Remarks for Committee on the Funding of Higher Education, May 23, 2012

Gregory S Brown

Chair, Faculty Senate, UNLV (2011-2012)
President, Nevada Faculty Alliance (2011-2013)

Mr Chairman and members of the committee, thank you once again for the opportunity for faculty to address you on the funding formula. By way of introducing several of my UNLV colleagues and some of our students today, I'd like to report some of the reactions of the UNLV faculty expressed in several Faculty Senate discussions of this issue. Among the views that have been frequently expressed are **three significant points we support** in the proposal before you and **two additional issues that we would urge the committee to consider**:

1. We support that this process has generated enough public interest and new thinking that the Chancellor has pronounced **the old formula "dead"**. No one has felt more acutely than the faculty the loss of credibility that NSHE suffered from under the old formula, and we welcome a new formula, based upon outcomes, which rewards academic achievement.

2. We support the principle that has been frequently expressed as retention of student fees and tuition by the campus. While that formulation makes it sound as if the campuses would be retaining additional revenues, the real principle that has been proposed is that student fees and tuition should **continue to be retained on campus but no longer figure in the formula and thereby offset state support**. We believe **the formula should distribute Nevada general fund dollars according to Nevada's goals** and **respect student choice by allowing students to distribute fees and tuition through their enrollment choices**.

3. We support the principle of **allocating Nevada state dollars to support Nevada students**, and **keeping non-resident tuition outside the formula**. Not only does this approach create an incentive for programs to achieve national and international prominence but it also clarifies the level of per student funding – Nevada allocation per Nevada student -- so that regional equity can be measured more clearly.

The two points that our faculty will urge the committee to ~~raise and consider~~ address are **adequacy of funding for the entire System** and **mission differentiation among campuses, based upon student learning outcomes**.

1. The Chancellor's proposal, as you know, adopts the current fiscal year as its baseline and proposes only to redistribute that fixed sum among our campuses.

   a. We believe that the **performance-based funding component**, which you will discuss today, should provide a clear rationale for the state to restore some of the public support that has been cut in the past 4 years – by directing incremental investment to those campuses that have shown efficiency and productivity in generating degrees.

   b. We also believe that the proposed discussion of **local support for workforce development at community colleges**, which is a part of **how 29 of 51 states fund community colleges**, is a necessary piece of the long-term solution.

   c. Moreover, we believe that the proposed **research factor for universities** is an essential first step (if financially inadequate in the current proposal) towards providing a stronger platform for the generation of new revenue from grants and contracts.

   d. In short, UNLV faculty believe that while the Chancellor has understandably (for political reasons) presented his alternative funding proposal as revenue-neutral, the committee should not overlook how the formula might establish an adequate level of funding.

Even as faculty embrace a formula built upon principles of efficiency and productivity rather than merely cost, the view from the classroom is that **adequacy of investment** to fund the services our students need has not been sufficiently discussed to date.

2. Finally and the topic that has generated the most intense discussion among my colleagues, and which several of them will address today, is how our policies differentiate among the different tiers of our System – especially at the level of instruction that is common to all our campuses, lower-division undergraduate courses.

    a. To date, this discussion has been raised almost entirely about cost – whether or not lower-division courses are more costly at a university or college. However, as the Chancellor has repeatedly stated, **Nevada (unlike other states) has neither the resources nor the time at this juncture to undertake a cost study to answer that question**, so any answer is speculative. Moreover, to focus solely on cost does **not**, in any meaningful sense, lead us to a new approach to funding higher education based on educational attainment. To focus only on cost in a revenue-neutral environment necessarily pits one campus or tier against another, to the good of none.

    b. If as Regent Wixom has stated, first at the Boards' strategic planning retreat last fall and then at this committee's most recent meeting, the purpose of this exercise is **to move from a formula based on cost inputs to one based on the value-added of our outputs**, then the real question the committee ought to ask is **not if it is more or less expensive to offer lower-division instruction** at a university or college – but, instead, **what are the student learning outcomes of a lower-division course at a university or college**? And, should we expect them to be the same?

    c. Ms. Gansert noted, correctly, at the most recent meeting that "ENG 101" is the same on each campus. She was right to say so. Precisely because ENG 101 (and ENG 102) are the

mandatory, introductory writing courses we offer on each campus for first-year students, and these courses **do have** identical learning objectives for the students in terms of what students should be able to do after they have completed the course. Consequently these courses have highly comparable syllabi, staffing, and student assignments,. As a result, we would expect them to generate comparable learning outcomes were we to assess the results systematically. The same is true for the mandatory first-year Math courses (Math 120-131) and, by and large, for the mandatory first-year courses that fulfill Constitution requirements (HIST 100, PSCI 100, 101). All these courses should be expected to have comparable learning outcomes on any campus. However, these courses represent less than 6% of the student credit hours achieved at UNLV.

d. Nearly 50 % of the credit hours students earn at UNLV are in lower-division courses *other than* required composition, math or Constitution. Do we expect these lower-division first year courses in Sciences, or Business, or Urban Affairs, or Performing Arts, or History to have the **same student learning outcomes** at a university as at a college? Our faculty do not believe so.

    i. We believe for instance that lower-division Science courses that offer opportunities for laboratory research have demonstrated outcomes, in terms of better preparing students for success in upper-division science courses and thus for completing degrees in STEM fields, especially for Latino and African-American students traditionally under-represented in the sciences. I have submitted a short article ("Learning by Doing") supporting that thesis, based on a February 2012 report from the Presidents' Council on Science and Technology, that undergraduates exposed to laboratory research in their first year of study

at universities like UCLA and the University of Texas were more likely to major in a STEM field and more likely to achieve their degree in a timely manner. I have also submitted a short list of undergraduate summer research opportunities in the Sciences at UNLV that are available to students from their first year on campus. We will shortly hear from two scientists on this topic.

ii. We believe that lower-division courses which offer students the opportunity to conduct research in a research library result in specific and measurable learning outcomes, and we have many lower-division courses that for this reason build library research into the syllabus. I have submitted several examples of syllabi from different disciplines with the library research assignments highlighted, and we will hear more from a librarian shortly.

iii. We believe that lower-division learning communities, in which small groups of students enroll for first-year courses in a block schedule of university courses, have achieved measurable improvement in learning outcomes for first-year Greenspun Urban Affairs majors. We will hear from the director of this program shortly.

iv. We believe that the Lee School of Business Global Entrepreneurship Experience program, which offers students, from their first year, direct experiences in global entrepreneurship and in advanced economic research provides a learning outcome is distinct from lower-division courses in the same disciplines on other campuses.

v. These examples, we believe, suggest that at the level not of cost but of policy priorities, the state and the System ought – through the new funding formula – to continue to discuss the major philosophical principle that has been

articulated in this process, of a focus on student educational attainment. The

formula should address what student learning outcomes are achieved, should

measure those outcomes in qualitative terms, and should in the end find a way

to encourage and reward the distinct achievements rather than argue about

cost inputs.

Testimony of John W. Farley   5/23/2012

President of UNLV chapter of Nevada Faculty Alliance

Thank you for the opportunity to address the committee.

I'm John Farley, I'm a physics professor. I've been a teaching faculty member for 31 years, the last 25 years at UNLV, where i've won three awards for distinguished teaching. I teach introductory courses for scientists, engineers, and pre-health professional students.

I want to make some remarks about the differences between research institutions and non-research institutions.

And I want to discuss the value of taking introductory science courses at a research institution.

Research is obtaining new knowledge, not just transmitting existing knowledge from instructor to student. Research means operating on the frontier between what is known and what is not understood.

In a research institution, instructors typically hold doctoral degrees, and a doctoral degree is a research degree. Instructors with doctoral degrees have been on the frontier, and they are more in touch with the state of the art in their discipline.

Physics courses at UNLV are more demanding of students than courses taught at non-research institutions. Grading is more rigorous at a research institution.

