connection. In the first objective, reviewer suggested an explanation on how the career identification is a distinct approach, possibly by indicating “discipline and careers” where there is now “careers”.
*Members discussed since syllabi are still required for special topic offerings but didn’t make a definitive call.
- **SSUS 295 Race and Criminal (In)Justice (SS, USD)** – *Approved*
Discussion: This course was presented by Jillian Haesler. Reviewer indicated the course aligned well with the categories.
- **SSUS 295 Teacher Education and Learning Sciences (SS, USD)** – *Approved with Suggestion*
Discussion: This course was presented by Steven Miller. Guest Christy Byrd spoke on the course which encourages students to use their voice to take action for educational equity. Reviewer brought attention to the second outcome in SS, guest spoke on the demonstration of the analysis is done in a few ways, some days a few paragraphs, other reflections could be pages. Member suggested clearing up the wording for the measurement, considering “students will produce a narrative in which these things will be analyzed.” Member indicated the syllabus provides enough detail but wondered what the committee needs for the form. Using different measures for different objectives will help with clarification.
Member commented the guest attendance was extremely helpful.

Review Courses for GEP

➤ **ENT / FOR 402 Forest Entomology (NS) – Approved**

Discussion: This course was presented by Travis Park. Reviewers complimented the course.

Discussion: US Diversity. The committee reviewed some of the documentation and the matrix from previous meetings before going into breakout rooms. The college of education would not like for this category to be combined with Global Knowledge. There is a feeling this would dilute the information that should be recognized about US History and Diversity for a change in the systemic future. The college of education also suggested a USDEI for equity and inclusion to be included in teachings of US Diversity.

The chair reviewed the goals of the committee before going into breakout rooms. To bring together a list of recommendations that can be drafted into a recommendation report.

Members provided feedback from their 4 breakout rooms:

Room 1- Credit hour discussion had a large consensus as well as Room 2. A one credit course can still qualify as a good USD course and should be able to combine courses to meet the 3 credit hour requirement. It would be nice to have a primary/required objectives. The disadvantage would be how to settle on the primary objective. The “and or global diversity” should potentially be changed to “and where appropriate global diversity”.

Room 2- Insuring the credit hours were a 3 hour requirement, this coming either as a co-req requirement or taking from the additional breath category. Requiring the first, second, and fourth objectives are core to US Diversity and should meet all three of the objectives. Three total credit hours but not all from the same course would be an excellent adjustment to the current parameters, these could be a co-requisite hours.

Room 3- The number of credit hour should be raised to 3 credit hours, but worry about the practicalities of moving on this right away. There would need to be a practical inventory of courses available. Members discussed if the co-req should continue, a 3 credit hour requirement would signal the importance of the category but taking these from the additional breath category could have adverse effects. GEP courses would be useful if available to all students in the university and had concerns about some courses only being available to certain colleges.

Room 4- Member asked if in a co-requisite hour course how much of the course is dedicated to USD. This is either a credit hour requirement for a corequisite would be either 3 individual 1 credit hour courses or 1, 3 hour course, that could also be paired with one other category. Group 4 Outcomes: A - proposed changing the name (suggestion 15). B - edit language in objective 2 - change "equality and inequalities" to "equity and inclusion". C - require all of the objectives, not a section of objectives.

Meeting adjourned at 3:05PM

Respectfully submitted by Lexi Hergeth

HON 355 Course Syllabus

Feelings of/From Technology: Analog Bodies in Digital Spaces

Fall 2021

3 Credit Hours

Course Description

While we live in a Digital Age, we have only begun to understand its full significance. Technologies - permeate and infuse everything we do, which has led to both optimism and concern. What new possibilities arise in a virtualized future? Can we escape scarcity, this planet, even death? What problems might our technologies solve? Modern technologies also raise new existential challenges: Why has the increased prosperity that technologies provide been met with seemingly impoverished and unhappy lives, loneliness, and alienation? How does technology mediate our sense of identity and the relations we have with society, nature, and ourselves?

This course will explore the phenomenology of technological life - that is, the descriptive study aimed at looking at the relations between humans and our world, a technologically mediated world. We will use this experiential and descriptive approach to consider the moral dimensions and psychological and sociological consequences of digital and emerging technologies, especially information and communications technologies (ICT's) like the internet and social media. To understand ourselves, our world, and our historical situation requires critically engaging with technology. We will use human affective states as a guiding tool to understand the significance of this digital age.

Instructor

Scott O'Leary, Ph.D. (smoleary) – *Instructor*

Student name (nkelmer@ncsu.edu) – *HSV Fellow*

Kip Perry (kperry2@ncsu.edu) – *Teaching Assistant*

Email: smoleary@ncsu.edu

Phone: 919-515-0946

Office Location: 113 Berry

Office Hours: 12-1:20 PM Mon/Wed on [Zoom](#) and by appointment

Course Meetings

Seminar

Days: Tuesdays and Thursdays

Time: 1:30pm - 2:45pm

Campus: Main

Location: Hybrid Course, QC 201 and <https://ncsu.zoom.us/j/94142223531>

Learning Outcomes

Students will be able to identify philosophical and sociological methodologies to address the way technology mediates experience, relationships, and social structures.

Students will be able to analyze the phenomenological and social significance of modern and emerging technologies in the technological interactions of the individual and society.

Students will be able to synthesize philosophical and sociological approaches and research to examine or evaluate different ethical and social challenges posed by technological mediation on our lived experience and larger socio-cultural structures.

Students will be able to identify distinguishing aspects of different countries' technological worldviews.

Students will be able to examine how two different cultures (American and one of your choice) respond differently to technological mediation in their lived experience based on their unique cultural and historical standpoints.

Course Structure

Participation (GK)

Class participation is first and foremost about being prepared, paying attention, listening, and engaging with the professor and your peers. The first steps to good participation in the ongoing discussion are: (1) coming to class, and (2) completing the reading as scheduled **and bringing your text to class**. These steps allow everyone to (3) be respectful and listen to others so that you can (4) ask questions, provide insightful critiques, and answer queries posed by students and the professor. Participation also consists in completing assigned [Question for Consideration \(QFC\)](#) assignments on selected readings. **QFC** assignments require students to analyze primary texts, often from different cultural standpoints, to pose questions for class discussion. *Students will create a Google folder containing their QFC's to share with the instructor.*

Discussion Leader

Throughout the semester, teams of two students will lead the discussion for approximately 40-45 minutes of class relating to themes, issues, and concepts raised in readings assigned for that week. Students may prepare experiential activities, visuals, and handouts to aid classroom engagement and will submit an email proposing their plans to the instructor **at least 48 hours in advance** for review. As *discussion leaders*, it is the students' responsibility to *generate, moderate, and lead an interdisciplinary discussion*. Students should *resist the desire to* prepare a formal presentation and *should avoid* summarizing the reading(s). Students may wish to guide the discussion through difficult points and concepts, and introduce helpful videos, background information, or additional resources that may aid in *generating and leading* the discussion. Students will sign up for the day they wish to lead using the following [Doodle Poll](#) the first week of class, and *each student should be prepared to lead discussion once or twice* during the available class periods. **Please initially just sign up for one date within the first 2 weeks.**

Choose 7 points from list of experiential options (GK and GK options)

To understand technology, we need to engage with it and unpack that experience phenomenologically - that is, descriptively with reflection and analysis. Each student **must earn at least 7** out of a possible 25 points from the assignments below. Each assignment is an experiential assignment integrating some aspect of technology as it relates to our course and will be graded on a 100-point grading rubric. Students are strongly encouraged to discuss with the instructor the assignments chosen before the due dates (listed on the syllabus). Each assignment includes a class-based component, typically either a demonstration or report. Reports may take one of two forms: (1) Students may provide a **brief 3-minute PowerPoint or video presentation**. (2) Students may **create and share copies of a memo** with the entire class and recap the core takeaway message. Rubrics and guidelines for assignments are posted on Moodle. Those indicated with a GK indicate Global Knowledge credit.

- (1) [Letter conversation](#) (2 pts) [GK option*]
- (2) Artifact analysis: The phenomenology of things (3 pts) [GK option*]
- (3) [Host a Living Room Conversation: Technology and Relationships](#) (2-3pts) [GK option*]
- (4) Livestream my life challenge (2 pts)
- (5) Media diet log: QualityTime, Forest, App Usage (1 pt)
- (6) Tech movie viewing and analysis (1 pt) [GK option*]
- (7) "Twitter and everyday life" (1 pt) [GK option*]
- (8) *The Matrix* and simulated world viewing analysis (1 pt)
- (9) Dopamine/stimulus fast (2 pts)
- (10) Awe, attention, and Koru Mindfulness (4 pts) [GK]
- (11) Digital relationship app/simulation encounter (1 pt)
- (12) Media nostalgia exercise (2 pts)
- (13) Digital optionality* (1-2 pts) This option allows students to propose their own experiential projects to the professor as part of the larger "optionality" inherent in modern technological society. Proposal must be received at least two weeks prior. Example: virtual reality simulation, etc. [GK option*]

Self-chosen Project (GK)

A final project will be due at the end of the semester. This project will consist of two parts: (1) a project proposal with (i) project summary, (ii) timeline, (iii) objectives, and (iv) a self-designed grading rubric and (2) the completed project for shared viewing. Example rubrics will be provided. Projects may take many forms and use various mediums including a 15-page research paper, pilot, research study, podcast, 15 to 20-minute recorded video PowerPoint presentation, booklet, professional poster, website, or another creative format. All projects should include some connection with GK objectives 1 and/or 4

below in consultation with the instructor. This includes identifying and comparing the distinguishing and distinctive characteristics of technology in the United States and at least one other country. The project proposal and rubric offer the opportunity to pitch an idea to the instructor and as a safeguard to ensure the project meets the standards required. **Always save your work in more than one place (flash drive, Google Drive, Dropbox, OneDrive, etc.)**

Class Workshop Presentations

During the last week of classes, each student will present a 3 to 5-minute informal presentation articulating their project idea, main claims, conclusions, and future areas of investigation to the rest of the class followed by a Q&A session. Students do not have to have their projects completed at this stage, although there should be a significant amount of work completed to present an accurate project outline, and narrative so classmates can provide quality feedback and suggestions for improvement.

