



GRADUATE ELEMENTARY PEDAGOGY II

MUS 531.02T

COURSE SYLLABUS: SUMMER I 2023

Instructor Information

Instructor:	Darla Meek, Lecturer in Music Education
Webpage:	www.darlameek.com
Classroom Location:	Mesquite Metroplex Center, Room 215
Office Location:	TAMUC Music Building, Room 222
Office Phone:	903-886-5294
Office Fax:	903-468-6010
University E-mail:	Darla.Meek@tamuc.edu
Preferred Form of Communication:	email
Communication Response Time:	24 hours or please email again
Office Hours:	daily from 3:30-4:30 or by appointment

Course Information

REQUIRED TEXTS

- Course Pack
- Steen, Arvida. (1992) *Exploring Orff: A Teacher's Guide*. Schott Music Corp. (ISBN 0930448766)
- Houlahan, Michael and Tacka, Philip (2008) *Kodaly Today: A Cognitive Approach to Elementary Music Education*. SECOND EDITION. Oxford University Press (ISBN: 0195314093)
- Burakoff, Gerald & Hettrick, William E. (1980) *The Sweet Pipes Recorder Book*. (Book One, Alto) Sweet Pipes, Inc.
- Meek, Darla (2016) *Journey Around the Globe with Recorder!* Sweet Pipes, Inc.
- Meek, Darla (2019) *Flight II: Another Journey Around the Globe with Recorder!* Sweet Pipes, Inc.
- Bey, Mel (2015). *Mel Bay Modern Guitar Method Grade 1, Expanded Edition* (Book/CD/DVD Set) Mel Bay Publications.
- SUGGESTED: The *First We Sing* series by Susan Brumfield

REQUIRED MATERIALS

- 2" three-ring notebook with dividers
- Materials for creating visuals and manipulatives
- Yamaha ivory plastic soprano recorder with Baroque fingering
NOTE: Please purchase this particular recorder. Take care not to purchase a recorder with German fingering.
- A = 440 tuning fork OR equivalent tuning device
- Alto recorder with Baroque fingering (There are some available for checkout.)
- Acoustic classical guitar and pick (There are some available for checkout.)
- Notation software, such as Sibelius or Finale
- In order to be successful in this course, you will need to have access to a computer, email, notation software, and D2L. This is a free music-making software (free first 90 days, \$2 for a year afterward): <https://flat.io/edu>

PROFESSIONAL MEMBERSHIPS

It is strongly recommended that all students enrolled in elementary methods courses be active members of TMEA and NAFME. Membership forms may be accessed online here:

- <https://www.tmea.org/membership/>
- <https://nafme.org/>

COURSE DESCRIPTION

The purpose of this course is to bridge theory with practicality through studying the theoretical basis of different teaching approaches, observing demonstrations, actively participating in lessons, and then creating and teaching lessons for use in a classroom setting. This course focuses on grades 3-5.

COURSE OUTCOMES

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

- articulate the differences and similarities between the major approaches to music education, including Orff Schulwerk, Kodaly, Music Learning Theory, and Dalcroze Eurhythmics.
- describe the intellectual, emotional, physical, and social development of children from birth through age 18.
- demonstrate skills in singing, playing instruments, creative movement, dancing, improvising, and composing.
- create and execute appropriate original lessons for grades 3-5.
- apply an understanding of individual differences among children, including Emergent Bilingual Learners, and be able to create music lessons that cater to these differences.
- describe how general music contributes to a school music program and craft lessons that integrate music with other disciplines.
- successfully engage children in playing instruments, listening, chanting, singing, and reading notation.

- view themselves as engaged citizens within an interconnected and diverse world through their experiences with music and dance from a variety of cultures.
- evaluate student achievement through the use of appropriate tests and performance measures.
- teach elementary music to children who have varied needs using appropriate methods and materials.
- collect visual aids for use in teaching music and movement concepts to elementary children, including the use of technology.
- implement procedures for classroom management.
- sing simple American folk songs with up to three chords while accompanying on the guitar.
- demonstrate competency with the soprano and alto recorders. Students are expected to practice daily.
- sing, play, improvise, and compose in all diatonic modes and over chord changes.
- demonstrate the ability to arrange poetry and folk material for children’s voices and Orff instruments.
- develop and teach engaging lessons to children using a variety of Orff media.
- research primary folk song materials and craft Master Copies

INSTRUCTIONAL METHODS

This course will be blended. Students will be expected to come to the classroom every day for face-to-face instruction and complete daily assignments and readings reflections in D2L.