Physics courses are more difficult at UNLV for students than at other southern Nevada schools. Even (or especially) those students who are not taking their physics courses at

UNLV are taking it elsewhere because the course is easier elsewhere. Students will tell you that.

In addition to this anecdotal information, I'd like to tell you about a kind of controlled experiment conducted a few years ago.

Many of our science majors at UNLV hope to enter the health-related professions: they want to be doctors, dentists, physician's assistants, etc.

All undergraduate students who apply to medical school have to take a standard admissions test, the MCAT test (Medical College Admission Test). The MCAT test plays a big role in determining who get accepted into medical school and who gets rejected.

A number of years ago several faculty from the UNLV Preprofessional Committee examined the MCAT scores of our students applying for medical school, over a two year period of time. The MCAT has a section specifically focused on Physics. The score achieved by students on the 'physics' part of the MCAT test was reviewed.

Students who took their physics courses at a university showed a statistically significant higher score on the physics part of the MCAT compared with students who took physics at a community college.

In conclusion: it's not the same course at a research institution and at a community college. For purposes of system articulation, it may appear in the catalog as if it were the same course. But it's not the same course.

Students will tell you that it's not the same course.

And statistics prove that it's not the same course.

Ann Zald, UNLV Libraries

<u>Statement to Committee on the Funding of Higher Education, May 23, 2012</u>

A research University emphasizes inquiry-based education for undergraduates. In addition to building collections research libraries have an educational mission as a learning laboratory. Librarians provide instruction to connect students with information resources and in particular the high quality, scholarly resources which are not freely available on the Internet.

As you see on the handout, in FY2011 the UNLV Libraries instruction program provided 532 sessions for 12,525 students. 2/3 of those sessions were for lower division 100 and 200 level courses. The content of those sessions is tailored to the course assignment addressing critical thinking skills for the research process and address not only finding information and search strategies but also evaluating information and citing sources so that students use information within legal and ethical constraints.

Since 2010 the University Libraries has co-sponsored Faculty Institutes that have partnered 80 academic faculty with library faculty to design and implement assignments and courses that integrate research collections into early educational experiences.

As just one example, Science 101 is a first year course designed to foster understanding of scientific methodology, discourse, and ethics. One of the assignments for this class has students research a topic of scientific ethics. Students present their findings as a poster which is a common form of professional communication in the sciences. This project engages the students in defining an ethical question in the sciences and then investigating and communicating their findings. Students choose from a number of topics such as animal testing, falsification of data, organ donation, or may identify a topic of their own or local interest such as water resources and shortages in the southwest. Since first year students have little prior experience with scientific research literature Library instruction introduces students to the "anatomy" research articles, database search strategies to find articles relevant to their topic, and how to evaluate any information they may find.

In addition to providing instruction related to course assignments, the University Library sponsors an annual research award to recognize sophistication and originality in undergraduate research. Your handout provides the facts about this donor –funded program from which I'd like to highlight the eligibility of research conducted by lower division students. Eligibility of lower division students is an important aspect of the educational aspect of this award. Research needs to be pursued early and often during the undergraduate experience and this award encourages students to do that.

Accompanying me today is Paul Kirsch, one of this year's recipients of the Calvert Award for Undergraduate Research. He will talk about what undergraduate research at UNLV has meant to him.

Remarks for Committee on the Funding of Higher Education, May 23, 2012

Karen G. Harry, Associate Professor, UNLV

I appreciate this opportunity to address the role that lower-division university courses play in education our undergraduate students. By way of introduction, my name is Karen Harry, and I am an associate professor in the Department of Anthropology at UNLV. I specialize in the archaeology of the American Southwest, and I have ongoing archaeological field projects in northwestern Arizona and southern Nevada.

As a university professor, I am fortunate to be able to conduct research on topics that I love, and I firmly believe that my research involvement improves my classroom teaching and benefits the students enrolled in my classes. As do my colleagues, I view introductory courses as "gateway" classes. These freshman and sophomore level classes provide us with the opportunity to reach out and engage students, at the start of their university careers, in the learning process.

In the classroom, I regularly integrate my research projects into my lectures. As a result, rather than simply asking students to memorize facts from a book or from lectures, I am able to engage them in the learning process. Real life examples seem to bring the lessons home in a more profound way than simple examples from books can do.

More importantly, however, my research provides near constant opportunities for student involvement outside of the classroom. Although I do not require students in my lower level courses to participate in my research, I regularly offer them the opportunity to do so. Each time that I have called for volunteers, I have been amazed at the outpouring of interest. Our undergraduate students are eager for opportunities to participate in the creation of knowledge.

Undergraduate students in my lower courses regularly assist with experiments, artifact processing, and artifact analysis in my lab. These opportunities are invaluable to students; they help students develop critical thinking skills and communication skills. Several undergraduate students have gone on to present papers at regional and national conferences on their work, and several others have published papers in nationally recognized journals and volumes. These opportunities have played a major role in helping students obtain jobs and get into good graduate programs. More importantly, however, they have helped students learn how to think and become passionate about their educations.

The research mission of a university is, of course, different from the teaching mission of a college. The point I would like to make is that this research mission does not just benefit the fields that we work in; it benefits undergraduate students as well. Research universities offer unique learning opportunities to students that go far beyond simply learning facts from a book or even from a lecture. It is these opportunities that will educate and inspire the students that will become tomorrow's leaders, and I encourage you to consider these issues as you strive to develop a funding formula that will best serve our state.

Testimony for Committee to Study the Funding Formula of Higher Education
May 23, 2012

By Dr. E. Michael Nussbaum
Professor, Department of Educational Psychology and Higher Education
University of Nevada, Las Vegas

Dear Committee Members:

I am Dr. Michael Nussbaum, faculty senator and professor of educational psychology at UNLV. I teach courses for students studying to become teachers.   I am also a leading researcher in educational psychology, specifically in fostering productive on-line class discussions and in developing students' critical thinking skills

The point I want to make is this: many faculty at research universities are actively engaged and steeped in the latest research findings and problems, and when we teach undergraduates, we introduce students to this knowledge. In my case, in training teacher candidates, it is vital that preservice teachers become aware of the latest research on effective teaching techniques.   I use and share my research on how to conduct productive classroom discussions with my student, and how to implement these ideas effectively in on-line environments.   Moreover, I address common misconceptions about how to teach. There are many fads in education that are not supported by the research. Students are more likely to receive a more accurate and nuanced view on these topics at a research university than at a nonresearch-oriented institution.

So my argument is that students do receive benefits from taking classes at research universities that they would be less likely to receive at nonresearch universities, and that these benefits justify the higher costs. Furthermore, many of our research professors teach lower-division courses and are outstanding teachers.

 Now there are individual differences among students, and some may prefer to enroll in community colleges rather than at UNLV or UNR. That is fine, but it must be recognized that these are lower-cost options. Community college faculty make far less than research faculty. That is dictated by

supply and demand in the labor market. The Legislature could choose to fund 100- and 200-level

courses at the same level at both types of institutions, but this would create a financial disincentive for

UNLV or UNR to assign a research professor to a lower-division course; many more of these courses

would need to be taught by part-time instructors or graduate students.   That would be a shame,

because there are benefits from research professors teaching these courses. Students are more attuned

to the latest research, and, as my other colleagues have pointed out, research professors can better

prepare students for upper-division work. I argue that is one reason that many students choose to

enroll at UNLV or UNR in the first place.

--Dr. E. Michael Nussbaum
Professor, University of Nevada, Las Vegas

Learning by Doing

Having freshmen perform research doesn't just improve undergraduate learning, it convinces more students to become science majors.

