FAU
FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Teaching and Learning

College Education

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number	SCE 6644	*Current* Course Title Trends and Issues in Environmental Education

Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix
From: To:

Change course number
From: To:

Change credits*
From: To:

Change grading
From: To:

*Review Provost Memorandum

Change description to:

This course analyzes trends, issues, and new research impacting the field of environmental education, including effective program design and assessment. Requirements include readings, discussions, papers, curriculum design, and critical review.

Change prerequisites/minimum grades to:

Remove prerequisite (SCE 6344)

Change corequisites to:

Remove corequisite (EDF 6481 or EDG 6285)

Change registration controls to:

Remove graduate environmental education majors only
(Remove graduate standing)

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes: Fall 2019	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone Bryan Nichols / nicholsb@fau.edu / 561-799-8558

Approved by		Date
Department Chair	*Barbara Ridener*	1/30/19
College Curriculum Chair	*Pat R. P.*	2/4/19
College Dean	*Valerie J. Bristor*	2/6/19
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

FAUchangecourseGR, revised Summer 2018

GRADUATE COLLEGE

FEB 1 2 2019

Received

FAU
FLORIDA ATLANTIC UNIVERSITY

SCE 6644: TRENDS & ISSUES IN ENVIRONMENTAL EDUCATION

Fall 20xx Online CRN 00000
3 Credit Hours

Instructor: Bryan Nichols, PhD

Virtual appointments available upon request

Jupiter Office: EC 207e
Jupiter Office Hours: TBA

Phone Number: (561) 799-8558 (FAU extension 6-8558)
Email: nicholsb@fau.edu

COURSE PREREQUISITES

N/A

COURSE DESCRIPTION

This course analyzes trends, issues, and new research impacting the field of environmental education, including effective program design and assessment. Requirements include readings, discussions, papers, curriculum design, and critical review.

COURSE OBJECTIVES

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

1. Integrate national and state level standards into their environmental education work. (CO:1)
2. Relate the Next Generation Science Standards (including the disciplinary core ideas, the practices of science, and the cross-cutting concepts) to curriculum, instruction and assessment in environmental education. (CO:2)
3. Identify the benefits and importance of belonging to a professional environmental education or science education community (NAAEE, NSTA, LEEF). (CO:3)
4. Build on current knowledge of human subject research ethics and procedures.(CO:4)
5. Progress from discussion and critique of current research from key journals in the field of environmental education, to design of an initial research plan. (CO:5)
6. Design effective lessons that incorporate 5E inquiry and backwards planning. (CO:6)

(CO = Course Objective)

NAAEE guidelines for this course

1.1 Questioning, analysis, and interpretation skills

1.2 Knowledge of environmental processes and systems

1.3 Skills for understanding and addressing environmental issues

3.3 Ongoing learning and professional development

4.5 Technologies that assist learning

4.7 Curriculum planning

6.1 Learner outcomes

6.2 Assessment that is part of instruction

6.3 Improving instruction

6.4 Evaluating programs

COURSE DELIVERY MODE

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, contact OIT for help.

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday and ends on Sunday at 11:59pm, EST. The course begins with the START HERE page, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

SYNCHRONOUS MEETINGS VIA WEBEX

Since SCE 6644 is a seminar course, interaction with your classmates and instructor is vital to your success. I will host synchronous online chats MEETS for WebEx. I will consider the input of the group, to determine the dates and times of these mandatory meetings. Participation will be graded.

Further information is available in the in this syllabus, and within the Canvas course.

TIME COMMITMENT PER CREDIT HOUR

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour.

Equivalent time and effort is required for Summer Semesters, which usually have a shortened time frame. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

REQUIRED TEXTS & MATERIALS

In this course, you will need the following texts and/or materials:

- Monroe, M. & Krasny, M. (2016). *Across the spectrum: Resources for environmental educators.* North American Association for Environmental Educators. Free online https://naaee.org/eepro/resources/across-spectrum-resources-environmental-educators

- Wiggins, G. & McTighe, J. (2011). *Understanding by Design Guide to Creating High-Quality Units.* Association for Supervision Curriculum Development (ASCD)ISBN-13: 978-1416611493, ISBN-10: 1416611495.

- National Research Council. (2015). *Identifying and supporting productive STEM programs in out-of-school settings.* Washington: National Academies Press. Free online https://www.nap.edu/catalog/21740/identifying-and-supporting-productive-stem-programs-in-out-of-school-settings

- NSF. (2010). *The 2010 user-friendly handbook for project evaluation.* Free online https://www.purdue.edu/research/docs/pdf/2010NSFuser-friendlyhandbookforprojectevaluation.pdf

- Current articles from the Journal of Environmental Education, Environmental Education Research, and other environmental, science, and outdoor education journals. (Free for students through FAU Libraries)

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- Microsoft 365 Suite
- Reliable web browser (recommended Chrome or Firefox)
- Canvas mobile app: Download instructions for iOS device or Android device

- Adobe Reader
- Adobe Flash Player

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- Check your Internet speed here.