Course Materials

Textbooks/Expenses

There are no required texts for this course. However, students will be required to print course materials, some costs for experiential learning opportunities, and occasional travel expenses. Students should budget the typical cost for textbooks (approximately \$50) for these expenses. If there are financial difficulties, please consult with the instructor.

Requisites and Restrictions

Prerequisites/Corequisites/Restrictions

There are no prerequisites or corequisites for this course. This course is restricted to first-year University Honors Program and University Scholars Program students. Open to other students by permission of the UHP.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

Each course in Interdisciplinary Perspectives category 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.

How This Course Will Fulfill GEP Category Outcomes

1. Students will be able to identify philosophical and sociological methodologies to address the way technology mediates experience, relationships, and social structures through the Discussion Leader Assignment.
2. Students will be able to analyze the phenomenological and social significance of modern and emerging technologies in the technological interactions of the individual and society through Experiential Learning Assignments.
3. Students will be able to synthesize philosophical and sociological approaches and research to examine or evaluate different ethical and social challenges posed by technological mediation on our lived experience and larger socio-cultural structures in their final self-directed projects.

The reading assignments for this course come from a variety of disciplines and methodological approaches, especially those of philosophy and sociology (particularly the sociology of technology, science and technology studies, and digital media studies). Course assignments focus on philosophical (especially phenomenological) and sociological methods. Discussion Leader and Experiential Learning options require students to describe, reflect and analyze different cultural practices based upon emerging technologies and their mediation of underlying structures in individuals and groups. The Project Proposal and Final Project require students to engage in critical reflection, analysis, and comparison of different perspectives and consider their own methodological presuppositions.

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

Philosophy and Sociology with materials from History and Psychology.

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"?

By reading and addressing material from a variety of disciplines and perspectives, students will learn to grapple with different methodologies and underlying assumptions, and ways these impact the questions and discussions that ensue. Students will move from the individual experiential (phenomenological/philosophical) level of analysis to also examine group, social structures, and cultural trends analyzed from the tools of sociology. Students will learn to identify these different approaches through course discussion and question for consideration assignments, and examine and apply them through experiential learning assignments as well as their final project proposal and final project.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

1. Identify and examine distinguishing characteristics including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.
4. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

How This Course Will Fulfill GEP Co-requisite Outcomes

Learning Outcome 4. Students will be able to identify distinguishing aspects of different countries' technological worldviews in their Question(s) for Consideration participation assignments.

Learning Outcome 5. Students will be able to examine how two different cultures (American and one of your choice) respond differently to technological mediation in their lived experience based on their unique cultural and historical standpoints assessed in the creation of a self-chosen project proposal and completing their final project. GK-relevant assignments have been noted throughout this syllabus.

Grading

Grade Components

Component	Weight	Details
Participation (GK)	15%	Students will be evaluated weekly by the instructor for their active engagement in class. The first steps to good participation in the ongoing discussion are: (1) coming to class, and (2) completing the reading as scheduled and bringing your text to class . These steps allow everyone to (3) be respectful, by focusing on what is going on in class and listening to others so that you can (4) ask questions, provide insightful criticisms, and answer questions posed by other students and the professor. QFC assignments are also included in the participation score based on the included rubric. Participation will count for at least 15% of the course grade, and potentially more for students who actively participate.
Discussion Leader Assignment	15%	With a partner, it is the students' responsibility to <i>generate, moderate, and lead an interdisciplinary discussion</i> for a given class period or section of class. Students will be evaluated by the professor on their ability to lead deep, lively and stimulating conversation. Students should avoid summarizing the reading(s) . Students may wish to lead discussion over difficult points, concepts, introduce any helpful videos, background information, or additional reading that may aid in <i>generating</i> and <i>leading</i> discussion. Always focus on quality discussion!

Experiential Learning Assignments	30%	A variety of experiential learning assignment options are available to students. Students must select a total of 7 points worth of assignments, complete the experience, and present to the class through a written memo or brief PowerPoint or visual presentation of 3-4 minutes in length. Students will be evaluated based on professionalism and quality of work and should practice and time their presentations.
Final Project Proposal (GK)	5%	Students will work with the instructor to create a proposal for their final self-chosen project that includes a project summary, timeline, objectives, and clear assessment rubric.
Final Project (GK)	35%	In consultation with the professor, the student will create a final project connecting personal interests with course content. The project can be a paper (minimum 15 pages), recorded video presentation, website, individual research poster, book, pamphlet, or other creative work.

Participation

Class participation involves more than what and how much you speak in class; it's your effort, willingness, and the courage to be present in all discussions. In-class activities and assignments and out-of-class engagement will also be included in your participation grade. Your overall participation will be evaluated as follows:

Grade	Criteria
A	Fully present in mind and body, giving exceptionally meaningful contributions to the learning environment and discussions. An A grade shows substantial depth and quality of engagement with all aspects of the course (e.g. making innovative connections between concepts during discussions, asking provocative questions that get the class thinking, actively incorporating class readings beyond the day's reading, taking a leadership role during activities and discussions, etc.).
B	Present in mind and body, and actively participating with positive contributions to the learning environment (e.g. engaged, posing relevant questions and comments during class discussions, demonstrating a willingness to share and talk about written work, proactive assistance for fellow group members, incorporating the day's readings into comments, etc.).
C	Present in mind and body, but only passively participating. This could also include variable presence combined with sporadic active engagement. Prepared and attentive, but not always adding to class discussions.
D	Only present in body – disconnected or not fully engaged in the course. In-class behavior shows obvious unpreparedness and a lack of engagement with the course. Attending class without the required materials for active participation.
F	Frequently tardy/absent. Unprepared for class. Disruptive behavior that makes it difficult for the class to accomplish its learning objectives.

Letter Grades

This Course uses Standard NCSU Letter Grading:

A+	97.0-100	A	93.0-96.9	A-	90.0-92.9
B+	87.0-89.9	B	83.0-86.9	B-	80.0-82.9
C+	77.0-79.9	C	73.0-76.9	C-	70.0-72.9
D+	67.0-69.9	D	63.0-66.9	D-	60.0-62.9
F	59.9 and below				

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>.

As stated by the university grading policy, "An IN must not be used...as 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." In this class, a grade of "IN" will only be given (1) in response to a written student request [email is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption a student's work not caused by his/her own negligence. The university's policy on incompletes REG 02.50.03) can be found at <http://policies.ncsu.edu/regulation/reg-02-50-3>

Late Assignments

Late work will be permitted on a case by case basis. Certain experiential learning assignments and discussion leading assignments may not permit late work due to the timeliness of the presented work.

Attendance Policy

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

Attendance Policy

This is a seminar course, which means that a large part of its value derives from the interactions and discussions during the class meetings. We also meet twice a week with a quickly moving schedule, which means that missing a single class meeting will adversely impact your ability to meet the learning outcomes for this course. Hence, attendance at all class meetings is extremely important and is one of your fundamental responsibilities as a student. Even your physical attendance alone is not sufficient: you must come to class prepared, and you must be an engaged and fully participating member of the group. Please arrive on time. Arriving late will be reflected in the participation grade.

Absences Policy

Two unexcused absences will result in a 3% reduction of your final grade with each subsequent absence an additional 3% deducted. Four unexcused absences will result in failure of the course. The definition of excused and unexcused absences can be found in the university's attendance regulation (REG02.20.3): <http://policies.ncsu.edu/regulation/reg-02-20-03>

Even an excused absence will adversely affect your ability to achieve the learning outcomes of this course. Therefore, if you anticipate requiring more than one or two excused absences during the semester, you should meet with me prior to the tenth day of classes (also the last day to add a course—refer to the university calendar). In the event of an excused absence, note the requirement in the university policy for prior notification or, in the event of an absence because of one of the defined emergency situations, notification and documentation within a week after your return to campus. I will strive to enable you to make-up points missed because of an excused absence. Given the diversity of activities in the course, make-up work will be individually negotiated.

Makeup Work Policy

Whether excused or unexcused, all students are responsible for finding out what material was covered, getting notes, and being fully prepared for class when they return to class and turning in all assignments on time. Due dates for major assignments are established at the beginning of the semester and listed on

the syllabus, and so except in special circumstances should be turned in that day whether on time or late. Students' late work will likely result in grade penalties to be fair to all students in the course.

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>

It is the expectation that all discussion, comments, and written or visual work in this course is inclusive, civil, and respectful of each student. Behavior that is hostile, disrespectful or lacking integrity can lead to students feeling unsafe and reduces the ability to be successful, present, and engaged in class. Issues will be dealt with on a case by case basis, but I reserve the right to ask any student to leave the class and be marked absent if they violate academic integrity or show disrespect to other members of the community or oneself.

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: This course may require students to submit assignments to Moodle and also encourages students to share information via Google Drive.

Class Evaluations

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

- Evaluation website: <https://classeval.ncsu.edu>
- Student help desk: classeval@ncsu.edu
- More info about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, University College Commons, Campus Box 7509, 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 (REG02.20.01) (<https://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.'

Campus Resources

Writing and Speaking Tutorial Services

For help with any writing or speaking assignment, for any course, visit one of the free walk-in centers on campus. Peer consultants are available through the University Tutorial Center (UTC) in 101 Park Shops, and in other locations on campus. For hours and further information, click [here](#).

Moodle

For help with navigating Moodle and our course page in particular, please consult [Moodle Student Orientation](#) and also [this page](#) for student FAQs, video tutorials, and more. You can also email help@ncsu.edu or call 919-515-HELP (4357).

Ask a Librarian

Click [here](#) to learn how to reach the Reference Staff at Hill/Hunt Libraries.

Campus Safety

Click [here](#) for information to help you remain prepared and proactive with respect to your safety on campus.

NCSU's GLBT Center

Click [here](#) to learn more about resources available to the GLBT and ally community both at the center and across campus.

Counseling Center/Assisting Students of Concern

The Counseling Center provides counseling for NC State students experiencing personal, academic, or vocational problems. Most services are free. For more information, click [here](#).

Finally, 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 campus remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's well-being or yours. When this occurs, please report this behavior to the NC State's [Students of Concern website](#).