By Sarah L. Simmons | February 1, 2012

CHANGE HOW SCIENCE IS TAUGHT: Traditional lecture-based science courses don't stimulate large numbers of entering students to pursue a career in science.istockphoto, Lisa Klumpp

Imagine the impact on the arts if we required every aspiring instrumentalist to complete 12 years of theory and careful study of the masters before being allowed to pick up an instrument and play.

Yet somehow we've come to think that a critical mass of facts and concepts must be absorbed before the human brain is able to do science. It has become the norm that science and the related disciplines of technology, engineering, and math (STEM) require students to complete years of lecture-based coursework with only a weekly stint in the lab before allowing them to actually practice science the way scientists do. Yet we continue to lament that only small numbers of students survive and thrive in the STEM pipeline. In fact, the majority of students who enter college with an interest in science do not complete a science degree.

Our ability to respond to some of the most critical challenges of the near future—global health, climate change, energy—depends on our ability to fully tap the intellect, passion, and creativity of the next generation of scientists and engineers. Researchers have always successfully apprenticed budding scientists in their labs, and inquiry-based learning, research-based courses, and undergraduate research have nurtured the flame of interest students bring with them when they enter college. Decades of data show that this kind of engagement improves student retention, levels the playing field for students with varied backgrounds, and improves the quality of scientists produced.

> "It offers the advantage of relevance and interest, two things sorely lacking in most of our courses."
>
> —UT biochemist Andy Ellington, Freshman Research Initiative mentor since 2006

However, such traditional models of engagement affect far too few students; the interaction occurs too late to change a student's career trajectory; and the opportunity may simply not be available at some institutions. The challenge, highlighted in a President's Council of Advisors on Science and

Technology report on undergraduate education scheduled for release this month, is to substantially expand opportunities for undergraduate students to participate in research.

A number of new initiatives are testing models for engaging large numbers of students in authentic research experiences as part of their education. These programs are happening in a number of different scientific disciplines and across a range of institution types. The models individually and collectively challenge the notion that authentic research experiences can only be had when individual students are mentored by individual researchers, providing evidence that large numbers of students can benefit from these kinds of experiences.

Curricula can incorporate research Many institutions have degree plans that build course upon course, reflecting a stepwise approach to understanding the field; but too often, students withdraw mid-sequence. This has been attributed variously to lack of true interest on the students' part or to the rigor of the courses. But institutions that have made room in the curriculum to add "real research" see an increase in student participation rather than a decrease. At UCLA, molecular biologist Utpal Banerjee has developed a research course that allows freshmen to participate in functional genomics research in *Drosophila*. The goal, Banerjee says, is for each student to experience at least one "discovery moment"—that is, to learn firsthand how science is really done. Of the 600+ students who have taken the course, more than half have pursued additional undergraduate research opportunities. Yale University biochemist Scott Strobel, who runs the Rainforest Expedition and Laboratory course for undergraduates, agrees. The key motivating factor, says Strobel, is the opportunity for students to intellectually engage in their project to a sufficient level for them to "own it."

It can be done at scale

The "numbers" issue is a major challenge that has been directly addressed by several programs. This is particularly important for institutions that serve thousands of potential scientists but have limited availability for one-on-one research mentoring. The [Freshman Research Initiative](#) (FRI) at The University of Texas at Austin, which I run, provides authentic research experiences to more than 25 percent of each incoming class of prospective science majors—close to 600 students each year. Students participate in a three-semester course sequence, integrated into their degree, that involves them in faculty-led research projects in a range of scientific disciplines. Integrating the research into the curriculum, rather than requiring that research be extracurricular, plays a major role in opening access to a more diverse group of students. More than 70 percent of FRI participants are from underrepresented backgrounds, and the positive impact is clear: FRI more than doubles the graduation rate for Hispanic students and, overall, 35 percent more students graduate with a science or math degree.

Institutions can share resources

Several programs have shown that cross-institution collaboration can help bring research experiences to institutions that are not research-intensive or where faculty lack the time necessary to apprentice more than a handful of students. The Genomics Education Partnership, brainchild of Washington University biochemist [Sarah Elgin](#), provides undergraduates an opportunity to participate in a [collaborative genome annotation project](#). Because the research is largely computer-based, costs are low and participation is available to students at institutions with limited research facilities. To date, more than 2,500 students from more than 80 diverse institutions have annotated more than 4 million bases of sequence data. Similarly, through the PHIRE program at the University of Pittsburgh undergraduates discover novel mycobacteriophages under the direction of lead scientist [Graham](#)

[Hatfull](#). Through the [HHMI Science Education Alliance](#), more than a thousand undergraduates at 70 institutions have become "phage hunters," already contributing 95 new phage genomes to Genbank.

Research and teaching are compatible

These programs work to ensure that the research and teaching missions of the institutions involved are merged to the benefit of both. They engage the passion and expertise of faculty, reinvigorating their own commitment to their fields. The result is increased research capacity, new project ideas, and the generation of real data. FRI research has resulted in more than 130 published papers; several hundred UCLA students have coauthored papers with Banerjee.

It's affordable

Once established, the cost of these programs can be comparable to traditional lab course sequences. Often, these integrated courses are less expensive, per student, than traditional undergraduate research experiences. Programs like Elgin's and Hatfull's leverage capacity at the lead investigator's home institution to provide authentic research experiences at a cost of $200–300 per student—a cost that will continue to drop as new innovations appear. Data from each of these programs continues to underscore the benefits of these types of learning environments over traditional labs: students perform better in upper-division course work in science, have higher confidence in themselves as scientists, and report increased interest in STEM careers, among other benefits.

It is vital that we prepare our future scientists and leaders to participate in the vibrant orchestra that is the 21st-century scientific enterprise. Universities are increasingly challenged to find innovative ways to integrate authentic research opportunities for students into the fabric of the institution. Despite historical challenges, programs like these are answering the call and training

more students at a time when advances in emerging areas such as nanotechnology, informatics, and imaging technologies have converged to create a compelling "moment" in science. There may be no better opportunity to change the way we teach science and engage the curiosity of the next generation. We should not miss our cue.

Sarah L. Simmons is director of the [Freshman Research Initiative](#) in the College of Natural Sciences at the University of Texas at Austin, a program funded by the Howard Hughes Medical Institute and the National Science Foundation.

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Undergraduate Research Programs at UNLV (EXAMPLE)

NIH INBRE UROP: NIH INBRE UROP - Nevada INBRE sponsors fifteen undergraduate research scholarships each year. Those selected for the program will spend the summer doing a lab research project in a faculty mentor's laboratory. Summer research opportunities often lead to longer-term collaborations between students and faculty, publishable research, and careers in medicine or biomedical research. Opportunities are available for research in emerging areas such as genomics, proteomics, molecular modeling, imaging, and bioinformatics.

NSF EPSCoR - UROP: NSF EPSCoR UROP - The undergraduate research component of the current NSF EPSCoR award provides lab and field research experiences, through summer scholarship programs and annual fellowship opportunities, to full-time Nevada System of Higher Education (NSHE) undergraduate students. These programs fund eligible students either majoring in mathematics, science, or engineering, or majoring in education and specializing in teaching K-12 in the fields of mathematics, science, or technology. Research is conducted under the guidance of NSHE faculty mentors.

EPSCoR - Experimental Program to Stimulate Competitive Research - These awards have supported program research in bioinformatics, chemistry, chemical physics, laser physics, insect and plant molecular biology, quaternary science, bridge engineering, plants and global climate change, and women in science and engineering.

NSF REU: NSF REU Physics Site Grant - The Research Experience for Undergraduates (REU) program is a program of the National Science Foundation to give undergraduate students an experience in performing research.

1. NSF REU – Microbiology: NSF REU Microbiology Site Grant - UNLV will offer an REU Site   program in partnership with the Desert Research Institute. Undergraduate students will participate in a ten week summer program involving research in the area of environmental microbiology. Students will collaborate with faculty mentors in developing and carrying out hypothesis-based projects on microorganisms from diverse habitats such as hot springs, the deep terrestrial subsurface, hypersaline lakes, arid soils, and ephemeral water sources. At the conclusion of the program, students will present their research results at a scientific colloquium. In addition, all students will be encouraged to present their research at a regional or national scientific conference.

