<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong> Stars and Galaxies</td>
<td><strong>Primary/Lead Instructor:</strong> Dr. Julia Wickett</td>
</tr>
<tr>
<td><strong>Semester:</strong> Spring 2019, 7/8/2019 – 8/8/2019</td>
<td><strong>Instructor Email Address:</strong> <a href="mailto:jxw3466@dcccd.edu">jxw3466@dcccd.edu</a></td>
</tr>
<tr>
<td><strong>Course Code:</strong> PHYS 1403-36420</td>
<td><strong>Primary Contact #:</strong> 972-860-5211</td>
</tr>
</tbody>
</table>

**LECTURE & LAB**

This is a **COMPLETELY ONLINE** course accessed via the eCampus website – [http://ecampus.dcccd.edu](http://ecampus.dcccd.edu).

- **Lecture/Lab notes, Homework assignments, Lab documentation, Animations, Interactive modules** and so forth, are posted on the Course eCampus site for students to read/review **IN ADDITION to the Textbook**!

If logging in for the first time, use your ID# with the small letter **e** in front of it for both user name and password. For assistance, email your instructor.

Otherwise, use your ID# with the small letter **e** in front of it for your user name and your existing eCampus password.

- **Office Location:** Primary – ONLINE

  **Office Hours Location and Times:**

  - **PRIMARY – ONLINE:** E-mail Response & Online Office Hours
    - I check my e-mail frequently between 9 AM – 9 PM and will respond to questions within two business days.
    - **Online Office Hours** are Mondays 10 AM – 12 PM, and by appointment (Zoom Meeting ID: [https://zoom.us/j/4483144837](https://zoom.us/j/4483144837))
  - **SECONDARY (Physical Face-to-Face):**
    - By Appointment ONLY – send request via e-mail.
    - Cedar Valley College, M Building, M162

**Required Materials**

- **Textbook** → Astronomy from OpenStax
  - Textbooks is available for free online or as a downloadable pdf – Google “Openstax Astronomy” or use this link: [https://openstax.org/details/books/astronomy](https://openstax.org/details/books/astronomy).

- **eCampus **REQUIRED** Online Course Material –

- **Supplies**
  - Pencil, Notebook, Scientific Calculator (on phone is fine)
  - Computer w/ Internet access, Internet browser, current Java
  - Free Apps: CamScanner, Adobe Acrobat Reader, MS Office 365

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  - Pencil, Notebook, Scientific Calculator (on phone is fine)
  - Computer w/ Internet access, Internet browser, current Java
  - Free Apps: CamScanner, Adobe Acrobat Reader, MS Office 365

**NOTE:** **MINIMUM ...**

15 hours per week should be devoted to course material.

**Course Prerequisites**

- College level ready in Reading

**Disclaimer**

- Instructor reserves right to amend syllabus based on evaluation of student progress.

**Certification Date:** Thursday, Jul. 11, 2019 – Financial Aid Recipients MUST ATTEND class at least once by this date.

**Drop Date:**

- Tuesday, Jul. 30, 2019 – Last date to withdraw with a “W”.
  - TALK with Instructor BEFORE DROPPING ...
  - TOGETHER, WE will work to find a SOLUTION!
Texas Core Objectives (TXCOBJ) For Student Learning – STATE

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.

**TXCOBJ-1. Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**TXCOBJ-2. Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication

**TXCOBJ-3. Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

**TXCOBJ-4. Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

<table>
<thead>
<tr>
<th>CVC Course Specific Student Learning Outcomes</th>
<th>1: Scientific Method; Belief System; Process of doing (TXCOBJ-1, TXCOBJ-2, TXCOBJ-3, TXCOBJ-4)</th>
<th>Describe and apply the concepts that serve as the basis of the Scientific Method as well as, use these concepts to distinguish between a Belief System and the process of doing Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Addresses all Lecture/Lab ACGM Learning Outcome)</td>
<td>2: Energy and its relationship to astronomical objects (TXCOBJ-1, TXCOBJ-2, TXCOBJ-3)</td>
<td>Apply appropriate mathematical techniques, equipment, and principles to analyze and interpret the relationship between energy and various astronomical objects.</td>
</tr>
<tr>
<td></td>
<td>3: Life Cycles of Stars (TXCOBJ-1, TXCOBJ-2, TXCOBJ-3)</td>
<td>Apply appropriate mathematical techniques, equipment, and principles to compare and contrast the life cycles of various types of stars.</td>
</tr>
<tr>
<td></td>
<td>4: Characteristics and Interactions of Galaxies (TXCOBJ-1, TXCOBJ-2, TXCOBJ-3)</td>
<td>Apply appropriate mathematical techniques, equipment, and principles to explain the major characteristics and interactions of galaxies in the universe.</td>
</tr>
<tr>
<td></td>
<td>5: Cosmology (TXCOBJ-1, TXCOBJ-2, TXCOBJ-3)</td>
<td>Apply appropriate mathematical techniques, equipment, and principles to describe the large scale structural features of the universe and associated properties, using this information to justify the concepts of modern cosmology.</td>
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<tr>
<td></td>
<td>6: Ethical implications of issues in Astronomy (TXCOBJ-1, TXCOBJ-2, TXCOBJ-4)</td>
<td>Evaluate the ethical implications of issues that influence the study of Astronomy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CVC Learning Signature</th>
<th>One College Transforming Lives → Cedar Valley College establishes clear <strong>expectations</strong> for students through engagement and empowerment leading to excellence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVC Faculty and Staff expect students to:</td>
<td>CVC Faculty and Staff expect to:</td>
</tr>
<tr>
<td>• take responsibility for their own learning</td>
<td>• provide students a clear pathway of instruction</td>
</tr>
<tr>
<td>• commit to achieving high academic performance</td>
<td>• establish clear learning outcomes</td>
</tr>
<tr>
<td>• be meaningfully engaged in the campus community</td>
<td>• serve as role models and mentors for students</td>
</tr>
</tbody>
</table>
Course Outline