Daily Class Schedule

NOTE: This is a **tentative** schedule and it is subject to change according to the needs of the class and contingencies.

Date		In Class	Homework
T	Aug	<ul style="list-style-type: none"> Course and syllabus overview Course assignments/expectations David Foster Wallace "This is Water" (read before first class) 	<ul style="list-style-type: none"> Arendt, <i>The Human Condition</i> (Prologue and Ch 1) Heilbroner, "Do Machines Make History?" Suggested: "Technology and the Human Condition" <i>The Fraildest Thing</i> and McLuhan, "The Medium is the Message" First QFC on Arendt due next class
R	Aug	<ul style="list-style-type: none"> First QFC Due: <i>The Human Condition</i> (GK) <i>The Human and Tech Condition</i> Technological Determinism 	<ul style="list-style-type: none"> Blitz, "Understanding Heidegger..." (63, 67-75) Ministry of Ideas Podcast (in)Efficiency Recommended: Heidegger, "Question Concerning Technology" First ELA: <i>The Matrix</i> and <i>Simulated World</i> due next class
WEEK 2			
W	Sep	<ul style="list-style-type: none"> First ELA Due: <i>Matrix</i> and <i>Simulated World</i> Technology and/as Efficiency 	<ul style="list-style-type: none"> Feenberg, "Technology in a Global World" (pp. 237-243) De Zengotita, "The Numbing of The American Mind" ELA: Tech Movie Viewings assigned, due ... (proposed list of films due ...)
M	Sep	<ul style="list-style-type: none"> QFC Due: "The Numbing of The American Mind" Technological branching, combining, and mediation 	<ul style="list-style-type: none"> Rowen, "The End of Forgetting," <i>The Atlantic</i> Haegney, "The Seductiveness of Insta-Nostalgia" <i>The New Yorker</i> Wulf et.al., "Video Games as Time Machines" ELA: Media Nostalgia due next class
WEEK 3			

W	Sep	<ul style="list-style-type: none"> • Discussion Leader 1: Feeling Nostalgic • ELA Due: Media Nostalgia • Forgetting and Nostalgia 	<ul style="list-style-type: none"> • McCarthy, "Remember Things: Consumerism, Nostalgia, and Geek Culture in Stranger Things" • Stranger Things, Belligerent Romance and the Danger of Nostalgia (Youtube) • QFC on "Remember Things" & Stranger Things...
M	Sep	<ul style="list-style-type: none"> • QFC Due: "Remember Things" and Stranger Things • Nostalgia in digital media: <i>Stranger Things</i> and 80's media image • Promises and Dangers of Nostalgia 	<ul style="list-style-type: none"> • Fernandez and Matt, "The Lonely Cloud" <i>Bored, Lonely, Angry, Stupid</i> • Recommended: "Why are we so Lonely: Glad you asked" Vox • ELA: Live-Stream Your Life Challenge" due .. • ELA: Media Diet Log (track one week) due ...
WEEK 4			
T	Sep	<ul style="list-style-type: none"> • Feeling Lonely: American history and loneliness 	<ul style="list-style-type: none"> • Wolters, "Asia's live-streaming industry promises intimacy. So why are users so lonely?" <i>National Geographic</i>. • McCormick, "Asia's lonely youth are turning to machines for companionship and support" <i>SCMP</i> • Recommended: Rubin, "All the Lonely People - where do they belong?" <i>The New Atlantis</i> and Ooze (5 minute film)
R	Sep	<ul style="list-style-type: none"> • Discussion Leader 2: Feeling Lonely • ELA Due: Live-Stream Your Life Challenge • Communalism meets Digitalism • Int. and American loneliness 	<ul style="list-style-type: none"> • Foucault, "Panopticonism" • The Conversation.com: Chinese Social Credit scores • Recommended: <i>Black Mirror</i> episodes "10,000 Million Merits" and "NoseDive" • ELA: Awe, Wonder, and Mindfulness begins!
WEEK 5			
T	Sep	<ul style="list-style-type: none"> • ELA Due: Media Diet Log • Discussion Leader 3: Feeling Watched • Panopticonism & Social Credit 	<ul style="list-style-type: none"> • Friesen, Feenberg, Smith, and Lowe, "Experiencing Surveillance" in <i>Reinventing the Internet</i> • Recommended: Beyoncé and Lady Gaga "Video Phone"
R	Sep	<ul style="list-style-type: none"> • QFC Due: "Experiencing Surveillance" • Surveillance and Phenomenology: The feelings of being watched 	<ul style="list-style-type: none"> • Turkle, "Love's Labor Lost," <i>Together, Alone</i> • "Love in the Digital Age" <i>NY Times</i> • QFC on "Love's Labor Lost" due next class • ELA: Digital Relationship App/Simulation assigned, due ...
WEEK 6			
T	Oct	<ul style="list-style-type: none"> • QFC Due: "Love's Labor Lost" • Feeling Love(d) • Turkle, <i>The Works of Love</i>, and Digital romantic love 	<ul style="list-style-type: none"> • White and Galbraith, "Japan's Emerging Emotional Tech" <i>Anthropology-news</i> • Schneider, "The Philosophy of 'Her'" <i>NYTimes</i> • Her viewing Wednesday/Thursday night
R	Oct	<ul style="list-style-type: none"> • Discussion Leader 4: Feeling Love • ELA Due: Digital Relationship/Simulation • <i>Her</i> and human love in a digital age 	<ul style="list-style-type: none"> • "The last places on Earth..." <i>The Telegraph</i> • "Students lacking Internet" <i>Atlantic</i> • Project Loon • Haraway, "A Cyborg Manifesto" (excerpts) • ELA: Twitter and Everyday Life due ... • ELA: Artifact Analysis: Experience of Things assigned, due...
WEEK 7			
T	Oct	<ul style="list-style-type: none"> • Discussion Leader: 5 Feeling Dis(Connected) • The Digital Divide and Project Loon 	<ul style="list-style-type: none"> • Gertz, "Amor Fitbit" <i>Technology and Nihilism</i> • Recommended: Wake Up (short) • QFC on "Amor Fitbit" due next class
R	Oct	<ul style="list-style-type: none"> • QFC Due: Amor Fitbit • ELA Due: Twitter & Everyday Life • Feeling (over)Connected 	<ul style="list-style-type: none"> • Roth, "The Infinite Scroll" <i>Columbia Journalism Review</i> • Carr, "How Smartphones Hijack Our Minds" • Suggested: Pocket (short) • ELA: Dopamine/Stimulus Fast assigned, due
WEEK 8			
T	Oct	<ul style="list-style-type: none"> • Discussion Leader 6: Feeling Addicted • Smartphones and scrolling: the desire for connection 	<ul style="list-style-type: none"> • Turkle, "Stop Googling. Let's Talk" and also available here • Turkle, "Connected, but Alone?" (TED) • Twenge, "Have Smartphones Destroyed a Generation?" • Recommended: "Net Loss: Is the Internet Killing Solitude..."
R	Oct	<ul style="list-style-type: none"> • Discussion Leader 7: Feeling Distracted • ELA Due: Dopamine/Stimulus Fast • Social media - the desire for conversation, loss of solitude? 	<ul style="list-style-type: none"> • "Creativity in the Digital Age" <i>The Guardian</i> and these images and video • The Machine Gaze, Aeon (another version here) • Recommended: Oh Baby (short)

WEEK 9			
T	Oct	<ul style="list-style-type: none"> • Discussion Leader 8: Feeling Creative/Artistic • ELA Due: Artifact Analysis: The Experience of Things • Digital Creativity: Perceiving Digitally 	<ul style="list-style-type: none"> • Watch this then read "A Brief History of Morai, one of PC's most..." • Khatchadourian, "The Taste Makers" <i>The New Yorker</i> • Suggested: Benjamin "The Work of Art in the Age of Mechanical Reproduction" • QFC on "The Taste Makers" due next class
W		Chris Johnson: creator of Morai	Digital "Field Trip"
R	Oct	<ul style="list-style-type: none"> • QFC Due: "The Taste Makers" • The past, present, and future enjoyment of technology and aesthetic taste 	<ul style="list-style-type: none"> • Quesnel and Riecke, "Are you Awed Yet: How VR gives us Awe and Goose Bumps" • Recommended: Jill Shaarga, "Please, please, people: Let's put the awe back in awesome!" <i>TED</i> • Suggested: Tan, "Digital Confucius? Exploring the implications of artificial..." <i>Connection Science</i> • ELA: Letter Conversation assigned, due ... • ELA: Living Room Conversation: Technology and Relationships assigned, due ...
WEEK10			
T	Oct	<ul style="list-style-type: none"> • ELA Due: Awe, Attention, and Koru Mindfulness • ELA Due: Letter Conversation • Instilling and Cultivating Awe: Earthrise 	<ul style="list-style-type: none"> • Carr, "The Church of Google" • QFC on "The Church of Google" due next class •
R	Oct	<ul style="list-style-type: none"> • Discussion Leader 9: Feeling Awe • QFC Due: "The Church of Google" (GK) • Feeling Awed 1: Carr, "Church of Google" 	<ul style="list-style-type: none"> • Umberto Eco, "Reports from the Global Village" (pg 135-150) • E.M. Forster, "The Machine Stops" • QFC on "Reports from the Global Village" OR "The Machine Stops" due next class
WEEK11			
T	Nov	<ul style="list-style-type: none"> • Discussion Leader 10: Feeling (in)dependent • QFC Due: "Reports from the Global Village" (GK) OR "The Machine Stops" • Eco and Forster on (In)Dependency 	<ul style="list-style-type: none"> • Intelligence Squared US Debate Groups "Don't trust the power of Artificial Intelligence" • ELA: Digital Optionality Assignments assigned, due Tuesday...
R	Nov	<ul style="list-style-type: none"> • AI Debate discussion • ELA Due: Living Room Conversation 	<ul style="list-style-type: none"> • Fully Automated Luxury Communism Ch. 11 (context) and 12 (focus)
WEEK12			
T	Nov	<ul style="list-style-type: none"> • ELA Due: Digital Optionality • Feeling Hope 1 	<ul style="list-style-type: none"> • Singler, "Existential hope and existential despair in apocalypticism and transhumanism" <i>Zygon</i> • McKie, "No Death and an Enhanced life: Is the Future Transhuman?" <i>The Guardian</i>
R	Nov	<ul style="list-style-type: none"> • ELA Deadline: Tech Movie • Hope 2 and TransHumanism (GK): Viewing: <i>Black Mirror</i> "San Junipero" 	<ul style="list-style-type: none"> • No new reading: research final project • Project Proposals due next class on
WEEK13			
T	Nov	<ul style="list-style-type: none"> • All Project Proposals Due Today • Group 1 Project Proposal Workshop 	<ul style="list-style-type: none"> • No new reading: research final project
R	Nov	<ul style="list-style-type: none"> • Group 2 Project Proposal Workshop 	<ul style="list-style-type: none"> • No new reading: research final project
WEEK14			
T	Dec	<ul style="list-style-type: none"> • No Additional Reading: Project Presentation and Workshop Days 	<ul style="list-style-type: none"> • No new reading: research final project
R	Dec	<ul style="list-style-type: none"> • No Additional Reading: Project Presentation and Workshop Days 	<ul style="list-style-type: none"> • No new reading: research final project • Final Projects due next class!
Final			
T	Dec	PROJECTS DUE AT THE START OF EXAM TIME	