2. NSF REU – Physics: The Research Experience for Undergraduates (REU) program is a program of the National Science Foundation to give undergraduate students an experience in performing research.

Most of a student's career consists of classroom lectures. The REU program is intended to benefit students by offering experiences that go beyond the classroom. The UNLV Physics Department has had a successful REU program since 1987. Initially the program was limited to UNLV students. Beginning in 1992, the program was open to non-UNLV students as well. Students participate in research projects in the summer with follow-up activity during the academic year.

UNLV is also developing a REU program called PIPELINE which consists of high school students interested in the fields funded by both NSF and NIH.

UNLV | UNIVERSITY LIBRARIES

How we serve our students, our community, and our state

Academic Impact

The University Libraries are the crossroads for learning, teaching, and research at UNLV. Comprised of the Lied Library and three branch libraries—Architecture Studies, Curriculum Materials, and Music—University Libraries stimulate the discovery, creation, advancement, and preservation of knowledge at the university and in Southern Nevada.

The Libraries dynamically advance UNLV's mission to produce graduates who have the knowledge to succeed in their careers and contribute to our community. Besides being in the center of the UNLV campus, the Lied Library is at the center of student learning. Our librarians partner with faculty to make quality research an integral part of large-enrollment, lower-division courses and take a lead role in curriculum redesign. Through collaborative initiatives, we work with faculty members from each college to develop the best strategies for teaching critical thinking within their specific disciplines. Professors then implement these strategies to give every UNLV student a solid foundation of information literacy for their future academic and professional pursuits.

The Lied Library is the largest single building on the UNLV campus, devoting more working space for scholarly inquiry than the Thomas and Mack Center provides for major events.

Our collection of print and digital resources, including scholarly journals, eBooks, government records, digitalized images, and archived newspapers enables people to conduct deeper, richer, and more comprehensive inquiries. These tools provide the access to information that is essential for success in today's high-tech world.

Community Impact

As the only research library in Southern Nevada, we serve as a resource for the entire community, not just UNLV students and faculty. Teachers, business professionals, health care personnel, and citizens from all walks of life and professional focus work with our experts to find the information they need.

A vital part of our mission is to document the history, culture, and physical environment of the city of Las Vegas, the Southern Nevada region, and the University of Nevada, Las Vegas. Our Special Collections include unique, rare, and specialized materials that document all aspects of life and community, including the gaming and entertainment industry. In the process, we nurture pride in the community for all those residents who have come here to build a city and an industry in the desert. In order to share this information, we have created a web-based digital library that can be used by anyone around the world—from school children to scholars. External funding has allowed us to develop digital collections that now include several significant historical projects including *The Nevada Test Site Oral History Project*, *Southern Nevada: The Boomtown Years 1900-1925*, *Menus: The Art of Dining*, and others. Additionally, the Oral History Research Center and the Center for Gaming Research augment the collection and research activities of Special Collections. By meticulously preserving the history of our local culture and making our resources available, the Libraries provide a unique and essential service to the Southern Nevada community.

Economic Impact

As Nevada strives to recover from the recent recession, the Libraries help to facilitate economic stimulation and diversification through outreach programs that engage the Las Vegas business community. Our dean frequently meets with local business groups to advise them about our vast resources and ways we can help businesses increase their expertise. Providing local businesses and entrepreneurs with research assistance and access to our rich electronic collections enables them to better understand and exploit needs, trends, and opportunities in the marketplace. We offer specialized one-on-one research assistance or design workshops for small groups. For example, we recently partnered with the College of Business to support the ExporTech program. ExporTech is designed to help manufacturing companies enter or expand in foreign markets to increase their sales, and ultimately, to create more jobs in Nevada. Our business liaison attends ExporTech sessions to demonstrate how library resources can be utilized to develop export plans. We follow up with workshops, more in-depth instruction for program participants and student interns, and continue to meet with individual company teams for research consultations as export plans develop.

Alumni Impact

Every alumnus of UNLV is an alumnus of the Libraries. We partner with the schools and colleges at UNLV to make sure all graduates leave the university with a deep understanding of information literacy and critical thinking skills. These abilities, taught and reinforced by University Libraries, allow our alumni to make more informed decisions in their careers, to better understand the needs of those around them, and to be successful lifelong learners. Given that more than 60,000 of our alumni reside in the Las Vegas area, these skills are a huge asset to our community. Additionally, through the recently endowed Mason Undergraduate Peer Research Coaches Program, we are developing a distinctive core of "University Libraries alumni," who train fellow students as front-line research mentors. The program is now in its fifth year. It is our hope that this elite group of "library scholars," drawn from applicants who had once been considered at-risk students, will continue in their roles as mentors long after graduating from UNLV.

Library users can search our resources either in the 302,000-square-foot Lied Library or access databases from the comfort of their homes.

The Lied Library was among the first pioneers to construct and utilize an automated storage and retrieval system (LASR). This highly advanced robotic technology has doubled the library's on-site collection capacity, giving students and faculty the physical resources they need without delay.

Our collections:

- More than 1.3 million bound volumes
- More than 300 electronic indexes databases and reference sources
- More than 18,000 serials (electronic and print)
- Access to more than 500,000 electronic monographs
- More than 1 million state and federal government documents
- 30,000 musical scores, 8,000 CDs and 1,200 DVDs

A community rich resource — Branch Libraries at UNLV

The Architecture Studies Library serves as an important asset for local architecture professionals and the general public. Its collections include the archives of the Las Vegas Chapter of the American Institute of Architects, and it is a place where students and professional architects meet and share ideas.

The Curriculum Materials Library supports the teacher-education programs within the College of Education and serves as a resource for all teachers in the Clark County School District.

The Music Library serves local musicians, UNLV and the community at large by offering a rich collection of sheet music, scores, and recordings – vital resources for both budding and seasoned musical artists. It is also home of the Arnold Shaw Center for Popular Music Research, which has more than 300 taped interviews with popular music artists.

Instruction Program Data

	# Sessions	# Students
Jul 2011 - April 2012	456	9,640
FY2011	532	12,525
FY2010	608	13,053

Approximately 2/3 of sessions provided for 1xx and 2xx level courses.

Calvert Award for Undergraduate Research

Annual competition held 2006 to present. Up to four awards given each year.
> Seniors eligible for a $1000 prize
> Freshmen, sophomores and juniors eligible for a $750 prize
> Donor Funded

Applicants 2006-2012

Senior:	30
Junior/Sophomore/Freshmen	11

Award recipients 2006-2012 from the following disciplines:

Anthropology (3)	History (8)
Chemistry (1)	Life Sciences (1)
Civil & Environmental Engineering (1)	Philosophy (1)
Economics (1)	Political Science (2)
Environmental Sciences (1)	Psychology (2)

2010-2012 Applicants represented the following academic departments:

Anthropology	Kinesiology & Nutrition
Architecture	Landscape Architecture
Biology	Life Sciences
Communication Studies	Management of Information Systems
Computer Science	Music
Civil & Environmental Engineering	Nursing
Economics	Nutrition Science
English	Political Science
Environmental & Occupational	Psychology
Health	Radiochemistry
History	Sociology
Interior Architecture & Design	

ANT 102: Introduction to Physical Anthropology
Spring 2011
Dr. Peter B. Gray

Physical Anthropology Article Reviews

Review one article from a scholarly journal (no books, newspapers, popular articles or internet releases accepted). Acceptable journals include, but are not entirely restricted to: *American Journal of Physical Anthropology, America Journal of Primatology, American Journal of Human Biology, Human Biology, Current Anthropology, Human Genetics, International Journal of Primatology, International Journal of Osteoarchaeology, Journal of Archaeological Science, Journal of Human Evolution, Journal of Forensice Sciences, Homo, Nature, Science.*

All of these journals can be found in the library in the stacks, in the LASR system or online. Other archaeology and biology journals may have pertinent articles. You may choose any article as long as it is relevant to Physical Anthropology.