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance and posted on D2L.

Course Structure

In D2L, you will find that this course has been organized into ten (10) modules. Each module features a PowerPoint lecture/demonstration, a reading, and an assignment. You have one day to complete your tasks for each module.

Peruse the readings as deeply as you can and take notes of three or four things that interest you. Prepare to discuss the readings in class the following day.

PROPOSED SCHEDULE *(subject to change)*

MODULE	TOPICS	ASSIGNMENT	READING REFLECTION	SOLFÈGE PRACTICE	ALTO RECORDER PRACTICE	GUITAR PRACTICE
1	Syllabus and Class Overview; Name Games; Four Beamed	Compose an original welcome/ closing song for use in your	<i>Kodaly Today</i> , Grade 4 Teaching Strategy I, pp. 267-273	<i>drm sl d'</i> exercises	Sweet Pipes Recorder Book, Book One, Sweet Pipes pp. 6-11	<i>Mel Bey</i> , Notes on the E (first) String Songs with D and A7

	Sixteenth Notes	classroom	<i>Exploring Orff</i> , Fourth Grade, pp. 236-250		(C, D, E, F)	
2	Syn-CO-pa	How to Teach Fourth Grade Music– Syncopation Videos	<i>Kodaly Today</i> : Chapter 3: Developing Creative Expression in the Elementary Classroom Through Singing, “Teaching Songs” pp. 112-119.	<i>s, l, drms</i> exercises	Sweet Pipes pp. 12-14 (high G) “Country Dance”	<i>Mel Bey</i> , Notes on the B (second) String Songs with D and A7
3	Sixteenth-Eighth Combinations	Set a poem to a do-pentatonic melody and add a simple drone	<i>Folk Music in the United States</i> by Bruno Nettl Exploring Orff: pp. 311-318 <i>Kodaly Today</i> : Grade 3 teaching strategies, pp 248-267	<i>la pentatonic, l, drmsl</i> exercises	<i>Sweet Pipes</i> pp. 15-17 (B) “Slumber Song”	<i>Mel Bey</i> , Notes on the G (third) String Songs with D and A7
4	Whole note; Dotted quarter note; Parts of a setting	Create an unpitched ostinato AND a melodic ostinato for your do pentatonic composition.	<i>Exploring Orff</i> , Chapter 7, Section 4 “Identify, perform, read and write....dotted rhythms”, pp. 250-266 <i>Kodaly Today</i> : chapter 6, Grade 5: Teaching strategy 2, pp. 294-303	<i>hexatonic drmsl d’</i> exercises	<i>Sweet Pipes</i> pp. 18-19 (low A)	<i>Mel Bey</i> , Notes on the D (fourth) String Songs with D and A7
5	Five Meter; High do; Low sol	Adjust your composition from Assignment 4 so that it is in 5-meter	<i>Kodaly Today</i> : pp 164-179 (review their recommended teaching sequences for rhythmic and melodic concepts THROUGH the sample “high do” lesson) Exploring Orff: pp. 323-325	<i>diatonic major, drmsltd’</i> exercises	<i>Sweet Pipes</i> pp. 20-23 (high A) <i>Sweet Pipes</i> , duet 187, p. 41	<i>Mel Bey</i> , Notes on the A (fifth) String Songs with D, A7, and G
6	Low la; Major/minor	Adjust your composition	<i>Kodaly Today</i> , pp. 256-263	<i>diatonic minor</i> ,	<i>Sweet Pipes</i> pp. 24-26 (low	<i>Mel Bey</i> , Notes on the