For **maximum success in this course** you should spend a **minimum** of 15 hours per week working on course material. All assignments are due at “end-of-day” which is 11:59 pm.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8</td>
<td>7/9</td>
<td>7/10</td>
<td>7/11</td>
<td>7/12</td>
<td>7/13</td>
<td>7/14</td>
</tr>
<tr>
<td><strong>First Day of Class!</strong></td>
<td>Participation 1: Introduce Yourself to the Class</td>
<td>Participation 2: Blackbody Radiation</td>
<td>Lab 1: Kepler's Laws Worksheets</td>
<td>Week 1 Quiz</td>
<td></td>
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</tr>
<tr>
<td><strong>Week 2: Chapters 6 &amp; 15-18</strong></td>
<td>Participation 3: Telescopes</td>
<td>Participation 4: Neutrino Experiment</td>
<td>Lab 2: The HR Diagram</td>
<td>Week 2 Quiz</td>
<td></td>
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<tr>
<td>7/15</td>
<td>7/16</td>
<td>7/17</td>
<td>7/18</td>
<td>7/19</td>
<td>7/20</td>
<td>7/21</td>
</tr>
<tr>
<td><strong>Week 3: Chapter 19-23</strong></td>
<td>Participation 5: Amateur Astronomers</td>
<td>Participation 6: HR Diagram Interpretation</td>
<td>Lab 3: MicroObservatory - Star Stages</td>
<td>Week 3 Quiz</td>
<td></td>
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<tr>
<td>7/22</td>
<td>7/23</td>
<td>7/24</td>
<td>7/25</td>
<td>7/26</td>
<td>7/27</td>
<td>7/28</td>
</tr>
<tr>
<td><strong>Week 4: Chapters 24-28</strong></td>
<td>Participation 7: Milky Way Survey</td>
<td>Participation 8: The Great Debate</td>
<td>Lab 4: Citizen Science - Gravity Waves</td>
<td>Week 4 Quiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/29</td>
<td>7/30</td>
<td>7/31</td>
<td>8/1</td>
<td>8/2</td>
<td>8/3</td>
<td>8/4</td>
</tr>
<tr>
<td><strong>Week 5: Chapter 29 &amp; Final Exam</strong></td>
<td>Participation 9: Life, the Universe, and Everything</td>
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<tr>
<td>8/5</td>
<td>8/6</td>
<td>8/7</td>
<td>8/8</td>
<td>8/9</td>
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</tr>
</tbody>
</table>

### Exams and Assignments / Evaluation Procedures

Final grade for the course reflects evaluation of the student’s work on the following assignments that are calculated as follows:

- **Four (4) Lab Reports:** Each worth 50 points → total **200** points
- **Nine (9) Participation / Discussion Topics:** Each worth 30 points → total **270** points
- **Four (4) Weekly Quizzes:** Each worth 50 points → total **200** points
- **FINAL EXAM:** 300 points

### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>970 – 873 (100% – 90%)</td>
</tr>
<tr>
<td>B</td>
<td>872 – 776 (89% – 80%)</td>
</tr>
<tr>
<td>C</td>
<td>775 – 679 (79% – 70%)</td>
</tr>
<tr>
<td>D</td>
<td>678 – 582 (69% – 60%)</td>
</tr>
<tr>
<td>F</td>
<td>below 582 (below 60%)</td>
</tr>
</tbody>
</table>

**BEFORE DROPPING** → **TALK** with Instructor – **TOGETHER WE** will work to find a SOLUTION!
**Attendance Policy**

Since this is an online course, formal attendance is not taken. However, the eCampus system can track when and how often each student in the class accesses course material.