Other Technologies: N/A

COMPUTER REQUIREMENTS
Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- Specifications

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS
The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT
In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly

increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the "Help" tab located on the menu bar.

When a problem occurs, click "Help" to:

- Live Chat with Canvas Support
- Search Canvas Guides
- Report a Problem

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see <u>Print Screen instructions.</u>
3. Complete a <u>Help Desk ticket</u>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
    a. Select "Canvas (Student)" for the Ticket Type.
    b. Input the Course ID.
    c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
    d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

GRADING CRITERIA

Introductions and Syllabus Quiz

(10 points possible each; Course Orientation category = 0% total course grade)
You will post an introduction in the student introductions discussion and take a syllabus quiz. You can take the syllabus quiz as many times as necessary to achieve 100%.

Synchronous Meetings via WebEx

(8 meetings, 100 points possible each; Participation category = 20% total course grade)
As stated above, SCE 6644 is a seminar course; interaction with your classmates and instructor is vital to your success. Your instructor will host synchronous online chats MEETS for WebEx. I will consider the input of the group, to determine the dates and times of these mandatory meetings. Participation will be graded.

Students are expected to attend all synchronous meetings via WebEx throughout the semester.

Your instructor will contact you to schedule the synchronous meetings. Instructions for joining the WebEx meeting are provided in the Canvas course.

A link to the chat recording Your instructor will record the meetings, a link to the recording will be available after the synchronous meeting. If you are unable to attend the session, you are still responsible for viewing the recording. Instructions for viewing a WebEx Recorded Meeting are provided in the Canvas course. A scoring rubric is attached to each Canvas assignment page.

Note: The synchronous chat sessions will be recorded and shared to specific students in this seminar, for the sole purpose of facilitating valuable learner-to-learner and learner-to-instructor interaction. Neither students nor instructor have permission to share or publish the recorded chat sessions. The WebEx recorded sessions will automatically expire three months after they are created.

Discussions

(17 assignments, 100 points possible each; Discussions category = 20% total course grade)
As part of the course assignments, you will be asked to post an original submission to the discussion and reply to at least two other students' posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are <u>not</u> acceptable replies. The rules of Netiquette must be followed. Full sentences, proper spelling, source citations, etc., are expected.

Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, cite references**).

There are several unique assignments built into the Discussion format. For maximum points, be sure to read assignment instructions, and refer to the scoring rubrics attached to the assignment.

Reflections

(3 assignments, 100 points possible each; Assignments category = 20% total course grade)
You will be required to write a reflective essay in response to questions about course content. Scoring rubrics are attached to each assignment.

CITI Training: Human Subjects Research training course

(1 assignment, 100 points; Assignments category = 20% total course grade)

All FAU researchers conducting research that involves human subjects must complete the CITI online training. The Institutional Review Board (IRB) will not approve your application to conduct research involving human subjects if you have not completed this federally mandated training requirement. All information and links to lesson content are provided within the course.

Conference Summary

(1 assignment, 100 points; Discussions category = 20% total course grade)
If you have the resources, your instructor highly encourages you to attend the NAAEE 47th Annual Conference, Oct. 10-13 in Spokane, WA.

Whether you are able to attend or not, in Module 8, you will explore this year's conference information, and create a schedule for yourself. You will choose events, workshops, and speaker sessions, explain why you want to attend them, and what level of participation you would like to have in the future. Detailed instructions and a scoring rubric are attached to the Canvas assignment page.

Reading Synthesis

- **6 Research Article Critiques, 100 points possible each; Discussions category = 20% total course grade**
- **6 Article Suggestions for upcoming modules, 100 points possible each; Discussions category = 20% total course grade**
- **1 Final Reading Synthesis, 100 points; Final Projects category = 40% total course grade**

Critiquing Educational Research is a major component of this course. In every module, you will research articles, suggest 2 for your colleagues to read in the next week's module, and explain why you think these articles will benefit the class.

The whole class will discuss these suggestions each week, either via Synchronous Meeting or Canvas Discussion. Based on this discussion, your instructor will select 2 or three articles and assign them to the class for the following week.

You will read and critique each assigned article, either via Synchronous Meeting or Canvas Discussion. Elements to include in your discussion about each article:

1. A point you found particularly interesting or notable about the article.
2. Something that you had trouble understanding.
3. Something you disagreed with or did not feel was justified.
4. A suggestion you would have made to the authors as an anonymous reviewer to make the paper better.

In Module 16, you will submit a Final Reading Synthesis to summarize the class readings and synthesize ideas. Be sure to include any changes you found notable that emerged from the class discussions. A rubric is attached to the Canvas assignment page.

Lesson Plan

- 4 Discussions, 100 points possible each; Discussions category = 20% total course grade
- Lesson Plan Assessment Tasks, 100 points possible; Assignments category = 20% total course grade
- Lesson Plan - Rough Draft, 100 points possible; Assignments category = 20% total course grade
- Lesson Plan - Final Draft, 100 points possible; Final Projects category = 20% total course grade

During Modules 3-11 of this course, you will design a detailed science or interdisciplinary lesson plan, applicable to your current Environmental Education setting. The exact structure of the lesson is up to you, but you must use the *Understanding by Design* framework, and incorporate the 8 tips and 10 components of a good science lesson.