	tonality; La pentatonic	from Assignment 5 (the 5-meter version) so that it is in <i>la pentatonic</i>	Exploring Orff: pp. 325-342	<i>ltdrmfsi l'</i> exercises	G) "Fais Do Do" "J'ai Du Bon Tabac" "Scarborough Fair" "Spring Is Here Again" "The Robin" "The Streets of Loredo"	A (fifth) String Songs with D, A7, and G
7	Hexatonic; Diatonic	Complete a Master Copy and Song Analysis for a folk song. Use the template provided.	<i>Kodaly Today:</i> Grade 5 Teaching Strategy 1, pp 286-306 <i>Exploring Orff:</i> pp. 266-277	<i>mixolydian</i> exercises	<i>Sweet Pipes</i> pp. 27-28 (high F#)	Notes on the E (sixth) String Songs with D, A7, and G
8	Pentatonic modes; Diatonic modes	Prepare a lesson plan on the template provided for your song from Assignment 7. Due July 3rd.	<i>Exploring Orff:</i> Fifth Grade, pp 277-282 Prelude and Chapter 1 of <i>Teaching with Respect</i> by Stephen Sieck	<i>Lydian</i> patterns	<i>Sweet Pipes</i> pp. 29-30 (low F) <i>Sweet Pipes</i> , duet 192, p. 44	Notes on the E (sixth) String Songs with G and D7
9	Chords	none	<i>Exploring Orff:</i> Fifth Grade, pp 282-291 AND pp. 343-357	none	none	none

Technology Requirements

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

- LMS Requirements:
<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>
- LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
- YouSeeU Virtual Classroom Requirements:
<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

OTHER RESOURCES

- Quicktime (www.apple.com), RealPlayer (www.real.com), and Windows MediaPlayer 11.0 (www.microsoft.com/windows/windowsmedia/download) will enable you to view videos.

Attendance and Engagement Policy

It is expected that, as working professionals, graduate students model professional and courteous behavior by attending every class regardless of modality and arriving on time.

Each class period, an attendance count will be taken. If for any reason you are not able to attend class, you are expected to contact your instructor. Excused absences include illness with a doctor's note, jury duty, or the death of an immediate family member. Absent students will, by default, earn a grade of zero for that day's work unless proof of excused absence is provided. Failure to provide a physician's note, jury summons, or other proof confirming the legitimacy of the absence will result in the classification of that absence as unexcused.

If you must miss class because of other circumstances, such as car trouble, communicate with the instructor via email at darla.meek@tamuc.edu before class begins. In these instances, you may be able to join the class virtually via Zoom (video on) to avoid an absence. Students attending class virtually are expected to have their video turned on and remain actively engaged throughout the entire class period. These instances will be handled on a case-by-case basis, and Zoom attendance is by no means guaranteed.

Due to its performance nature, attendance cannot be made up. **The instructor reserves the right to drop any student who misses more than one class.** Do not schedule any personal obligations during class time. Tardiness or leaving early will affect the daily classwork grade.

If a test is missed because of an excused absence (illness with doctor's note, jury summons, or death of an immediate family member), the test must be completed the following class day. No make-ups will be scheduled for unexcused absences. It is the student's responsibility to reschedule a test.

For more information about the University attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Classroom Expectations

STUDENT RESPONSIBILITIES OR TIPS FOR SUCCESS IN THE COURSE

- Organize your materials in an orderly fashion.
- Attend every required face-to-face class and perform to the best of your ability.
- Prepare all assignments and readings thoroughly and completely. Plan on spending approximately three hours outside of normal class time to complete each assignment and one hour per reading.
- Practice skills (singing, recorder, guitar) daily outside of class.
- Refer to MyLeo Online/D2L Brightspace for assignment instructions.
- Contact the instructor with any questions.

All students are expected to follow the Tenets of Common Decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

The tenets also apply to all communication to me outside the classroom.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Demonstrate commitment to your course of study by contributing thoughtfully to class discussions, turning in assignments in a timely manner, being prompt and dependable, supporting peers and instructor, and accepting critiques graciously. Be open-minded about other's opinions and thoughts, encouraging them to stretch their boundaries and take risks, and listen attentively to their performances.

