

COURSE SYLLABUS

Course Information

(Course number, course title, term, any specific section title)

Course Prefix, Number, Section

Course Title

Term

Professor Contact Information

(Professor's name, phone number, email, office location, office hours, other information)

Course Pre-requisites, Co-requisites, and/or Other Restrictions

(Including required prior knowledge or skills)

Course Description

Student Learning Objectives/Outcomes

Required Textbooks and Materials

Suggested Course Materials

Assignments & Academic Calendar

(Topics, Reading Assignments, Due Dates, Exam Dates)

Grading Policy

(including percentages for assignments, grade scale, etc.)

Detailed Syllabus Course No 200 Semester First Under

Wolfgang Guggemos



Detailed Syllabus Course No 200 Semester First Under:

Bulletin - Bureau of Education United States. Bureau of Education, 1933 *Intramural and Interscholastic Athletics* Anne Elise Pierce, Edwin Scott Lide, Helen May Eddy, P. Roy Brammell, William Claude Reavis, George Enoch Van Dyke, Robert Stose Hilpert, 1933 **Bulletin**, 1932 **Research in Education**, 1971-12 Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office, 1948 Includes Part 1A Books and Part 1B Pamphlets Serials and Contributions to Periodicals Inclusive College Classrooms Lauren S. Cardon, Anne-Marie Womack, 2022-12-27 Inclusive College Classrooms provides instructors with research based practices and tools to create an effective and inclusive classroom environment Filling a visible gap in pedagogical training this important book responds to current barriers to inclusion in higher education by helping instructors improve the methods they are already using and identify new methods that could enhance their courses The inclusive approach in this book is informed by critical pedagogy universal design for learning and intersectional social justice pedagogies The authors identify practices in education that exclude historically marginalized groups and outline teaching strategies that can create more inclusive classrooms where all students can feel heard and represented This timely volume is packed full of hundreds of example lessons from across a range of disciplines tips for moving classes online questions to generate dialogue about various methods and appendices on lesson planning With this book in hand instructors can continually adapt and revise their pedagogy to be more inclusive and effective **A Guide to Teaching Statistics** Michael R. Hulsizer, Linda M. Woolf, 2009-01-30 A Guide to Teaching Statistics Innovations and Best Practices addresses the critical aspects of teaching statistics to undergraduate students acting as an invaluable tool for both novice and seasoned teachers of statistics Guidance on textbook selection syllabus construction and course outline Classroom exercises computer applications and Internet resources designed to promote active learning Tips for incorporating real data into course content Recommendations on integrating ethics and diversity topics into statistics education Strategies to assess student's statistical literacy thinking and reasoning skills Additional material online at <http://www.teachstats.org> **Becoming a Successful Community College Professor** Ross A. Seligman, Adriane S. Mozzini, 2024-08-01 Designed to mentor aspiring and current faculty Becoming a Successful Community College Professor analyzes the ways in which the current institution of community colleges affects both staff and students and presents strategies for effectively navigating the community college professor role from the point of job search to tenure status With emphasis on key elements such as getting hired class preparation student needs college policies and culture and an abundance more this book focuses on training professors to successfully overcome the challenges that the current academic climate presents Through the inclusion of interview vignettes with faculty across the United States this book represents a wide range of disciplines and closely examines socioeconomic classes racial and ethnic identities gender and sexuality and the varying faculty positions within the community college Coverage also consists of syllabi creation assessment and grading

faculty mentoring problem solving in the classroom and the nuances of online learning Intended for graduate students and existing faculty this book will provide insight into what community college professorship entails through discussions of equity and engagement as well as offer valuable tips for keeping up with the field as it continually evolves University of Nebraska-Lincoln, Catalog: ARTS & SCIENCES, COLLEGE OF. University of Nebraska--Lincoln. College Of Arts & Sciences,1970 **Resources in Education** ,1997-10 *Some Values Derived from Extensive Reading of General Science* Francis Day Curtis,1924 Teaching and Learning Through Inquiry Virginia S. Lee,2023-07-03 Inquiry guided learning IGL refers to an array of classroom practices that promote student learning through guided and increasingly independent investigation of complex questions and problems Rather than teaching the results of others investigations which students learn passively instructors assist students in mastering and learning through the process of active investigation itself IGL develops critical thinking independent inquiry students responsibility for their own learning and intellectual growth and maturity The 1999 Boyer Commission Report emphasized the importance of establishing a firm grounding in inquiry based learning and communication of information and ideas While this approach capitalizes on one of the key strengths of research universities the expertise of its faculty in research it is one that can be fruitfully adopted throughout higher education North Carolina State University is at the forefront of the development and implementation of IGL both at the course level and as part of a successful faculty led process of reform of undergraduate education in a complex research institution This book documents and explores NCSU s IGL initiative from a variety of perspectives how faculty arrived at their current understanding of inquiry guided learning and how they have interpreted it at various levels the individual course the major the college the university wide program and the undergraduate curriculum as a whole The contributors show how IGL has been dovetailed with other complementary efforts and programs and how they have assessed its impact The book is divided into four parts the first briefly summarizing the history of the initiative Part Two the largest section describes how various instructors departments and colleges in a range of disciplines have interpreted inquiry guided learning It provides examples from disciplines as varied as ecology engineering foreign language learning history music microbiology physics and psychology It also outlines the potential for even broader dissemination of inquiry guided learning in the undergraduate curriculum as a whole Part Three describes two inquiry guided learning programs for first year students and the interesting ways in which NCSU s university wide writing and speaking program and growing service learning program support inquiry guided learning Part Four documents how the institution has supported instructors and how they have supported themselves as well as the methods used to assess the impact of inquiry guided learning on students faculty and the institution as a whole The book has been written with three audiences in mind instructors who want to use inquiry guided learning in their classrooms faculty developers considering supporting comparable efforts on their campuses and administrators interested in managing similar undergraduate reform efforts It will also appeal to instructors of courses in the administration of higher