All reviews must be completed and turned in on 3 February 2011.

Your review must include 1) a cover page with the your name, date, author(s) listed, year of publication, title of the article, title of the journal, volume and page numbers in which the article was published; 2) a statement concerning the purpose, aim or intent of the article, and what hypotheses (if any) were tested in the paper; 3) a summary of the methodology (how the authors addressed or tested the question/hypotheses presented) used in the paper; 4) a summary of the results; and 5) discussion of some of the key findings, interpretations and problems from the study. Include points the authors may have made as well as your own critiques. Any errors or omissions in the above required points will result in a reduction in the grade received for the review. Your review should be approximately two-three pages of double-spaced text using 12 point font.

Remember to cite any quotations in your review properly. Quotes are usually unnecessary. Express the conclusions of the authors using your own words then cite them properly (name, year: page #). Plagiarism is illegal and unethical.

Examples of some potential articles you could review include:
1) Gray, P.B., Parkin, J.C, and Samms-Vaughan, M. 2007. Hormonal correlates of human paternal interactions: A hospital-based investigation in urban Jamaica. *Hormones and Behavior* 52: 499-507.
2) Alemseged, Z. et al. 2006. A juvenile early hominin skeleton from Dikika, Ethiopia. *Nature* 443: 296-301.
3) Green, R.E. et al. 2010. A draft sequence of the Neandertal genome. *Science* 328: 710-722.

History 101
Colonial Period to Reconstruction
84960

Professor: David Holland
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When seventeenth-century European settlers began showing up along the east coast of North America, they scarcely could have imagined what would come after them: the rapid colonization of an entire continent at the almost genocidal expense of its indigenous peoples; the forced immigration of hundreds of thousands of Africans; the arrival of millions of others seeking civil liberties and economic opportunities; and—eventually—the birth of a new nation that would change the world in extraordinary ways. Though the future of the United States was neither set in stone nor foreseen by those who lived here in earlier times, they nonetheless shaped its character and destiny. Even today, at the dawning of a new millennium, we live with the consequences—both good and bad—of their beliefs and decisions.

This course will sweep through nearly three centuries of those beliefs and decisions, from before the founding of the first English colony to the close of a civil war that nearly tore the nation apart. Along the way, we will consider both the key events and the influential trends that would affect American lives, past and present.

The goals of the course are to expand your knowledge of the basic content of early American history, introduce you to the conflicting interpretations of these historical phenomena, and give you the tools to analyze historical artifacts for yourself. We will also develop your ability to process information and express yourself clearly, in both the written and the spoken word.

Required Texts:
Karen Ordahl Kupperman, *Roanoke: The Abandoned Colony*
Henry Box Brown, *The Narrative of the Life of Henry Box Brown*
James McPherson, *For Cause and Comrades*
Supplemental Text:
Eric Foner, *Give Me Liberty*, 3rd ed., Vol. 1

Class Schedule

Aug. 29   Continents in Motion
Sept. 1   The Indians' New World (Foner pp. 3-44)
         6   Cultures in Contrast: Virginia and Massachusetts (Foner pp. 45-87)
         8   Cultures in Contrast: Virginia and Massachusetts
.   13   Mid-Atlantic/ Lower South (Foner pp. 88-129)
            Book Discussion and Quiz, *Roanoke*, Karen Kupperman
       15   Middle Passage
       20   The Origin and Evolution of American Slavery (Foner pp. 130-174)
       22   Becoming America **(Film Response Due: See**
            Below)
       27   Revolutionary Ideas (Foner pp.176-210)
       29   **Mid-Term #1**
Oct. 4   Timeline to Revolution
         6   *Liberty* (Foner pp. 211-246)
       11   Timeline of War
       13   Considering Constitutions (Foner pp.247-280)
       18   A New Nation Rises and Divides
       20   Women of the Republic (Foner pp.281-316)
            First Draft of Artifact Paper Due
       25   A Jeffersonian Paradox
       27   A Rising Giant (Foner pp. 317-351)
Nov. 1   **Mid-Term #2**
         3   Democracy and Race (Foner pp.353-390)
         8   King Andrew's Reign
       10   An Age of Reform (Foner pp.392-46)
            Book Discussion and Quiz, *Narrative of Box Brown*, Henry Brown
       15   Understanding Slavery and Sectionalism (Foner pp. 461-502)
       17   Three Moments of Conflict
       22   Civil War (Foner pp. 503-545)
       24   Thanksgiving Break
       29   Civil War
            Final Draft of Artifact Paper Due
Dec. 1   Reconstruction **(**Foner pp. 546-584)
            Reconstruction **Book Discussion and Quiz, *Cause and Comrades*, James**
            McPherson
         8   Final Review and Wrap-up

FINAL: Dec. 13   10:10am-12:10pm

DAY-TO-DAY EXPECTATIONS
Although this course is structured around lectures, it demands a high degree of student involvement. The lectures will be interactive. Students will be expected to venture their own ideas and criticisms, as well as respectfully speak to the views of their colleagues. I reserve the right to raise or lower a grade by up to 10% in response to conspicuously high or low levels of participation.

POLICY ON LATE WORK
In a class of this size, which moves at this pace, it is essential that we establish firm rules regarding the submission of work. While I recognize that individual situations can vary widely, equity and stability require some uniformity. Any missed quiz or exam cannot be retaken unless you have alerted me about your absence by the end of class on the day of the test. So, if you are headed to class on the day of a book quiz, for instance, and you get a flat tire, you have until 11:15am to call or email me about your situation. Depending on the circumstances causing your absence, I may arrange a make-up exam. Otherwise, you will receive a 0 for that test. Papers must be turned in <u>on time</u> and <u>in hard copy</u>. Papers one day late will be docked 10%, two days late 20%, and so on.

EVALUATION
Your grade will be determined from a variety of assignments, whose numeric value adds up to 1000 points. It breaks down as follows:

1. **Reading Quizzes:** 3 @ 50 points each.
   On each indicated day, there will be a very straightforward quiz on the assigned reading.

2. **Mid-Term Examinations**: 2@ 100 points.
   These exams will consist of short answers and one essay on the material covered in the preceding weeks—not cumulative.

   Constitution Quiz
   As part of the second midterm, March 23, you will take a 10 question multiple-choice quiz on the United States Constitution. You <u>must</u> pass this quiz (6/10) to pass the course. This is in keeping with the course's fulfillment of the General Education Requirement for knowledge of the US Constitution.

3. **Reflections on the Middle Passage**: 150 points
   2 pages. In this class we will watch a film portrayal of slavery's infamous middle passage. The film is designed to evoke a visceral reaction from you in response to slavery's grotesque brutality. However, it is also designed to make you think. In particular I want you to look for 1) the ways in which the sailors tried to exercise control over the slaves and 2) the ways in which the slaves tried to resist and survive. Include as many examples as you can; your grade will be based on how well your analysis reflects your careful viewing and thoughtful engagement with the film.
   (All written work in this class should be typed.)

4. **Artifact Paper (First Draft)**: 100 points.
   3 pages. You will spend some time exploring the library's rich databases of historical documents from the pre-Civil War era: *Early American Imprints*, *American Periodicals Series*, etc. Find an artifact that is of interest to you. Write a paper that carefully describes the document and then analyzes its historical significance. What does this tell us about the American past? Don't just tell me what the document says; use it as a window into an earlier epoch, which can help

us understand how people thought and lived. The more detailed and thoughtful your analysis is, the better your grade will be. This paper should reflect your best effort. I will make detailed comments on it and return it to you for revision.