*This is a record of your attendance.*

→ To do well in the course, students need to access the course material often, provide detailed and thoughtful answers to ALL assignments, and turn in ALL work on time.

→ Students NEED to advise the Instructor of illness, work, or family situations that make affect their class participation.

**Grades & Attendance**

**NO LATE WORK WILL BE GRADED.** The Instructor will make every attempt to grade all work within 1 week after its due date. I will give you feedback on the assignments which you can access through Blackboard.

**Financial Aid Certification**

CERTIFICATION Day: Thursday, July 11, 2019 –

Financial Aid Recipients **MUST ATTEND** class at least once by this date.

You must attend and participate in your on-campus or online course(s) to receive federal financial aid. Your instructor is **required by law** (Department of Education) to validate or demonstrate your attendance in your on-campus or online course **BY** the Certification Date for you to receive financial Aid. You must participate in an academic related activity pertaining to the course.

The Department of Education states “Logging In” as **NOT demonstrating participation.** And, since 1) **Phone Calls** and 2) **Personal Conversations** **CANNOT BE demonstrated**, plus 3) **Emails ARE NOT DOCUMENTED** in the course shell, these 3 methods **WILL NOT be acceptable** for demonstrating participation.

**QUALITY ENHANCEMENT PLAN**

Cedar Valley College's Quality Enhancement Plan is designed to improve student learning in mathematics.
INSTITUTIONAL POLICIES

Institutional Policies relating to this course can be accessed from the following link –


The following policies apply beginning Fall 2018.

→ Policies may be subject to change to meet federal, state, district or college policy updates.

- **Student Success**
  - Academic Advising and Degree Planning
  - Student Progress Reporting
  - Tutoring
  - Students With Disabilities
  - Cheating, Plagiarism and Collusion
  - Computer Use Policy
  - Student Survey of Instruction
  - Grade Reports
  - Religious and Ethnic Holiday Observance
  - Harassment, Discrimination and Sexual Misconduct
  - FERPA

- **Students Receiving Financial Aid**
  - Attendance and Participation
  - Withdrawing From Classes

- **Class Drop and Repeat Options**
  - Withdrawal Policy
  - Six Drop Rule
  - Repeating a Course and Third Drop Rule

- **In Case of a Campus Emergency**

- **Concealed Carry**
  - Weapons

- **Syllabus Change Disclaimer**

- **Other College-Specific Information**

**Service Learning**

The College offers a Service Learning Program that allows students to earn recognition for hours worked in a volunteer program with a local organization. See Cedar Valley College web site for additional info. [https://www.cedarvalleycollege.edu/slifecvc/servicelearn/pages/default.aspx](https://www.cedarvalleycollege.edu/slifecvc/servicelearn/pages/default.aspx)
COURSE ETIQUETTE: The Golden Rule of Netiquette ... The golden rule of netiquette in an online class or environment is, do not do or say online what you would not do or say in person, face-to-face.

Welcome to the world of online courses. Online learning is a form of social interaction, and as such, it has its own rules for interacting with others.

**Disembodied Discussions**
A key distinguishing feature of online courses is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them.

**Keep in mind the following points ...**

**Tone Down Your Language**
Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting any statement.

In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

Do not use slang or even profane words in an online education environment, even if they are words you consider “not so bad,” as they will sound offensive to the reader. Do not refer to your professor as “Doc” or by his or her first name, unless it is acceptable with him or her to do so. Also, do not use caps lock when typing. It will insinuate yelling. That would hurt someone’s feelings and possibly give him (or her) the wrong impression of you.

If someone states something you find offensive, mention it directly to the instructor. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected by the instructor.

**Use Effective Communication**
Say what you mean to say. This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person feels a certain way about what you have said, another may do so as well. Likewise, be mindful of chosen words and joking. Let’s say for example, I write, “get out!” This slang term can be interpreted in several ways, either positively or negatively.

**Test for Clarity**
Messages may often appear perfectly clear to you as the writer but turn out to be confusing by another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly.

Be concise when possible when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages rather than a single, all-encompassing message.

Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Remember that online courses require professional writing.

**Professionalism**
Be discerning with your use of “texting” writing. Leave out the characters like smiley faces and instant message abbreviations. Your friends may like it, but chances are your professor will not. Save it for personal conversations or definitely ask for permission before using them. It may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you.

**COURTESY:** University of Wisconsin (Colleges Online) – [http://online.uwc.edu/technology/etiquette](http://online.uwc.edu/technology/etiquette)