Fwd: course consult requested UHON 355

3 messages

Holly Hurlburt <hshurlbu@ncsu.edu>
To: Anne Auten <acauten@ncsu.edu>

Tue, Mar 2, 2021 at 12:39 PM

----- Forwarded message -----

From: **Karen Young** <kryoung@ncsu.edu>

Date: Fri, Feb 26, 2021 at 4:50 PM

Subject: Re: course consult requested UHON 355

To: Holly Hurlburt <hshurlbu@ncsu.edu>

Cc: Deanna Dannels <dpdannel@ncsu.edu>, Kasey Harris <kkharris@ncsu.edu>, Bret Smith <bhsmith6@ncsu.edu>, <jennifer_capps@ncsu.edu>

Dear Holly,

I am reaching out to you on behalf of Dean Dannels in response to your request for consultation. Thank you for the opportunity to review and provide feedback about this proposal for HON 355 – Feelings of/from Technology: Analog Bodies in Digital Spaces. The College of Humanities and Social Sciences has no objections to this proposed new course. While there is some overlap between this course and some of our existing offerings (e.g., ANT 261, COM 487, PSY 340, PSY 416) this new HON course differs enough either in terms of content, focus, and/or approach that there is not a substantial overlap between it and any of our courses.

Our Philosophy and Religious Studies department did have a little information they thought might be helpful to offer. When Professor [Bykova](#) introduced the course [Continental Philosophy After 1900](#), it was originally offered as PHI 303. Despite her past success at making difficult material from the Continental traditions accessible to undergraduates, she found it necessary to re-number the course as PHI 403/503, to discourage first and second year students from attempting the course. It is, however, clear from his dissertation and published work that Dr. O'Leary strives for lucidity and to avoid creating an illusion of understanding, so he appears well-qualified to make work by Heidegger, Foucault, Benjamin, Haraway and others accessible to first year students.

They also added that on Twenge's analyses, it is helpful to consider the discussion at [andrewgelman.com](#) (search on: "site:andrewgelmancom Twenge" without the quotes).

Our English Department noted that there is a significant amount of science fiction and speculative fiction that might comment nicely on similar issues. They saw that E.M. Forster and Umberto Eco were part of the readings, but there might be others to look at as well -- like afrofuturist writers (Rivers Solomon, Octavia Butler, etc.).

Please let me know if I may be of further assistance.

Best,
Karen

On Tue, Feb 9, 2021 at 1:30 PM Deanna Dannels <dpdannel@ncsu.edu> wrote:
Karen-- can you please conduct this consult?

Thanks!

----- Forwarded message -----

From: **Holly Hurlburt** <hshurlbu@ncsu.edu>

Date: Tue, Feb 9, 2021 at 11:43 AM

Subject: course consult requested UHON 355

To: Deanna Dannels <dpdannel@ncsu.edu>

Cc: Kasey Harris <kkharris@ncsu.edu>, Bret Smith <bhsmith6@ncsu.edu>, Jennifer Capps <jennifer_capps@ncsu.edu>

Dear Deanna;

I hope you're well. Bret has asked me to reach out to you to request a consultation with the College of Humanities and Social Sciences in reference to a course - UHON 355, Feelings of/From Technology: Analog Bodies in Digital Spaces. This consultation is requested because CHaSS has several courses on the books with a technological focus. Dr. O'Leary, the course instructor, looked extensively at CHaSS offerings in COM, HI, STS, ENG and PSY and did not find [duplication or significant overlap](#) as indicated by the policies of OUCCAS. Further, Dr. O'Leary's class will only be offered as a UHON seminar, will be capped at 20 students and will be offered at most once every three semesters, so we do not anticipate any competition or significant overlap with CHaSS courses. The course has been reviewed by the University College Curriculum Committee, who recommended the course for approval but in the interest of due diligence, urged the consult.

Here are [the syllabus](#) and [course action](#) for your review. OUCCAS policy allows a window of 3 weeks for a consultation, so I would request your response on or before **March 2**. Please let me know if I can offer any further clarification or assistance and thank you so much for your consideration!

Be well,
Holly

--

Dr. Holly S. Hurlburt *she/her/hers*
Assistant Dean, Executive Director for Academic Enrichment Programming
University College
Professor of History
North Carolina State University
[Daughter of Venice](#) - Yale University Press

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Deanna P. Dannels
Associate Dean of Academic Affairs
Professor of Communication
College of Humanities and Social Sciences
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Karen R. Young, Ph.D. (pronouns: she, her, hers)
Assistant Dean and Director of Undergraduate Programs
College of Humanities and Social Sciences (CHASS)
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Raleigh, NC 27695-8101
Phone: (919) 515-3425
Fax: (919) 515-9419

COM 250: Communication and Technology

Units: 3

Examination of past, current, and future intersections of technology, culture, and communication in everyday life. Impact of communication technology policies. Analysis of communication technologies in interpersonal, organizational, societal, and global contexts. Development of technology skills for the competent communicator.

Prerequisite: Communication Majors. Credit is not allowed for both COM 250 and COM 200

> Dr Stephen B. Crofts Wiley

COM 200: Communication Media in a Changing World

Units: 3

COM 200 is a general education course. COM majors can only take it as a free elective, or with special permission. I am doing a special international version of this course this summer -drop me an email and I will be glad to email you the information.

> Dr Robert L Schrag

> Often Distance-Based

ARS/STS 257: Technology in the Arts

Units: 3

The interaction between technology and the arts with an emphasis on developments in Western art of the twentieth century. Historical and emerging issues include: sound and film recordings, the addition of sound to films, the impact of films and television on theater, the impact of radio, computer applications to music, the visual arts, and literature.

GEP: Interdisciplinary Perspectives

Offered in Fall and Spring

Victoria Neal Ralston

COM 487: Internet and Society

Units: 3

Exploration of major issues involved in the growth of computer-mediated communication and information technologies. Construction of self and body; relation of information technology to social, civic, and political life; gender, race, and class as continuing critical points; knowledge and intellectual property; the implications of software and design on the nature of communication, knowledge, and information.

Prerequisite: COM 250 or COM 257 or STS 214

Offered in Spring Only

YEAR: Offered Alternate Even Years

Dr. Adriana de Souza e Silva

Catalog Description:

Exploration of major issues involved in the growth of computer-mediated communication and information technologies, including: construction of self and body; relation of information technology to social, civic, and political life; gender, race, and class as continuing critical points; knowledge and intellectual property; the implications of software and design on the nature of communication, knowledge, and information.

Course objectives:

Upon successful completion of this course students will be able to:

- Understand major concepts related to cyberspace and the Internet
- Identify historical developments related to the Internet, and the personal computer.
- Analyze and compare current issues related to online social multiuser environments.
- Analyze contemporary issues related to the use of the internet and wireless technologies.
- Demonstrate general competency in the subject matter through the completion of two exams and a research presentation.

COM/GES 508: Emerging Technologies and Society

Units: 3

Provides frameworks for understanding emerging technologies and their social, political, and cultural contexts. Presents historical case studies, ethnographic accounts, and theoretical perspectives that introduce students to ways of thinking about science and technology, nature and culture, and democracy and expertise. Graduate standing is required.

Offered in Spring Only

Also listed as: GES 508

Dr. Jean Goodwin, Dr. Jason Delborne

COM 528: Communication Culture and Technology

Units: 3

Examine Communication technology via historical examples. Inquiry into the development of early sound and screen technologies. Analysis of computer-mediated Communication genres.

Prerequisite: Graduate standing

Offered in Spring Only YEAR: Offered Alternate Odd Years

Dr. Sarah R. Stein

CSC 554: Human-Computer Interaction

Units: 3

Basic theory and concepts of human-computer interaction. Human and computational aspects. Cognitive engineering. Practical HCI skills. Significant historical case studies. Current technology and future directions in user interface development.

Prerequisite: CSC 316

Offered in Spring Only

Dr. Noboru Matsuda

ENG 515: Rhetoric Of Science and Technology

Units: 3

The relationships among rhetoric, scientific knowledge and technological development and of changes in how these relationships understood historically. Practice in critical analysis of scientific and technical discourse. Consideration of scientific and technical language and of public controversy concerning science and technology.

Offered in Fall Only

Dr. Stacey Pigg

HI 341: Technology in History

Units: 3

The role of technology in society from earliest times to the present. Major achievements in technology and an examination of the nature of invention, innovation and adaptation of technologies and their impact on Western Civilization.

GEP: Interdisciplinary Perspectives

Offered in Fall and Spring

Dr. Ross Bassett

HI 485: History of American Technology

Units: 3

Technology in American history: the ideological, social, economic, and institutional contexts of technological change from the 1760's to the present. Impacts of new technological systems. Credit will not be given for both HI 485 and HI 585.

Prerequisite: 3 hours of History

Dr. Ross Bassett

PA 552: Science and Technology Policy

Units: 3

This course explores multiple methodologies and disciplinary perspectives to examine the public policies involving or affected by science and technology [S&T]. Course themes include the history and evolution of S&T policy, current national and international S&T policy systems and the interactions and conflicts within and surrounding them, and responsible governance of S&T.