Cell phones should be turned off before class begins and should be concealed from view throughout the duration of the class period. Please take care of any necessities (food, drink, restroom) before class so that we may proceed without interruption. If you need to bring a bottle of water, please take care keep the cap secured.

In this course, you will be very active...singing, moving, playing instruments, dancing, improvising, and more. All students are to be actively participating in each lesson, just as your students will be when you are teaching in a public or private school. Please wear comfortable but modest clothing in which you can move around easily.

Please be careful with our classroom materials and use them only when instructed.

Failure to conform to these expectations of behavior will result in a lowered classwork grade. Daily grades will be given according to the instructor's discretion:

- An A will be earned by the student who arrives early with all materials, exhibits superior attentiveness, is fully prepared for class, participates with enthusiasm, and acts as a leader and role model to others.
- A B will be earned by the student who exhibits excellent attentiveness, is prepared for class, participates with enthusiasm, and is a valued asset to the ensemble.
- A C will be earned by the student who exhibits average attentiveness, preparation, and class participation.
- A D will be earned by the student who exhibits little attentiveness, preparation, and participation.
- An F will be earned by the student who exhibits no attentiveness, preparation and participation. This student will be removed from the cohort.

Notebook Organization

For this course, you will have a collection of songs and other activities for children. It is suggested that you organize these resources into a notebook or into a folder on your computer with 38 subfolders. This collection is intended to be a valuable resource for you as you continue through your career.

You may also make visual aids to help children be successful in the classroom. These may include charts, games, icons, tone ladders, class sets or rhythm strips. Please plan to use notation software and create PowerPoint/Google Slides/SmartBoard presentations.

Please keep your notebook organized and to bring it to each class meeting. A "Notebook Check" will be provided. Cross-reference any lessons that have more than one use.

NOTEBOOK SECTIONS

Purchase a binder and dividers. If you wish, you may use the cover template in D2L. Label the dividers as listed below:

1. Syllabus and Class Agendas
2. Orff Schulwerk Materials (droning, orchestration, etc.)
3. Kodaly Materials (Master Copies, etc.)
4. Global Lesson Plans
5. Greeting Songs and Canons
6. Name Games for Older Children
7. Four Beamed Sixteenth Notes

8. Syn-CO-pa
9. Sixteenth Note/Eighth Combinations
10. Whole Note
11. Dotted Quarter Note/Eighth
12. Compound Meter
13. 5 Meter
14. do-re-mi-sol-la-do' (pentatonic)
15. low sol (extended pentatonic)
16. low la (extended pentatonic)
17. fa (hexatonic)
18. ti (diatonic)
19. Modes
20. Chord Roots / Functional Harmony
21. Alto Recorder
22. Guitar

Borrowing Materials

You have free access to all my personal books, recordings, and teaching materials. If you would like to borrow a resource overnight, simply sign the **Resource Checkout** book. Since other students may need the same item, please return any item you borrow the following class session. **You must not lend any items checked out to any other individual. You yourself must check them back in by writing the date and your initials in the resource checkout notebook.**

If a resource checked out to you is lost or damaged, you are expected to replace it as soon as possible. If you fail to return the item before the end of the semester, **a hold will be placed on your account and you will receive an Incomplete for this course.**

Please take care that you observe the copyright laws, and the limits of fair use.

Assignments

Each day, visit D2L and peruse the documents and tasks for that day. You will have until the following day at 8:00 am to complete the tasks in that module. All final assignments will be uploaded into the appropriate places in D2L.

In many cases, homework assignments will consist of creating short lessons, and teaching these lessons in class. You may not teach any lesson I have presented in a class lecture. You will write a lesson plan in the preferred format for every lesson you teach. Plan to teach your lesson to your colleagues in class the following day.

Assignments that require music notation must be produced with notation software. Please use university-level spelling, punctuation, and grammar. Papers should be double-spaced with 1" margins and 12-point type. The heading should be single-spaced and include your name, the date, and the class. Include any citations in APA style as endnotes.

Take care when using Google docs that your method of sharing does not require me to ask for permission to view your document. Click SHARE – GET LINK – ANYONE WITH THE LINK. A grade of zero will be entered as a placeholder if I am unable to view your assignment.