5. **Artifact Paper (Second Draft):** 100 points.

6. **Final Exam**. 300 points. Like the mid-terms, this exam will consist of short essay questions. However, unlike the midterms, this exam will be cumulative.

A NOTE on PLAGIARISM
Plagiarism is defined as using anyone else's intellectual property as your own without proper attribution. This can occur in many forms: purchasing assignments online, letting a friend do your work, borrowing sentences from another—even if that author lived long ago—without giving credit. Evidence of inadvertent plagiarism will mean the student has to redo the assignment; evidence of flagrant plagiarism will result in a zero on the assignment and most likely an F in the class. This is a big deal; careers rise and fall on the principle of academic honesty. If you have any questions about what does and what does not constitute plagiarism, please speak with me.
See the "Student Academic Misconduct Policy" (approved December 9, 2005, located at <http://studentlife.unlv.edu/judicial/misconductPolicy.html>).

FURTHER INFORMATION
Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://provost.unlv.edu/copyright/.
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Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are "reasonable" in promoting the equal access of a student reporting a disability to the general UNLV learning experience.   In so doing, the DRC

also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this "Academic Accommodation Plan." If faculty members have any questions regarding the DRC, they should call a DRC counselor. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

Religious Holidays Policy -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.
Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

HMD 101 Introduction to the Hospitality Industry

Course Description

Survey of the history, likely direction, and dynamics of the hospitality industry from the perspective of the global economy, with emphasis on the wide variety of career opportunities. Three credits.

Required Materials

The only required materials for this course (see specifics below) are a small book on the basic rules of English grammar and a student response handset known as a "clicker". These two items together will cost less than $50. Students must have these two items in their possession during each class session. If purchasing a used clicker unit, please remove all three batteries and replace them with fresh batteries prior to the first day of class. You must have your clicker out of the box and ready to go for the first class.

There is no required text for the course. All required text readings are viewed by clicking on permanent links to full text articles within the UNLV Libraries database of 300 journal publications. Using these links, students have access to the most current information on the subjects covered during the semester.

1. Elements of Style (4th Edition) by William Strunk and E.B. White. Paperback Edition ($9.95) ISBN: 9780205309023 (new or used is fine)
2. iClicker Response Unit ($34.51) ISBN 0716779390 (new or used is fine)

Sustainability

It is the goal of the instructor of this course to eliminate the use of paper during the delivery of instruction. The course syllabus, readings, lecture notes, handouts, and assessments are provided in electronic form through WebCampus. All materials can be downloaded and brought to class for use during class sessions

Course Schedule

Week 1: History of Hospitality
Week 2: Managing Service Quality
Week 3: The Hotel Business
Week 4: Hotel Business Case Studies
Week 5: The Vacation Ownership Business
Week 6: The Resort Business
Week 7: Resort Business Case Studies
Week 8: The Restaurant Business

Week 9: Restaurant Business Case Studies
Week 10: The Managed Services Business
Week 11: The Cruise Business
Week 12: The Gaming Entertainment Business
Week 13: The Theme Park Business
Week 14: EEEK – It's a MICE!
Week 15: Career Planning
Week 16: Final Examination

Course Objectives

By the end of the semester, every student who performs the necessary preparatory work, attends class, and successfully completes the course assignments will be able to:

1. Articulate your personal elevator speech about your career
2. Identify and describe characteristics, economic models and trends of key segments of the hospitality industry
3. Identify and effectively use a range of types of information sources to explore industry trends and career paths
4. Manage time to read broadly and deeply each week (be aware of contemporary authors and seminal texts within the field of hospitality management)
5. Build relationships with people who are different than you and articulate their role in the hospitality industry
6. Communicate effectively to different audiences, e.g. industry leaders, employers, faculty and fellow students

Registering Your iClicker

You must register your iClicker by Friday at 5:00PM of the first week of class; you will lose any clicker points for any classes from that point on until you register your iClicker. You must do this whether your iClicker is new or used, or if you have previously used your clicker in another class. Click on the iClicker Registration Icon found in the Week 1 Assignment Page. Enter your iClicker ID (ensure the "0" character is entered as the number zero and NOT the letter "O") and click submit.

If the iClicker ID on your clicker has been rubbed off and is not legible, please see the instructor who will use a software utility to help you determine the correct iClicker ID. Students are responsible for keeping their iClicker registration current; replace and re-register a lost clicker immediately. Students only receive clicker points that are recorded in class.

Course Philosophy

The instructor encourages students to develop responsibility for their own intellectual quest, enabled by the technology of the web. To support this journey, wide reading, rigorous thought, presentations by industry leaders, and application of course concepts to the realities of today's business are the foundations of this course. The instructor is committed to supporting and seeing all students through to a successful completion of the course.

Course Policies

All policies and procedures of this course follow those stated in the publications *UNLV Student Conduct Code* and the *UNLV Student Academic Misconduct Policy* concerning attendance, nondiscrimination policy, academic regulations and procedures, student rights and student conduct, among others. Please note that submitting responses using an iClicker that is not registered to you is considered academic misconduct and will be subject to disciplinary action.

Students are responsible for accessing weekly assignment pages to determine quiz, essay and other course deadlines.

Computer Connection Issues

Students are expected to practice due diligence in maintaining a reliable computer connection with regard to online quizzes and essays; not being able to connect, or being disconnected while doing your work will not be accepted as reasons for not completing a quiz or essay by the deadline. If encountering difficulties within WebCampus, log out of WebCampus, and then log back in immediately to continue with your work. If problems continue, run the browser tune up utility of WebCampus and/or call the 24-hour student help desk at 702-895-0761. Students are expected to complete their work far in advance of course deadlines to ensure software problems do not prohibit the timely submission of work.

Deadline Policy

It is the policy of the instructor not to extend quiz or essay deadlines for any reason. These include family emergencies, medical problems, personal travel, athletic events, course-related travel, computer problems, and all other sundry and diverse reasons for not being able to meet a deadline. All exercises are available online from any Internet-connected PC anywhere in the world. All deadlines are posted at the beginning of the term and can be viewed at any time on the weekly assignment pages. Deadlines will not be changed or revised in any way during the semester.

There is life outside of this course; it can happen that a student misses an essay deadline or cannot complete a quiz. Missing a small number of assignments will not significantly impact the final grade in this course. The course is designed with a large number of assignments for this very reason – to meet the demands of students who have busy lifestyles and need flexibility. However, what this also means is there are absolutely no opportunities for making up missed work.

Instructor Responsibilities

Keeping track of deadlines and meeting, or better yet, beating them, is the only way for a student to be successful in this class. And likewise, the instructor has deadlines that must be kept. The instructor will respond to emails within 24 hours of receiving them. All essays will be graded within 48 hours of the essay due date. Quiz scores are available immediately upon submission of the quiz to WebCampus. Clicker points and KYS card points are posted at the end of each week during the semester.

Classroom Protocol

Class sessions are lively, interactive and involve discussion between students and the course instructor and guest speakers. Students are permitted to use laptops, smart phones and recording devices during class sessions. However, students will be removed from the classroom for talking

or for any other activity that serves as a distraction to others. Any student removed from the classroom for this reason will lose all clicker points earned for the week.

Grade Points

Quizzes	15 each	@ 100 points each =	1,500	points
Essays	15 each	@ 100 points each =	1,500	points
Clicker Points	15 each	@ 100 points each =	1,500	points
Final Project	1 each	@ 1,500 points each =	1,500	points
Total Points			6,000	points

Grading Procedures

Clicker points are posted to the WebCampus grade book immediately after each class session. Quiz points are available immediately after completing each quiz. Essay and KYS card points are posted at the end of each week and are available in the online grade book. Grade book point details are summarized at the end of each three-week period of the course; point details are removed and only summary points for the three-week period will remain. Point disputes must be received as per deadlines noted in the WebCampus weekly assignment pages. Once point details are collapsed into summaries, grade disputes for the three-week period will no longer be accepted.