Several scaffolded assignments are built into the course, to help design your Final Lesson Plan Project. Detailed instructions and rubrics are provided in the Canvas course.

Goal	Exemplary	Satisfactory	Emerging	Unsatisfactory
NAAEE GfE Materials 6 Key Characteristics	Addresses all critical components effectively.	Adequately addresses all critical components.	Mentions all but inadequately addresses one or more.	Fails to address one or more.
EE Lesson Plan Components	Addresses all critical components effectively.	Adequately addresses all critical components.	Mentions all but inadequately addresses one or more.	Fails to address one or more.
UDB: Goals, Assessments, Learning Events	Addresses how each is represented effectively.	Addresses how each is represented adequately.	Mentions each but inadequately addresses one or more.	Fails to address one or more.
Flow & Coherence	Excellent flow and coherence.	Adequate flow & coherence.	Lacking in either flow or coherence.	Lacking in flow and coherence.
Spelling, Grammar, and APA style	No spelling, grammar, or serious APA issues.	One to four spelling, grammar, or APA issues (per 500 words).	Five to nine spelling, grammar or APA issues (per 500 words).	10 or more spelling, grammar, or APA issues (per 500 words).

Program Evaluation Plan

- 2 Discussions, 100 points possible each; Discussions category = 20% total course grade
- Program Evaluation Plan - Final Draft, 100 points possible; Final Projects category = 20% total course grade

During Modules 12-16 of this course, you will design a Program Evaluation Plan, applicable to your current Environmental Education setting. Several scaffolded assignments are built into the course, to help design your Final Lesson Plan Project. Detailed instructions and rubrics are provided in the Canvas course.

The instructor will calculate your grade based on the following weighted distribution:

Category/Assessments	Points Possible	Weight (% of total grade)
Course Orientation category • Student Introduction • Syllabus & Course Agreement Quiz	10 points possible each	0%
Participation category • 8 Synchronous Meetings via WebEx	100 points possible each	20%
Discussions category • 6 Research Article Critiques • 6 Article Suggestions • 1 Lesson Plan Topic • 1 Sketch of Lesson Plan • 1 Conference Summary • 1 Program Evaluation Plan Ideas • 1 Program Evaluation Plan - Rough Draft	100 points possible each	20%
Assignments category • 3 Reflections • CITI Training: Human Subjects Research training course • Lesson Plan Assessment Tasks • Lesson Plan - Rough Draft	100 points possible each	20%
Final Projects category • Lesson Plan - Final Draft • Final Reading Synthesis • Program Evaluation Plan - Final Draft	100 points possible each	40%

GRADE SCALE

Grade	Total (%)
A	100 – 93
A-	92 – 90
B+	89 – 87
B	86 – 83
B-	82 – 80
C+	79 – 77
C	76 – 73
C-	72 – 70
D+	69 – 67
D	66 – 63
D-	62 – 60
F	59 – 0

LATE ASSIGNMENTS POLICY

SCE 6644 is rigorous and demanding, especially because there is so much collaborative work. Punctuality is vital to your success, and the success of your colleagues. To assist you, the assignments have real, practical due dates and times. Assignments will close within one hour of the stated due dates; late submissions will not be possible. Missing assignments will automatically earn 0 (zero) points. My goal is your success. Plan for difficulties and technical problems; submit assignments as early as possible.

If you are having trouble meeting due dates in the course, please reach out to your instructor as quickly as possible.

MAKE-UP POLICY FOR TESTS N/A

INCOMPLETE GRADE POLICY

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on

personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

PLAGIARISM

Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

SPECIAL COURSE REQUIREMENTS

Synchronous Meetings via WebEx

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the FAU statement on netiquette.

CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct.

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all of your course email and responding in a timely manner.

Course-Related Questions

Please post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically will respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:
- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology policies on Cyber Security Awareness.

SUPPORT SERVICES & ONLINE RESOURCES

- Center for eLearning and Student Success
- Counseling and Psychological Services
- FAU Libraries
- Freshmen Academic Advising Services
- Math Learning Center
- Office of Information Technology Helpdesk
- Office of International Programs and Study Abroad
- Office of Undergraduate Research and Inquiry
- Student Accessibility Services
- University Center for Excellence in Writing

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult Student Accessibility Services.

Contact

- **Boca Raton:** (561) 297-3880
  Fax: (561) 297-2184, TTY: 711

- **Davie:** (954) 236-1222
  Fax: (954) 236-1123, TTY: 711

- **Jupiter:** (561) 799-8721

Fax: (561) 799-8721, TTY: 711

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

Chapter 4 of the University Regulations contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see Academic Policies and Regulations.

UNIVERSITY APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the FAU Registrar Office for more information.

* * *

The instructor reserves the right to adjust this syllabus as necessary.