Prerequisite: Graduate Standing or PBS Status

No future course meetings are currently scheduled

PSY 757: Innovation and Technology

Units: 3

Social science theory and research on innovation process and consequences of deploying and implementing technologies. Interactions between social and technical systems: R&D management; social/administrative technology; adoption and dissemination; public policy; computer-mediated communications; implementation; and intended and unintended outcomes for individuals, organizations and society.

Prerequisite: 3 hrs. grad. ST or research methods

No future course meetings are currently scheduled

STS 214: Introduction to Science, Technology, and Society

Units: 3

Introduction to the field of Science, Technology, and Society [STS], including most important STS scholars, major schools of thought, and important theoretical and empirical issues in STS.

GEP: Interdisciplinary Perspectives

Offered in Fall Spring Summer

Darrell Darius Stover

STS 302: Contemporary Science, Technology and Human Values

Units: 3

Interdisciplinary evaluation of recent and potential influences of current scientific and technological developments on US and non-US societies. Emerging social, ethical, and intellectual issues include: The adequacy of contemporary scientific frameworks; the relations among science, technology, and society; the social consequences of scientific and technological applications, and human prospects and possibilities.

Prerequisite: Sophomore standing

GEP: Global Knowledge

GEP: Interdisciplinary Perspectives

Offered in Fall Spring Summer

Dr. Ross Bassett

STS 304: Ethical Dimensions of Progress

Units: 3

Multidisciplinary examination of traditional western notion of progress, focusing on ethical issues raised by concept of progress, and connections between science, technology and society. Places relationships such as engineering and social responsibility within the context of present day redefinitions of the notion of progress.

Dr Mary Tjiattas

STS 490: Issues in Science, Technology, and Society

Units: 3

Examination of a significant issue, method, or historical episode in the area of science, technology, and society.

Prerequisite: Junior standing.

Offered in Fall and Spring

HON 348 Emotion and Reason

3 units

Consider the range of emotions that one experiences in a lifetime, from the joy of being with your loved ones to the fear of losing them, from the thrill of success to the sadness of defeat. Pleasant or aversive, emotions play a central role in our lives. Despite their obvious importance, emotions have been considered by many philosophers to be inferior to another distinctive faculty in human beings, namely reason. The idea that emotions are primitive, irrational and dangerous and thus to be controlled and constrained by reason has been embraced by eminent thinkers from Plato and the Stoics to Kant. In this course, we will focus on the relationship between reason and emotion in moral cognition and cognition more generally, and we will investigate how/to what extent reason can be said to be distinct from and superior to emotion.

PSY 416: Psychology of Emotion

3 units

Introduction to the classic and contemporary theories of emotion, with strong emphasis on how data provide evidence to test theory. Biological, cognitive, social, and cultural foundations are explored.

Jing Yuan

SIP 114: Wicked Problems, Wolfpack Solutions (2 cr): Integrating Across Disciplines to Address Wicked Problems

Wicked Problems, Wolfpack Solutions 2020: The COVID-19 Pandemic

NOTE: Topic will change with subsequent offerings of the course. For example, 2021 will focus on global change and social inequities

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We acknowledge that while at NC State University, we are present on the traditional territory and homelands of the Catawba Nation.

COMMUNICATION

Communication about this course starts with this syllabus. Please take the time to look through all of it. The course website can be found here: <https://wolfware.ncsu.edu/courses/my-wolfware/>

Our goal is to create an inclusive space welcoming those of all races, ethnicities, national origins, religions, abilities, ages, sexual orientations, sexes, gender identities, and veteran statuses. We ask all participants to work with us to create welcoming intellectual, physical and virtual spaces by treating each other with respect -- by listening to understand, by not making assumptions, and by avoiding judgmental attitudes and comments.

In an effort to affirm and respect the identities of all members of the classroom and beyond, please contact course facilitators (wolfpack-solutions@ncsu.edu) if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory. You can update your personal information in MyPack Portal -- for instructions on how to do so, please visit: <https://studentservices.ncsu.edu/your-resources/privacy/pronouns-and-gender-identity/> and <https://studentservices.ncsu.edu/your-resources/privacy/preferred-name/>

Announcements

Communication we have about this class will be conducted by email announcement through the Moodle course website. It is your responsibility to regularly check and maintain the email account you have on record with NC State Registration and Records. ***You should check this email account (i.e., read the emails) at least once a day.*** Many instructors and advisors at NC State will communicate with you via email.

If you have course-specific questions or concerns, please refer to the Announcements forum on Moodle and the Wolfpack Solutions FAQ page. These resources will be updated frequently as needed.

If you have questions that are not addressed on the FAQ page, then you can email the course facilitators at wolfpack-solutions@ncsu.edu.

Response Time

We will try to respond within two (2) business days.



COURSE MATERIALS

All course materials will be provided on the course Moodle site (<https://wolfware.ncsu.edu/courses/my-wolfware/>).

ABOUT THIS COURSE

Wicked Problems, Wolfpack Solutions (SIP 114) is a shared academic experience designed for all students new to NC State. Each year, this course focuses on a current wicked problem, defined as a highly complex problem that can only be addressed through collaborative, multidisciplinary efforts. This course explores a wicked problem and possible solutions through the perspectives of NC State scholars representing many different areas of study and reflects NC State's commitment to inclusion of individuals and ideas from a broad diversity of backgrounds and experiences.

Students, we hope that by engaging fully in this course you will not only feel inspired and energized to explore the wide variety of areas of study available at NC State, but also begin to reflect on where and how you can connect with others to develop your own sense of belonging in the Wolfpack learning community. We value each student's unique perspective, background and potential, and hope that you will feel supported and cared for as you begin your undergraduate journey at NC State. Welcome!

Structure

- This online course delivers all learning materials, activities, and assignments through **Moodle**, a secure and easy-to-use online learning platform.
- The course is completely **asynchronous**, which means that students have no real-time class meeting requirements. We do hope that you can join us at the live events we also have scheduled, but these will also be recorded for those who cannot participate in real time.
- Learning activities include videos, podcasts, live events, reading assignments, self-check quizzes, written reflections, peer reviews, discussion forums, and a course-long project.
- This course consists of five (5) modules, with a new module opening on each Monday of the term. Assignments are designed to be completed in the order presented and all are due by the end of the final exam period of the term. There is no final exam in this course.

COURSE GOALS

Students who fully engage with the activities in this course will have the opportunity to do the following:

Interdisciplinarity. Explore how NC State faculty and other experts from a wide variety of disciplines each offer valuable, evidence-based perspectives and solutions to the wicked problems of the world and envision the contributions they themselves can make.

Transition. Discover and develop skills, strategies and relationships needed to thrive at NC State and beyond.

Intentionality. Reflect on how to make informed, value- and goal-driven decisions about their own university experience. Create a conceptual framework for their own college education to help guide decisions about majors, minors, courses, and co-curricular experiences.

Community. See themselves and others as valuable, contributing and cared-for members of the NC State family. identify where and how they can connect with experiences and with other people to develop their own sense of belonging.

STUDENT LEARNING OUTCOMES

Students, by the end of this course you should be able to:

1. identify various disciplinary perspectives in the context of addressing a complex problem.
2. identify the elements and intellectual standards of critical and creative thinking.
3. differentiate among the distinct approaches of multiple disciplines to understanding and addressing a complex problem.
4. compare the contributions that different disciplines can make to understanding or responding to the problem being addressed.
5. design a strategy involving multiple disciplines to address a complex problem.
6. describe the way(s) in which you could envision yourself helping to address a complex societal problem.
7. explain the value of taking an interdisciplinary approach to solving problems and to your own college education.
8. explain the reasoning behind various responses to the COVID-19 pandemic and identify some of the challenges of effectively implementing those responses.

[NOTE: With each new offering of the course, the last outcome will be modified to fit the topic.]

GENERAL COURSE INFORMATION

Course Website (Moodle): <https://wolfware.ncsu.edu/courses/my-wolfware/>

Course Credit Hours: 2 credits

Contact for questions: wolfpack-solutions@ncsu.edu

Course Credit

Students who complete all assignments at a satisfactory level by the end of the term (final due date is provided on the Moodle site) will receive course credit for this course in their first full semester at NC State.

General Education Program (GEP) Information

This course fulfills 2 credits of the Interdisciplinary Perspectives requirement of the General Education Program. The objectives for this GEP category are:

1. Distinguish between the distinct approaches of two or more disciplines. (SLO 3-5)
2. Identify and apply authentic connections between two or more disciplines. (SLO 4-5)
3. Explore and synthesize the approaches or views of two or more disciplines. (SLO 5)

Those student learning outcomes (SLOs) most relevant to each category are indicated in parentheses.

TECHNOLOGY REQUIREMENTS

Hardware

NC State's Online and Distance Education provides [technology requirements and recommendations](#) for computer hardware.

Software

- > [Moodle and Wolfware](#)
 - o [Moodle Accessibility Statement](#)
 - o [Moodle Privacy Policy](#)
 - o [NC State Privacy Policy](#)
- > [Adobe Reader](#) (for reading PDF files)
 - o [Accessibility Statement](#)
 - o [Adobe Privacy Policy](#)
- > [G Suite](#)
 - o [Accessibility Statement](#)
 - o [Privacy Policy](#)

Minimum Computer and Digital Literacy Skills

- > Regular access to a reliable internet connection
- > Proficient typing and word processing skills (MS Word, text editors, Google Docs)
- > Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers
- > Ability to download and upload attachments
- > Knowledge of copy/paste and use of spell check
- > Ability to use computer networks to locate and store files or data
- > Internet skills and ability to perform online research using various search engines and library databases. Visit [Distance Learning Services](#) at NC State Libraries for more information.
- > Properly cite information sources

NETIQUETTE

Netiquette is the term used to describe the special set of rules for online communication.

Students should be aware that their behavior impacts other people, even online. We will all strive to develop a positive and supportive environment and will be courteous to one another. Due to the nature of the online environment, there are some things to remember when taking an online course and engaging with others.