Your grade book will display total course points, grade percentage, and letter grade for your work as of week 6, week 9, and week 12 of the semester. Please be advised that an entry such as "Grade After 6 Weeks" will only be accurate after all work for the six weeks has been submitted and graded. Please use these grades to help you achieve your goals by the end of each respective grading period.

Final course grades will be assigned as follows:

A: 5375-6000   B: 4775-5374   C: 4175-4774   D: 3575-4174   F: 0 – 3574

Quizzes

Students must complete an online open book quiz each week of the semester. Quizzes become available online and close as of dates and times noted in the weekly assignment pages. Quizzes consist of 25 questions and have a time limit of 30 minutes. Quiz results are available immediately after the quiz is completed. Quizzes may be taken up to three times with the highest score being automatically entered into the grade book. Correct answers for quiz questions are not available online; however, quiz questions and results may be reviewed with the instructor at any time.

Quiz content includes lecture material from the current week and reading assignments for the upcoming week. To study for each quiz, review your lecture notes from class, and complete the reading assignments for the following week. For example, when preparing for the Week 6 Quiz, review your lecture notes from Week 6 and complete the reading assignments for Week 7. This

process makes you "content ready" for the Week 7 lectures; the lectures that week will build on concepts that you have read, studied and on which your knowledge has been assessed.

Essays

All students must be able to effectively communicate in the written language of business and must be able to meet deadlines regularly to pass this course. Students must complete an online essay each week of the semester. The essays should reflect the professional opinion of the student after they have read and thought about the course content for the week. The essay assignments require concise expression of thought on a current topic of interest in the course, and are to be a minimum of 500 words. The essays are to originate from the mind of the student, and must not contain quotations, citations or references of any kind.

Essays are submitted using the essay link found in each weekly assignment page. Please review the video "Submitting an Essay Using Turnitin" found in the Week 1 Assignment page of WebCampus for this course. Essay assignments become available online and close as of dates and times noted in the weekly assignment pages. Essays submitted after the deadline date and time will not be accepted. A digital receipt for a submitted essay is emailed to the student. Each student must retain a copy of this email as proof that the assignment was submitted. The digital receipt contains a paper identification number that is used to trace the essay in order to resolve essay point disputes. Students cannot earn points for essays for which they have no email receipt.

This course uses Turnitin software as a condition to continued enrollment in this course. Turnitin is the plagiarism prevention and originality-checking tool used for this course. Please review turnitin.com for other resources to assist in you using this software utility. The course teaching assistants will review the essays and provide feedback to students on style, grammar, spelling and punctuation errors. This feedback will refer to the 22 elementary rules of usage principles of composition found in the Elements of Style grammar manual. The course instructor will review this feedback and will assign a grade to the essays. You will receive an email during the first week of class designating the name of the course teaching assistant who will be responsible for reviewing and critiquing your essays. Please email this teaching assistant when enquiring about your essay points. Do not email the course instructor regarding essay point disputes.

All essays must contain a minimum of 500 words, be free of spelling errors, have originality reports with a similarity index below a limit of 25% to be accepted.

Grading of essays will be based on the following rubric:
- 100 points: Writing shows unusual insight and understanding with very few (if any) errors. Free of any references to Elements of Style.
- 85 points: Writing shows strong, clear understanding with few errors; generally well proofread. One or two references to Elements of Style.
- 75 points: Writing shows adequate understanding but may be too general or superficial with several errors; requires additional proofreading. Three or four references to Elements of Style.

- 65 points: Writing shows little or no understanding with numerous errors; appears not to have been proofread. Sentence structure has frequent errors and lacks variety. Five or more references to Element of Style.

Clicker Points

In this course we will be using a student response system, or "clicker" system. A "clicker" is an individual handheld device – about the size of a TV remote – that allows each student to respond to questions that the instructor asks during class. A receiver at the front of the room collects everyone's clicker responses, which the instructor can then instantly display as graphs to guide the day's lecture. Students' clicker responses are recorded by the receiver and uploaded to the students' WebCampus grade book.

Each response during class is worth 5 participation points, with a maximum of 50 points for each class session. You must attend the class section for which you are registered to obtain clicker points.

Students are responsible for ensuring their iClickers are turned on and are transmitting responses (confirmed by a green light) each time the student is polled. To ensure you receive clicker points during class, do not look at the question on the projection screen, but **look at your clicker when sending responses to questions in class**. You must see the green light on your clicker to ensure that you receive all the clicker points that you deserve.

A "free" set of 50 clicker points has been entered, as of the first day in class, in the course grade books for each three week period of the semester. This is essentially a free class worth of participation points for a student who has misplaced or forgotten a clicker, or who has not attended a class, or whose clicker points did not register completely during a class session. As such, no clicker points will be added to the grade book for any student by the instructor for any reason.

Please note that the maximum amount of clicker points that can be earned for any three-week period of the course is 300. This is important to remember during the last part of the semester when you are calculating your final point total.

You will receive an email during the first week of class designating the name of the course teaching assistant who will be responsible for administrating your clicker points. Please email this teaching assistant when enquiring about your clicker points. Do not email the course instructor regarding clicker point disputes.

If you give your clicker to someone else to earn clicker points when you are not in class, you have committed academic misconduct. You will be caught, you will have to sign a form recommending sanctions including a failing grade in the course, a transcript notation indicating your dishonesty, suspension from the university.

Likewise, you have committed academic misconduct if you use a clicker for someone else to earn clicker points for them when they are not in class. Clicker audits are performed regularly

during the semester to protect the work of the majority of students. Unfortunately, a number of students each semester are caught committing "clicker fraud" and suffer severe consequences. Please don't be one of them.

KYS Card Points

Students are encouraged to engage in class discussions with the course instructor, guest speakers and fellow students. Participation is rewarded with Know Your Stuff (KYS) cards worth 5 points each. Students print their name on one part of the KYS card turn the card in at the end of class.

The second part of the card is a receipt for KYS card points. Students must write the date of the class on the receipt when the KYS card is received and must retain all KYS card receipts. The student wishing to resolve disputes regarding KYS card points must produce dated KYS card receipts.

You will receive an email during the first week of class designating the name of the course teaching assistant who will be responsible for administrating your KYS card points. Please email this teaching assistant when enquiring about your clicker points. Do not email the course instructor regarding KYS card point disputes.

Email Protocol

When sending an email to the course instructor or to the teaching assistants, you must put a concise statement of your request into the subject line of the email. For example the subject line of an email to review your work for the Week 5 Essay would state, "Please review my Week 5 Essay." Emails without clear requests in subject lines will be returned to the sender with no action taken and a request to review the course syllabus.

Email content must be in a professional format, using business English with proper spelling, grammar, punctuation and phrasing. Emails without professional formatting will be returned to the sender with no action taken and a request to review the course syllabus.

Email "blasts" addressed to all course instructors and teaching assistants are regarded as unprofessional. Such emails will be returned to the sender with no action taken and a request to review the course syllabus.

Or course, feel free to email the course instructor with any general questions, concerns or issues you have at anytime during the course. By following the above email protocol, your emails will be answered as quickly as possible. The goal is for any email to be answered within 24 hours of receipt. Please advise the course instructor at anytime this goal is not being met.

Final Project

The final project is a team assignment requiring the team to investigate a publicly held company providing products and services in one of the hospitality industries studied during the course. An integral part of the final project is to develop awareness and utilization of the resources of the

==University Libraries. All materials used in the final project must originate from the University Libraries holdings. In addition, the overall strategy of research plan, catalog search, document retrieval and final report using library services must documented as a part of the final project.==

A list of hospitality companies will appear in WebCampus as of the first day of the semester. Students must sign up to investigate the company of their choice, first come first served, with a limit of 5 students per company. The team will be responsible for completing a comprehensive investigation of the company, its history and markets served, current operations, and financial performance. The team will also be responsible for developing a five-year projection for the viability of the company within its industry.