education who are looking for relevant case studies of reform While this is a model successfully implemented at a research university it is one that is relevant for all institutions of higher education Congressional Record United States.

Congress,1962 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 Assessing L2 Digital Multimodal Composing

Competence Emily Di Zhang,Shulin Yu,2024-06-11 This book focuses on assessing L2 student digital multimodal composing DMC competence It explores key themes including the conceptualization of L2 student DMC competence and the development validation and utilization of L2 student DMC competence in the tertiary context Through a thorough review of the DMC literature the book furnishes readers with a theoretical framework to comprehensively grasp the underlying constructs of L2 student DMC competence It also provides a delineation of the process of scale development i e defining constructs constructing items and analyzing items scale validation i e the structural external and consequential construct validity of the scale and scale utilization in students DMC self and peer assessment practices This practical guidance equips educators and practitioners with the necessary tools and strategies to effectively assess and enhance L2 students DMC competence Scholars and professionals in the fields of L2 writing language assessment digital literacy and technology enhanced language learning will gain valuable insights from the content **The Eleventh Off-Campus Library Services**

Conference Proceedings Patrick Mahoney,2004 This book is the result of the conference held in May 2004 in Scottsdale Arizona focusing on librarians challenges providing service to nontraditional faculty and students Respected authorities discuss in detail specific problems and fresh strategies and solutions to further promote service to distance information users Each chapter tackles a particular issue such as collaboration outside the contributor's organization or how services can be monitored and assessed to gauge quality and fully explains what can be done to address those issues Thorough bibliographies and useful figures tables and graphs provide accessibility and clarify ideas Turbo Machines Anup Goel,2021-01-01 Turbo machines in mechanical engineering describes machines that transfer energy between rotor and fluid including turbines pumps and compressors While turbine transfers energy from fluid to rotor and compressor and a pump transfers energy from rotor to fluid Turbo machine is a power or a head generating machine which employs the dynamic action of a rotating element the rotor the action of the rotor changes the energy level of the continuously flowing fluid through the machine The majority of turbo machines run at comparatively higher speeds without any mechanical problems and high volumetric efficiency Turbo machines can be categorised on the basis of the nature of flow path through the passage of the rotor The same fundamentals are applicable to all turbo machines certainly there are significant differences between these machines In this book SI unit system is followed Our hope is that this book through its careful explanations of

concepts practical examples and figures bridges the gap between knowledge and proper application of that knowledge

Biennial Report Illinois. Office of the Superintendent of Public Instruction,1921 *The Politics of English Second Language Writing Assessment in Global Contexts* Todd Ruecker,Deborah Crusan,2018-04-17 Reflecting the internationalization of the field of second language writing this book focuses on political aspects and pedagogical issues of writing instruction and testing in a global context High stakes assessment impacts the lives of second language L2 writers and their teachers around the world be it the College English Test in China Common Core aligned assessments in the U S English proficiency tests in Poland or the material conditions such as access to technology training and other resources affecting a classroom With contributions from authors working in ten different countries in a variety of institutional contexts the chapters examine the uses and abuses of various writing related assessments and the policies that determine their form and use Representing a diverse range of contexts methods and disciplines the authors jointly call for more equitable testing systems that consider the socioeconomic psychometric affective institutional and needs of all students who strive to gain access to education and employment opportunities related to English language proficiency **It's Time to Complete Community College** S. deBoef,2018-02-02 Earning a college degree improves health and economic wellbeing Thus American taxpayers subsidize a majority of the cost of public colleges At least half of all college students in the U S today attend two year colleges yet fewer than half of these students achieve their educational goals This book written by an experienced community college teacher summarizes specific evidence based methods to improve student learning and completion This book summarizes student characteristics including socio economic status academic background work family commitments instructional methods of work pace grading procedures student practice opportunities and feedback to students institutional policies such as course scheduling teaching loads teacher training availability of student services commitment of administrators to using assessment to improve student learning outcomes If you are a college student parent of a college student college teacher administrator or concerned taxpayer you are invited to read this book and join this discussion It is unlikely that college completion rates will significantly improve without informed communities demanding institutional action The Papers of the Fifteenth SIGCSE Technical Symposium on Computer Science Education Lillian N. Cassel,Joyce Currie Little,1984

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