Tips for Success:

- > **Do:** Follow the same standards of behavior that you subscribe to offline. Keep in mind that all online communication is documented and therefore permanent.
- > **Don't:** Attack others in discussion forums. This includes responding in a highly critical, sarcastic, or ridiculing manner – especially if on a personal level. Remember that these discussions are meant for constructive exchanges and learning!

- > **Do:** Ensure you are responding to forums by the due date, in order to leave time for peers to comment on your response.
- > **Don't:** Go for long periods of time without engaging with the online classroom community! In online, hybrid, or face to face courses that you take in the future, you should plan to have regular communication with your instructor as well.

- > **Do:** Remember to read over your posts before selecting "Submit."
- > **Don't:** Use slang, poor grammar, and other informal language in discussion forums or email messages to instructors or classmates.

GRADING

Grading Policy

You will not earn a letter grade for this course. Participation in and completion of all course activities will earn you two general education credit hours at no cost. The two credit hours will be added to your spring 2020 transcript at the end of the spring semester (similar to the way we award Advanced Placement credit) and will count toward the Interdisciplinary Perspectives category of the General Education Program.

Earn course credit by completing all:

- > Self-Check activities with a score of 75% or greater
- > Surveys (after each presentation)
- > Reflections (weekly)
- > Task Force Project assignments (weekly)

COURSE SCHEDULE

This course runs over a five-week period. Although the course is self-paced, the science of learning tells us to advise that you distribute the work over all of those five weeks.

Week	Open Date	Topic	To Explore	To Do
Preview	11/28/2020	Start Here!	Introduction & Course Overview	Self-Check, Practice Activities
Week 1	11/30/2020	Setting the Stage	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 2	12/7/2020	The Current Crisis	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 3	12/14/2020	How We See the Disease	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 4	12/21/2020	Solutions	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection
Week 5	12/28/2021	Anticipating the Future	Videos, Podcast, Optional Resources	Self-Checks, Live Event (will be recorded), Task Force Activity, Reflection

All assignments are due by January 8, 2021. See the Late Assignments section (next) for details.

NOTE: course schedule is subject to change.

COURSE POLICIES

Late Assignments

Every course syllabus should clearly indicate whether or not assignments will be accepted late and what the impact is on the grade for that assignment (and for the course). In most courses, assignment due dates will occur throughout the term, spacing out your learning. In this course, because it can be completed entirely on your own schedule, all assignments are due by the end of the term. We will accept assignments after that time only if you contact us at Wolfpack-Solutions@ncsu.edu and explain why you cannot submit by the end of the term.

For your learning, it is best to complete assignments (1) in the order they are provided and (2) spaced out throughout the term. To the extent you can do so, please stay “on schedule” with the weekly layout of this course.

Incomplete Grades

Incomplete grades are typically used in situations in which a student cannot complete coursework due to circumstances beyond their control. In order for an instructor to post an incomplete (IN), the student must be in communication with the instructor and must have an understanding of what is required in order for them to complete the course. Once the student completes all coursework (and there may be a deadline for doing so), the instructor will then submit a grade change to post the course grade. We are not posting a grade for this course, but we will post credit in your first semester at NC State. If you need additional time to complete coursework after the deadline (due to circumstances beyond your control), contact us at Wolfpack-Solutions@ncsu.edu and explain why you cannot complete all of your coursework on time.

Attendance and Participation

The requirements for attendance and participation will vary in each course that you take at NC State. These policies will be detailed for you in each course syllabus and include links to NC State's Attendance Policy: <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/> and the Withdrawal Process: <https://studentservices.ncsu.edu/your-classes/withdrawal/process/>

In this course, because all course activities can be completed entirely on your own schedule prior to the close of the course, attendance and participation will not be tracked. We will be looking for completion as detailed in the Grading Policies described above.

UNIVERSITY POLICIES

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the [Academic Integrity](#) web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

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.

Students are responsible for reviewing the NC State University Policies, Regulations, and Rules (PRRs) that pertain to their course rights and responsibilities:

- > [Equal Opportunity and Non-Discrimination Policy Statement](#) and [additional references](#)
- > [Code of Student Conduct](#)
- > [Grades and Grade Point Average](#)
- > [Credit-Only Courses](#)
- > [Audits](#)

These PRRs don't change very often, but the links should be included in every syllabus. If changes are made to any PRR, the university should communicate those changes directly to you and to your advisors and instructors. This is another good reason to pay attention to the emails you receive.

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 the [Disability Resource Office](#) at Holmes Hall, Suite 304, Campus Box 7509, 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 \(REG02.20.01\)](#)

Basic Needs Security

Any student who faces challenges securing food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. In addition, you can contact the Division of Academic and Student Affairs to learn more about the Pack Essentials program <https://dasa.ncsu.edu/pack-essentials/>

COURSE EVALUATIONS

In this course, we will ask for your feedback in the form of multiple surveys that you will access in Moodle. We use your anonymous responses to make changes to future course offerings.

Formal course evaluations at NC State are conducted at the end of the academic semester. The end-of-semester survey, called ClassEval, allows students to evaluate all university classes. ClassEval is administered online and includes 12 closed-ended questions and 3 open-ended questions. Deans, department heads, and instructors may add a limited number of their own questions to these 15 common questions.

Each term, students' anonymous responses are compiled into a ClassEval report for every instructor and class. Instructors use the evaluations (made available to them after the term is over) to improve instruction and include them in their promotion and tenure dossiers, while department heads use them in annual reviews of instructors. The reports are included in instructors' personnel files and are considered confidential.

Online class evaluations are available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions. Students will receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals.

- > Contact ClassEval Help Desk: classeval@ncsu.edu
- > [ClassEval website](#)
- > [More information about ClassEval](#)

MUS 103 Course Syllabus

MUS 103 – Theory and Musicianship I

Section 001

Spring 2021

3 Credit Hours

Course Description

This is the first course in a sequence for students interested in a concentrated study of music theory and musicianship. In addition to the fundamental principles of pitch, rhythm, meter, scales, keys, intervals, triads, and seventh chords, this course integrates subjects on musical expression, timbre, texture, performance, and composition.

Learning Outcomes

1. Students will be able to explain the historical foundations of theoretical principles.
2. Students will be able to read, notate, and analyze the theoretical principles of music composition.
3. Students will be able to apply theoretical principles to the composition of their own works.
4. Students will be able to articulate a model of comprehensive musicianship.

Course Structure

Course Format: This class is conducted as a hybrid course: (1) out-of-class learning consists of the completion of online assignments from an online digital textbook; (2) in-class learning occurs synchronously and consists of reinforcement of theoretical principles through keyboard and listening activities as well as the formation of a model of comprehensive musicianship.

Instructors

Tom Koch ("Coke") (tdkoch) - *Instructor*

Email: tdkoch@ncsu.edu or tom_koch@ncsu.edu (but NOT tkoch)

Office Hours: Mondays 11:00, or via a scheduled Zoom session.

Course Meetings

Lecture

Days: MWF

Time: 9:35-10:25 AM

Location: This course meets synchronously online via Zoom during the scheduled time
This meeting is required.

Course Materials

Textbooks

The required online textbook Clendinning, Marvin, Phillips, *The Musician's Guide to Fundamentals*, WW Norton, 2017. ISBN: 978-0-393-68121-5 (All-In Total Access Ebook and Learning Tools, 1st ed). Price: \$60. Students should purchase directly from the bookstore.

Expenses

- Staff paper at <\$10 (students will write down test answers on staff paper)
- Phone camera (students will photograph written tests and submit them to Moodle)
- Access to internet with webcam (classes will be conducted via Zoom; students will access tests via Moodle and must video themselves during testing)
- Printer recommended (students may choose to print out tests or write down answers on staff paper)

Requisites and Restrictions

Prerequisites

None

Co-requisites

None, but music minors must prepare to take MUS 104 (Theory and Musicianship Lab I) either together with or after MUS 103.

Restrictions

None.

Transportation

Students will be required to provide their own transportation for this class. Students may be required to provide their own transportation to and cover the cost of an on- or off-campus musical event not to exceed \$20.

Safety & Risk Assumptions

None.

Grade Components

Component	Weight	Details
Tests	55%	Four synchronous tests are given throughout the term. Test content is based on textbook chapters and in-class learning topics. All tests are cumulative in the sense that they require you to recall prior learning. Make-up tests will be validated pending official documentation of absence (see "Attendance Policy"). For testing, students must have access to Moodle, video Zoom, a phone camera, and staff paper (if they choose not to print out the test from Moodle)
Workbook Assignments ("Show It") from Musician's Guide	35%	The online textbook contains numerous in-chapter Workbook assignments, which are assigned as homework with specific closing dates. Your grade is based on the average of all assignments. There is no time limit, and you can return to the exercise any time before the closing date. You can even redo the assignment to earn a higher grade before the closing date. But each assignment left incomplete by the closing date will earn 0%, which will be averaged into your Workbook grade.
Inquizitive Activities ("Know It") from Musician's Guide	10%	Each chapter contains a learning game (Inquizitive) assigned as preparation for Workbook Assignments and reinforcement of content. There is no time limit, and students can return to the exercise any time before the closing date. To earn credit,

		students must reach the Target Score of 1500 points at a minimum of 20 questions. Each activity left incomplete by the closing date will earn 0%, which will be averaged into the Inquizitive grade.
Attendance and participation		See below for explanation of deductions from final course grade

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

This course cannot be audited.

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>.

Adverse Weather Policy

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

Extra Credit Policy

This course makes no allowances for extra credit (please don't ask). Your final grade is the result of the grading components. Please make an appointment with me well before a test if you are having trouble with the content.