READING REFLECTION/DISCUSSION ASSIGNMENTS

Each day, you will discuss a topic with your peers. Reading Reflection/Discussions should be thoroughly prepared and show evidence of deep thought. Make connections with your own prior knowledge and with the PowerPoint lecture. You might describe how you have seen the ideas work in your own personal experience or how you foresee the ideas working in your classroom. Tell me the questions that are generated from this task.

Requirements:

- Use university-level spelling, punctuation, and grammar.
- Use formal, scholarly language.
- Papers should be double-spaced with 1” margins and 12-point type.
- The heading should be single-spaced and include your name, the date, and the class.
- Include a citation in APA or Chicago style as endnotes after your reflection.

Assessments

During this course, we will work daily on singing and instrument technique.

1. **SINGING.** One of the highest priorities of the semester will be developing an excellent singing voice, with good vocal tone, clarity, articulation, and intonation. If singing is not a strength for you, vocal exercises are available in D2L so that you can practice daily.

2. **SIGHT-SINGING.** Throughout the course, you will be evaluated on sight-singing with solfège and the Curwin hand signs. Develop the habit of practicing each day for a short period of time. When you perform your sight-singing assessments, the Curwin hand signs must be placed in the correct position in front of the body:

- do': arms above head
- ti: hands at forehead
- la: hands eye level
- sol: hands at chest
- fa: hands at diaphragm
- mi: hands waist level
- re: just below waist
- do: arms at abdomen

do	
ti	
la	
sol	
fa	
mi	
re	
do	

How to practice:

- Progress through the given exercises on your own using the practice guide I will provide every day on the agenda.

- The melodies you will encounter in these exercises are pentatonic, hexatonic, and diatonic, including modal.
- You will need to first find the **tonal center** for each exercise. This may require a different thought process than the one you are used to using.
- A key signature is only ONE indication of the tonal center of a melody. In these exercises, the key signature only indicates which notes, out of all the notes that are included in the melody (the **tone set**), have accidentals.
- Mentally stack the notes of the tone set up from lowest to highest. The pattern should reveal itself.
- Sometimes, the last note is a good indicator of the tonal center.
- For your tests, a passage will be provided for you to sing. You will play the tonal center, outline the chord and sing your starting pitch, then sing the exercise.

3. **RECORDER.** You will learn to play the soprano and alto recorders and to develop lessons for teaching recorder to your students. Your recorder skills will be assessed periodically. Develop the habit of practicing each day for a short period of time using your Sweet Pipes Recorder book. I expect you to progress through the book on your own, using the practice guide I will provide every day on the agenda.

4. **GUITAR.** You will learn to play melodies as well as to sing and accompany yourself with chords. You are expected to progress through your Mel Bey text on your own, using the practice guide I will provide every day on the agenda. Your guitar skills will be assessed at the end of the course.

University and Department Information

UNIVERSITY MISSION STATEMENT

Texas A&M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

MUSIC DEPARTMENT MISSION STATEMENT

The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

STUDENTS REQUESTING ACCOMMODATIONS DUE TO DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
 Velma K. Waters Library- Room 162
 Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

NONDISCRIMINATION NOTICE

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained. Please let me know what pronouns you would prefer I use for you in class and in conversation.

MUSICIAN HEALTH AND SAFETY

Valuable information and resources are provided on the Music Education website to assist the musician in the prevention of injury and to provide a resource for discovering information about injury assessment and injury recovery.

For more information, go here:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/musicianHealthSafety.aspx>

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to Carrying Concealed Handguns on Campus

(<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Academic Honesty

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. It is not appropriate to use one assignment for two courses. Failure to uphold the standards of academic honesty will result in an automatic fail for this course and will be considered for removal from the Cohort.

For more details and the definition of academic dishonesty see the following procedures:

- [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
- [Undergraduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>
- [Graduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Grading System

Assignments:	30%
Class Engagement:	30%
Reading Reflections/Discussions:	20%
Tests:	20%

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

NOTICE!

- Students are encouraged to seek out the instructor for assignment clarification and/or personal assistance.
- This syllabus is subject to be amended at any time. Check D2L for the latest version.

