

Example 1.

Format of the Course:

Lecture/Discussion. You are expected to complete assigned readings before lecture periods. **Lectures** will highlight important features of the major topics and use external examples to illustrate important points. This will also be a time for you to ask questions or make comments on the material that you find interesting or confusing. During most lecture periods we will break to work on a problem or question related to the topic of the day. For **discussion sessions** we will discuss journal articles which expand on coverage of topics previously presented in class. In-class activities and participation in discussion will be worth 5% of your final grade.

Exams. We will have two regular exams and a comprehensive final exam. Both regular exams will be closed-book take-home exams. All exams will be short answer / short essay, with some problems to solve. Exams will cover material discussed in class and all assigned reading. The regular exams will each be worth 20% of your grade. The final exam will be worth 25% of your grade.

Problem Set. One set of population genetics problems will be assigned in the first half of the semester. This will be worth 10% of your final grade.

Paper. Instead of a third regular exam, you will write a paper. This will be worth 20% of your final grade. You may choose to do one of the following,

- 1) Write a **review paper** of a major question in evolutionary biology which remains under investigation. I am happy to suggest topics though it is helpful if you know what areas are of greatest interest to you.
- 2) Write a **research proposal** for a question within evolutionary biology. This will include development of an original question and proposed methods to answer that question, similar to an NSF dissertation pre-doctoral grant proposal.

More detail on the paper assignment will be provided in the first two weeks of class.

Example 2.

Grading

Grading Guidelines for Students:

- All performances are to be *musical*. Students should strive for the highest level of performance they can attain. “Getting” the right notes and rhythm are not enough for an A. Music should be performed at an appropriate tempo, with articulation, dynamics, and expression markings observed.
- Students should be prepared to sing melodic exercises beginning on any pitch (not just the notated pitch level) in order to demonstrate functional/structural understanding.
- Students should attempt to complete the exercise without stopping or starting over. One restart is permitted with no grade penalty, but this should be avoided if possible.
- The instructor will give the student every opportunity to complete the exercise unassisted. Unassisted performances received higher grades. The instructor will intervene only if the student is having serious difficulty.
- The instructor may grade the performance on one hearing, or may ask that a portion of the exercise be performed again, to allow the student to correct errors. This is described below as a “partial rehearing.”
- Appropriated scale degree numbers/syllables and conducting are *required* for all melodic exercises. Small glitches in the numbers/syllables will not affect grades, but a refusal to use scale degrees or to conduct will result in a 10% drop in grade for the exercise.
- Students who prepare the wrong assignment, or only a portion of the assignment, will not receive a grade higher than 50% for that given performance section.
- If students have questions or concerns about course material, content, or grading, they should make an appointment with the instructor. Individual grades will not be discussed during class time, or during intervals between classes, or in any public forum.

Grading Guidelines for Instructor:

Student performs without assistance from instructor:	
Flawless	98-100
First try-	
good with small glitches that don't impair “flow”	90-97
errors impair flow but student hears/fixes alone	84-89
many startovers; discussion, then student does well	84-89
Partial rehearing-	
quite good	89-94
errors go undetected	80-84
Student needs help from instructor:	
Help during student's first attempt	
student gets back on track, no need to re-sing	80-89
Second attempt/Partial rehearing	
student performs successfully	80-83
student can fix errors when pointed out	70-79
Extensive instructor intervention (i.e. instructor gives some notes or rhythms)	50-69
Student in unable/unwilling to complete exercise, even with help	49 or below

Example 3.

Assignments

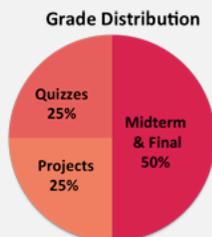
Assignments include weekly homework activities and in-class activities, including small group work. Details of assignments will be provided on a weekly basis.

Assessment

Open book quizzes will be given four times during the semester and will add up to 25% of your overall grade.

There will be three problem-solving projects. You have the choice of video recording yourself or writing a paper with the solution and an explanation of your thought process. These will account for 25% of your grade.

The midterm and final exam will be a two-hour test with scheduled breaks to work on non-test items collaboratively with the instructor as a way to get “unstuck” while working on test items. These will be 50% of your grade (25% each).



http://udloncampus.cast.org/page/planning_syllabus

Example 4.

2. Participation in Blackboard Discussions (15%). Students will discuss the readings on the course's online Blackboard website before coming to class. By answering questions about the readings before class, you will be better prepared for the day's discussion. I will read all of the answers posted on the discussion board before class each morning and I will incorporate some of the issues raised online into class that day.

a. Posting a Question (5%). I will post questions to the Blackboard website for the first two days of class, but after that, students will be posting the discussion questions. Each student will post one question to the Blackboard website over the course of the semester. I will distribute a sign-up sheet in class so that you can pick the date and topic for which you will be responsible. You will then be responsible for keeping track of when you are scheduled to post a question – I will not remind you.

Characteristics of good questions:

- Your question must be posted by 9:00 am the day before class. In other words, if your question is going to be discussed on Tuesday, September 10, you must post your question to Blackboard by Monday, September 9th at 9:00 am.
- Your question must incorporate or address the material in at least one of the assigned readings for that class (preferably all two or three readings if there are multiple readings). Your question should illustrate that you've done the reading and should require your fellow classmates to have done the reading.
- Your question should encourage your classmates to reflect upon and explain some of their own experiences, thoughts, and observations. The sample questions that I post for the first two classes will serve as models.
- You need to answer your own question. Ideally, your answer should be posted with your question by the 9:00 am deadline, but as long as you post the question at 9:00 am and post your own answer by 10:00 am, no points will be deducted.

Your question and answer will be worth 5% of your final grade and will be graded on a 10-point scale. I will provide your grade and feedback on your question personally via an email message. If you forget to post your question, you will receive a 0 on this assignment. If you post your question late, you will be penalized 10% for every hour that the question is late. Your classmates cannot complete their part of the assignment until you post your question, so it must be posted promptly.

<https://www.cmu.edu/teaching/design/teach/syllabus/samples/Popular%20Myths%20Syllabus.pdf>