Attendance Policy

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

Attendance and Absence Policy

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

- Your **first three (3) absences** are permitted for ANY reason (whether excused or unexcused) without penalty in the cumulative course grade, with the following exception:
 - If you are absent on the day of a test, **you must email me within 24 hours** (including weekends) about the nature of the absence (out of fairness to the rest of the class, do NOT wait until the subsequent class to let me know of your absence or it will be too late for a make-up). Together we will coordinate a time for a make-up test. Unless otherwise warranted, **make-up tests must be taken within 48 hours of the original test time** and must be accompanied by official documentation of absence dated on the day of the absence. Test grades will only be validated pending official documentation of absence. Only emergency or pre-approved absences on the day of a test will be accepted in order for a make-up test to be validated (emergency absences constitute death or serious injury in the family, serious illness or injury of the student, and court appearances, as allowed by university policy)
- Upon your **4th and each subsequent absence**, you must provide official documentation to me **by the subsequent class** in order to avoid the penalties outlined below (see "Class Attendance"). **NOTE:** EACH absence beyond the second **must be accompanied by its own documentation and dated on the day of the absence**; for instance, if you are absent on Monday and again two days later on Wednesday, I will require one document with Monday's date and another document with Wednesday's date.
- If you realize within the first week of class that (1) the anticipated number of absences will exceed the number of excused absences permitted in the course, or (2) your schedule necessitates regular tardiness or early dismissals, you should discuss the situation with me right away.
- Two (2) tardies of 5 or more minutes will result in one (1) absence.
- Each instance of behavioral disturbance, refusal to engage in in-class activities, sleeping in class, cell phone usage, texting, eating, or other extracurricular activity will result in one absence.
- **Absence penalty:** Three (3) absences are allowed for any reason and without documentation. Each successive undocumented absence will result in the course deductions outlined below.
 - 1-3 absences = no deduction in the cumulative course grade
 - 4-5 absences = deduction of **5 percentage points** in the cumulative course grade (e.g., 95% becomes 90%)
 - 6-7 absences = deduction of **15 percentage points** in the cumulative course grade
 - 8+ absences= deduction of **40 percentage points** in the cumulative course grade.

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>. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

Pack Pledge

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

Digital Course Components

This class will use Moodle, Zoom, and an online digital textbook. During COVID, lectures occur via Zoom and are recorded and posted to Moodle. Students should be aware that their images and responses may be captured on the recording. Students may be required to disclose personally

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

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, Campus Box 7509, 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 (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

Additional NC State Rules and Regulations

Students are responsible for reviewing the NC State University Policies, Rules, and Regulations (PRRs) which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/>

Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>

Useful Music Theory websites

1. Here is an online piano keyboard, which is useful as a visual and aural aid in learning

<https://www.onlinepianist.com/virtual-piano>

<https://recursivearts.com/virtual-piano/>

2. These websites offer basic tutorials and practice exercises useful to a first-year theory and aural skills student. If you are unclear about concepts presented in our textbook, these websites may be your first point of reference.

<https://www.musictheory.net/>

<https://tonesavvy.com/>

<https://www.teoria.com/>

<https://www.musical-u.com/>

<https://www.dolmetsch.com/theoryintro.htm>

3. These websites provide the graded content you would encounter in a comprehensive music theory curriculum (traditionally 4 semesters). Refer to these if you want to learn the complexities of music theory without taking a series of music theory courses.

<https://viva.pressbooks.pub/openmusictheory/front-matter/introduction/>

<https://musictheory.pugetsound.edu/mt21c/MusicTheory.html>

https://tobyrush.com/theorywiki/index.php?title=Main_Page

<http://openmusictheory.com/contents.html>

<http://musictheoryprof.com/>

Course Schedule

NOTE: The course schedule is subject to change.

In-class topics	Out-of class topics from Clendinning	InQuizitive Activities and Workbook Exercises Opening Dates	Show It! Workbook Exercises Closing dates (all by 9:30 AM)	Know It? InQuizitive Activities Closing dates (all by 9:30 AM)
<ul style="list-style-type: none"> Intro: What is Music? Music Theory? Musicianship? Properties of sound vs. elements of music Notation: Rules of notation, C clefs History: Foundations of pitch notation, keyboard arrangement, sight-singing Keyboard as tool: learning keyboard arrangement and h/w steps 	Ch. 1 Pitch Notation and the Grand Staff	Jan 19	Jan 22 A 1.1 Jan 25 A 1.2 Jan 27 A 1.3	Feb 5 Chapter 1
	Ch. 2 Accidentals and Half and Whole Steps	Jan 19	Jan 29 A 2.1 Feb 1 A 2.2 Feb 3 A 2.3	Feb 5 Chapter 2
Feb 5: TEST 1 on Chapters 1, 2 and in-class topics				
<ul style="list-style-type: none"> Performance: Tempo markings and meter recognition through repertoire Composition: Prosody and rhythm melodies Form: Signs of repeat History: Foundations of rhythmic notation Composition: Major-key melodies Deeper dive: Key identification of melodies, transposition, major pentatonic, chromatic scale Keyboard as tool: learning major scales Performance: Expression marks and their historical context Texture: monophony History: Foundations of tonality from modality 	Ch. 3 Simple Meters	Feb 5	Feb 10 A 3.1 Feb 12 A 3.2 Feb 15 A 3.3	Mar 8 Chapter 3
	Ch. 4 Beat Subdivisions and Syncopation	Feb 5	Feb 17 A 4.1 Feb 19 A 4.2 Feb 22 A 4.3	Mar 8 Chapter 4
	Ch. 5 Major Scales and Keys	Feb 5	Feb 26 A 5.1 Mar 1 A 5.2 Mar 3 A 5.3 Mar 5 A 5.4	Mar 8 Chapter 5
March 10: TEST 2 on chapters 3-5 and in-class topics				

<ul style="list-style-type: none"> • Form: Score formats (keyboard, piano-vocal, chamber, orchestral, etc) • Performance: Compound meter recognition through repertoire • History: Different systems of rhythmic notation • Performance: Terms of musicianship (tone, intonation, phrasing, blend, etc) • Deeper dive: Key identification of minor melodies, transposition, minor pentatonic • Keyboard as tool: learning minor scales • Notation software • Composition: minor-key melodies 	Ch. 6 Compound Meters	Mar 10	Mar 15 A 6.1 Mar 17 A 6.2 Mar 19 A 6.3 Mar 22 A 6.4	Apr 5 Chapter 6
	Ch. 7 Minor Scales and Keys	Mar 10	Mar 26 A 7.1 Mar 29 A 7.2 Mar 31 A 7.3 Apr 2 A 7.4	Apr 5 Chapter 7
Apr 5: TEST 3 on chapters 6, 7 and in-class topics				
<ul style="list-style-type: none"> • Timbre: Pitch production, propagation and perception; harmonics; timbre; tuning/temperament • Texture: Polyphony, Heterophony • Texture: Homophony, Homorhythm • Composition: Song for voice and keyboard • Notation: guitar tab, lead-sheet notation • History: foundations of figured bass and tertian harmony 	Ch. 8 Intervals	Apr 5	Apr 9 A 8.1 Apr 12 A 8.2 Apr 14 A 8.3 Apr 16 A 8.4	Apr 30 Chapter 8
	Ch. 9 Triads and Seventh Chords	Apr 5	Apr 21 A 9.1 Apr 23 A 9.2 Apr 26 A 9.3 Apr 28 A 9.4	Apr 30 Chapter 9
May 7 (Fri): TEST 4 on chapters 8, 9 and in-class topics.				
Test will begin at 9:00 (NOT 8:30)				

Additional Syllabus Language for Spring 2021 Courses

Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the [Protect the Pack](https://www.ncsu.edu/coronavirus/) website (<https://www.ncsu.edu/coronavirus/>). The sections below provide expectations and conduct related to COVID-19 issues.

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self-reporting: <https://healthypack.dasa.ncsu.edu/coronavirus/>. Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to class.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your advisor for the appropriate process to make a COVID-19 request.

Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center (<https://counseling.dasa.ncsu.edu/>)
- Health Center (<https://healthypack.dasa.ncsu.edu/>)
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: (go.ncsu.edu/NCSUcares).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program (<https://dasa.ncsu.edu/pack-essentials/>).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the community expectations and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 <https://policies.ncsu.edu/rule/rul-04-21-01/>

Course Expectations Related to COVID-19:Face

- **Face Coverings:** As a member of the NC State academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all NC State buildings. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. Please follow the cleaning guidelines described by the University.
- **Course Attendance:** NC State attendance policies can be found at: <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/>. Please refer to this course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the "Health and Participation in Class" section above. COVID 19-related absences

will be considered excused; documentation need only involve communication with your instructor.

- **Course Meeting Schedule:** Your course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with the instructor.
- **Classroom Seating:** To support efficient, effective contact tracing, please sit in the same seat when possible and take note of who is sitting around you; instructors may also assign seats for this purpose.
- **Technology Requirements:** This course may require particular technologies to complete coursework. Be sure to review the syllabus for these expectations, and see go.ncsu.edu/syllabus-tech-requirements to find out more about technical requirements for your course. If you need access to additional technological support, please contact the Libraries' Technology Lending Service: <https://www.lib.ncsu.edu/devices>.

Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly, including from in-person to online. Regardless of the delivery method, we will strive to provide a high-quality learning experience.

Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

- **Enhanced S/U Grading Option:** <https://studentservices.ncsu.edu/your-resources/covid-19/spring2020-sat-grading/>
- **Late Drop:** <https://studentservices.ncsu.edu/your-resources/covid-19/spring2020-latedrop/>

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

Other Important Resources

- **Keep Learning:** <https://dasa.ncsu.edu/students/keep-learning/>
- **Protect the Pack FAQs:** <https://www.ncsu.edu/coronavirus/frequently-asked-questions/>

MUS 120:601 Course Syllabus

MUS 120:601 – Introduction to Music Theory

Section 601

Spring 2021

3 Credit Hours

Course Description

This course is designed for students interested in a fundamental study of the materials of music, including pitch, rhythm, meter, scales, keys, intervals, triads, and seventh chords. Intended for students with minimal or no music theory background, this course develops skills in reading, writing, and analyzing a wide variety of music.

Learning Outcomes

1. Students will be able to identify the cultural contexts of compositional practice occurring in musical traditions.
2. Students will be able to read, notate, and analyze the materials of music composition, including pitch, rhythm, meter, scales, keys, intervals, triads, and seventh chords.
3. Students will be able to apply the materials of music composition to the creation of their own works.

Course Structure

Course Format: This class is conducted entirely online as a DE course. Students purchase an online digital textbook containing online activities and assignments that they complete for a grade.

Instructor

Dr. Tom Koch

Email: tom_koch@ncsu.edu or tdkoch@ncsu.edu (**NOT tkoch@ncsu.edu**)

Office Hours: Mondays 11:00, or email me to schedule a Zoom session.

Course Meetings

Lecture

This course is taught as a DE course, without scheduled meeting days and times.

Course Materials

Textbooks

The required online textbook Clendinning, Marvin, Phillips, *The Musician's Guide to Fundamentals*, WW Norton, 2017. ISBN: 978-0-393-68121-5 (All-In Total Access Ebook and Learning Tools, 1st ed). Price: \$60. Students should purchase directly from the bookstore.

Requisites and Restrictions

Prerequisites

None. Note that this course does not fulfill major or minor degree requirements.

Co-requisites

None.

Restrictions

None.

Transportation

Students may be required to provide their own transportation to and cover the cost of an on- or off-campus event not to exceed \$20.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component (from <i>The Musician's Guide to Fundamentals</i>)	Course Weight	Details
Workbook Assignments ("Show It")	80%	<p>The online textbook contains about 33 Workbook assignments, which are assigned as homework with specific opening and closing dates. Your grade is based on the average of all assignments. There is no time limit, and you can return to and even repeat the assignment for a higher grade before the closing date. But each assignment left incomplete by the closing date will receive 0%, which will be averaged into your Workbook grade.</p> <p>Each assignment averages 45 minutes to complete.</p>
Inquizitive Activities ("Know It")	20%	<p>Each chapter contains a game activity (Inquizitive) assigned as preparation for Workbook assignments and reinforcement of content. There is no time limit, and you can return to the exercise any time before the closing date. To receive credit, you must complete the entire activity by reaching the Target Score of 2000 points, answering a minimum of 27 questions, and earning 100%. Anything less is considered incomplete. Each assignment left incomplete by the closing date will incur a 15-percentage-point deduction from the Inquizitive course weight.</p> <p>For clarification:</p> <p>If you complete all 9 exercises, you earn 100% of the Inquizitive course weight.</p> <p>8 of 9 = 85% of the Inquizitive course weight</p> <p>7 of 9 = 70% "</p> <p>6 of 9 = 55% "</p> <p>5 of 9 = 40% "</p> <p>4 of 9 = 25% "</p> <p>3 of 9 = 10% "</p> <p>2 of 9 = 0% "</p> <p>1 of 9 = 0% "</p> <p>0 of 9 = 0% "</p>

Component (from <i>The Musician's Guide to Fundamentals</i>)	Course Weight	Details
		Each activity averages 1 hour to complete

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

This course cannot be audited.

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

See under "Grading."

Attendance Policy

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

Attendance and Absence Policy

This course is taught as an online Distance Education course, without scheduled meeting days and time.

Makeup Work Policy

Students should contact me if a documented illness prevents them from completing assignments on time. Otherwise, excuses for incomplete work will not be accepted. Students are encouraged to arrange their schedules to complete assignments well ahead of deadlines.

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>. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

Pack 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

This class will use Moodle. However, students will not be required to disclose personally identifiable information to other students in the course.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, Campus Box 7509, 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 (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

Additional NC State Rules and Regulations

Students are responsible for reviewing the NC State University Policies, Rules, and Regulations (PRRs) which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/>

Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>

Useful Music Theory websites

1. Here is an online piano keyboard, which is useful as a visual and aural aid in learning

<https://www.onlinepianist.com/virtual-piano>

<https://recursivearts.com/virtual-piano/>

2. These websites offer basic tutorials and practice exercises useful to a first-year theory and aural skills student. If you are unclear about concepts presented in our textbook, these websites may be your first point of reference.

<https://www.musictheory.net/>
<https://tonesavvy.com/>
<https://www.teoria.com/>
<https://www.musical-u.com/>
<https://www.dolmetsch.com/theoryintro.htm>

3. These websites provide the graded content you would encounter in a comprehensive music theory curriculum (traditionally 4 semesters). Refer to these if you want to learn the complexities of music theory without taking a series of music theory courses.

<https://viva.pressbooks.pub/openmusictheory/front-matter/introduction/>
<https://musictheory.pugetsound.edu/mt21c/MusicTheory.html>
https://tobyrush.com/theorywiki/index.php?title=Main_Page
<http://openmusictheory.com/contents.html>

Course Schedule

NOTE: The course schedule is subject to change.

- How much time can I expect to put into this course?
 - You should anticipate a workload of 2-3 hours a week over the course of 15 weeks
 - Expect about 45 minutes to complete each Workbook assignment and 1 hour to complete each Inquizitive activity.
- What's the best way to study?
 - Read and complete a little **each day**. Don't cram the night before the closing date. Research shows that the brain better retains information when it is presented gradually over time.
 - Take extra time to
 - a. Listen to the **recorded examples**, even if you know the content. Listening helps associate notes with sounds, which is necessary in developing aural comprehension.
 - b. Answer the nongraded **Try It** questions, which prepare you for the graded assignments.
 - c. Practice the **Apply It** sections, which ask you to listen and perform music by singing and playing the keyboard.
 - i. If you do not have a keyboard, then use the online keyboard at <https://www.onlinepianist.com/virtual-piano> or <https://virtualpiano.net/>
 - ii. If you're not sure whether you're singing in tune, then download a tuning app like Soundcorset, play a note on the keyboard, and then sing the note. Adjust your voice higher or lower as needed.
 - Work incrementally on **InQuizitive** activities and **Workbook** Assignments. You don't have to wait until you've read the entire chapter to start these activities. You can save your work and return to the assignments anytime, and can even redo the Workbook Assignments for a higher grade before the closing date.

All assignments are completed online through Clendinning, et al, *The Musician's Guide to Fundamentals* (3rd ed). Course content stops after chapter 9, although you are welcome to read and attempt exercises from the later chapters.

NOTE: *The closing dates (all ending at 11:59 PM) represent the deadlines for each assignment and activity. After that time, the assignments will no longer be accepted for a grade. If an assignment is not completed by that date/time, you will receive 0% for that assignment. There are no exceptions to this rule, so please work to complete assignments well ahead of the deadline.*

Chapter and Topic (from Clendinning, et al, <i>The Musician's Guide to Fundamentals</i>)	Workbook Exercises InQuizitive Activities Opening Date	SHOW IT! Workbook Assignments (80%) Closing date (all Friday by 11:59 PM)	KNOW IT? InQuizitive Activities (20%) Closing date (all Friday by 11:59 PM)
Ch. 1 Pitch Notation and the Grand Staff	Jan 19, 2021	Jan 29, 2021 A 1.1 A 1.2 A 1.3 L&W 1.1	Jan 29, 2021 Chapter 1
Ch. 2 Accidentals and Half and Whole Steps	Jan 19	Feb 5 A 2.1 A 2.2 A 2.3 L&W 2.1	Feb 5 Chapter 2
Ch. 3 Simple Meters More help: - What is simple meter? https://www.youtube.com/watch?v=AA5EvviAQ7Q - How to count simple meters? https://www.youtube.com/watch?v=rO1pH56Jspg	Feb 5	Feb 19 A 3.1 A 3.2 A 3.3	Feb 19 Chapter 3
Ch. 4 Beat Subdivisions and Syncopation	Feb 5	Feb 26 A 4.1 A 4.2 A 4.3	Feb 26 Chapter 4
Ch. 5 Major Scales and Keys	Feb 26	Mar 5 A 5.1 A 5.2	Mar 12 A 5.3 A 5.4 Mar 12 Chapter 5
Ch. 6 Compound Meters Counting compound meters https://www.youtube.com/watch?v=HesTyct7aeM	Mar 12	Mar 19 A 6.1 A 6.2	Mar 26 A 6.3 A 6.4 Mar 26 Chapter 6
Ch. 7 Minor Scales and Keys	Mar 26	Apr 2 A 7.1	Apr 9 A 7.2 A 7.3 Apr 9 Chapter 7
Ch. 8 Intervals	Apr 2	Apr 16 A 8.1 A 8.2 A 8.3 A 8.4	Apr 16 Chapter 8
Ch. 9 Triads and Seventh Chords	Apr 16	Apr 23 A 9.1 A 9.2	Apr 30 A 9.3 A 9.4 Apr 30 Chapter 9

Additional Syllabus Language for Spring 2021 Courses

Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the [Protect the Pack](https://www.ncsu.edu/coronavirus/) website (<https://www.ncsu.edu/coronavirus/>). The sections below provide expectations and conduct related to COVID-19 issues.

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self-reporting: <https://healthypack.dasa.ncsu.edu/coronavirus/>. Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to class.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your advisor for the appropriate process to make a COVID-19 request.

Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center (<https://counseling.dasa.ncsu.edu/>)
- Health Center (<https://healthypack.dasa.ncsu.edu/>)
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: (go.ncsu.edu/NCSUcares).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program (<https://dasa.ncsu.edu/pack-essentials/>).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the community expectations and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 <https://policies.ncsu.edu/rule/rui-04-21-01/>

Course Expectations Related to COVID-19:Face

- **Face Coverings:** As a member of the NC State academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all NC State buildings. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. Please follow the cleaning guidelines described by the University.
- **Course Attendance:** NC State attendance policies can be found at: <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/>. Please refer to this course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the "Health and Participation in Class" section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.

- **Course Meeting Schedule:** Your course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with the instructor.
- **Classroom Seating:** To support efficient, effective contact tracing, please sit in the same seat when possible and take note of who is sitting around you; instructors may also assign seats for this purpose.
- **Technology Requirements:** This course may require particular technologies to complete coursework. Be sure to review the syllabus for these expectations, and see go.ncsu.edu/syllabus-tech-requirements to find out more about technical requirements for your course. If you need access to additional technological support, please contact the Libraries' Technology Lending Service: <https://www.lib.ncsu.edu/devices>.

Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly, including from in-person to online. Regardless of the delivery method, we will strive to provide a high-quality learning experience.

Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

- **Enhanced S/U Grading Option:** <https://studentservices.ncsu.edu/your-resources/covid-19/spring2020-sat-grading/>
- **Late Drop:** <https://studentservices.ncsu.edu/your-resources/covid-19/spring2020-latedrop/>

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

Other Important Resources

- **Keep Learning:** <https://dasa.ncsu.edu/students/keep-learning/>
- **Protect the Pack FAQs:** <https://www.ncsu.edu/coronavirus/frequently-asked-questions/>