Staff from the University Libraries will conduct presentations during the semester on professional methods for planning and conducting research of a publicly held company providing products and services in one of the hospitality industries. Students will be introduced to relevant databases, search techniques and document retrieval procedures. Emphasis will be placed on the overall plan of research and effective database search techniques.

Projects must submitted as web-authored presentations of at least five minutes and no more than 10 minutes in length. Projects must be produced using either Adobe Presenter or Adobe Captiva, both of which are available in the UNLV computer labs. Teams must upload presentations into WebCampus prior to the start of the last class of the semester.

Projects will be evaluated on a) use of the University Libraries resources; b) clarity and focus of presentation; c) accuracy and comprehensiveness of information presented; d) understanding of the operations of the company and the industry, and; e) professionalism of presentation.

Research Methods
Psyc 240 (1007)
Fall 2011
TR 2:30 – 3:45

Instructor: Colleen Parks   **Office:** CBC B341
Office Hours: Tuesday 10 - 11 or by appointment   **Email:** colleen.parks@unlv.edu

Required Text: Bordens, K.S. & Abbott, R. B. (2011). Research Design and Methods: A Process Approach. Eight Ed. NY: McGraw Hill.

Course Description:

This course is an introduction to research methods used in psychological science. Specifically, this course is designed to introduce you to the scientific method, instruct you in developing and investigating research questions, communicating research, and evaluating research conducted by others.

Learning Objectives:

1. The primary objective of this course is to learn psychological research methods and develop the ability to apply them in the consumption of research and in the development of research projects. This is a foundational class and by the end of it you should be prepared for upper level classes that build from this knowledge base. Skills that are developed in the course include (a) internet/library searches, (b) critiquing behavioral research, (c) critiquing claims in general, (d) designing and conducting research, (e) APA style writing, and (f) analyzing and presenting research.
2. Another objective is to make you a more informed and critical thinker about scientific claims in general. Learning about the scientific methods used in psychological research should generalize to other forms of research and make you a more informed (i.e., more critical) consumer of scientific findings publicized in the general media. In other words, understanding how research is properly conducted in one field will make you better understand how it should be conducted in general.   As a result, you should be better able to detect when scientific findings have been distorted and/or overhyped in the mass media.
3. Science vs. Pseuodoscience: This will be a running theme in the class because it involves every aspect of research methods, from the role of theories vs. hypotheses vs. models in science to how to select subjects in unbiased ways, to understanding placebo effects. By the end of this class you should have a very clear idea about what constitutes science and what just sounds "sciencey".

Recommendations:

1. Attend class: Learning is not a passive activity. In order to do your best, you need to attend class, ask questions, and participate in class discussions.
2. Studying for exams requires more than reading your notes. You will be expected to apply your knowledge, not simply regurgitate it. If you want to do well on exams, you will need to THINK about the material, not merely memorize it.
3. Revise, revise, revise. This class involves a lot of writing and a main feature of the course is to help you develop that skill. You should revise your papers before turning them in and you should read my notes carefully and apply my suggestions. Don't forget that the Writing Center is available to help you as well.

Course Requirements:

(20%) Short Assignments

There will be 14 short assignments that will be assigned both in and out of class. These assignments are aimed at giving you practice with the concepts and critical thinking skills taught in this class. Short assignments that are homework (to be completed out of class) will be posted on WebCampus. You are expected to keep track of these assignments and their respective due dates. In-class activities will also be assigned and will be turned in at the end of the class. There will be no make-up opportunities for missed in-class assignments.

(40%) Exams

There will be three exams and *they will all be cumulative*.   Because they are cumulative, each one covers more material and counts for a great percentage of your final grade than the previous one. The first exam is worth 10%, the second exam is worth 12%, and the final exam is worth 18%. Exam questions are in multiple choice and short answer format.

Exam Policies:

- ***There are no make-up exams.*** Because the exams are cumulative, the grade for the next exam will be applied to the previous exam if it is missed. *Note that this only applies if the exam is missed because of a documented illness, family emergency, religious observance or UNLV-sponsored extracurricular activity; otherwise a zero will be given for a missed exam.* You must provide notice by the end of registration if you will be missing an exam due to religious observance or UNLV extracurricular activity. If you miss an exam due to illness or family emergency, contact me as soon as you can.
- The final exam may NOT be rescheduled on an individual basis except in extreme circumstances (e.g., hospitalization) and documentation of the circumstances will be required to take the exam. A rescheduled-final exam will not be the same exam that is given at the assigned time.
- If you are late for an exam, you will be allowed to take it, but you will be required to complete the exam within the class period (that is, you will not be given extra time to finish).

(40%) Research Project

The research project is designed to give you first-hand experience in developing an idea for an experiment, designing the experiment, conducting it, and finally, reporting the results. This project is broken into several different steps to give you multiple opportunities for grades and for revisions of your ideas. You will choose a topic, design an experiment to investigate that topic and collect the data in class. You will analyze your results and present your findings and write a paper on the experiment. Specific details will be given in class.

(??) Attendance

You are expected to attend class but there are a few days for which I will record attendance to ensure that you do. Missing these days will result ***in a 5 point deduction for each day missed*** from your grade on your final paper for the research project. These mandatory days are: 10/20 [group work time], 11/8 and 11/10 [data collection days], 11/15 [computer lab day], 12/6 and 12/8 [presentations].

	Date	Topic	Reading	Assignment
T	8/30	Overview	Ch. 1	
TH	9/1	Scientific Method	Ch. 1	SA 1
T	9/6	Theories, Models, Hypotheses	Ch. 2	**Choose topics**
TH	9/8	Hypothesis Testing; Constructs	Ch. 2 and 3	SA 2
T	9/13	Constructs & Operational Variables		SA 3
TH	9/15	Types of research designs	Ch. 4	SA 4
T	9/20	Research design cont'd; validity		SA 5
TH	9/22	APA style: how to write & present/ **REVIEW**	Handout	
T	9/27	**EXAM 1**		
TH	9/29	Measurement Scales	Ch. 5	**Annotated Bib**; SA6
T	10/4	Demand characteristics and biases		SA7
TH	10/6	Subjects and sampling methods	Ch. 6	**INTRODUCTION**
T	10/11	Research ethics	Ch. 7	SA 8
TH	10/13	Experimental research 1	Ch 10	SA9
T	10/18	*Experimental research 2*		SA10
TH	10/20	*Review and Experiment work day*		
T	10/25	**EXAM 2**		
TH	10/27	*Observational research*	Ch 8	**METHOD (present & critique)**
T	11/1	Survey Research	Ch 9	
TH	11/3	**Experiment prep day!! (No class)**		
T	11/8	**Data Collection**		
TH	11/10	**Data Collection**		
T	11/15	**Computer Lab; SPSS, Excel, Graphing**		SA 11
TH	11/17	Special Designs	Ch 11	SA 12
T	11/22	Special Designs cont'd		**RESULTS;** SA 13
TH	11/24	**Thanksgiving**		
T	11/29	Science vs. Pseudoscience	Handouts	**DISCUSSION**
TH	12/1	Science vs. Pseudoscience	Handouts	SA 14
T	12/6	**Presentations**		
TH	12/8	**Presentations/review**		**PAPER DUE**

FINAL EXAM

Thursday December 15th 3:10 – 5:10

Class Policies

WebCampus

Materials for this class will be available on WebCampus, but

I do not use WebCampus email.

If you need to contact me, please use my UNLV email address: colleen.parks@unlv.edu.

Lecture notes will be made available on WebCampus prior to exams, but not immediately after lectures. *You are expected to take your own notes and to be able to rely on them completely for studying.* I provide copies of lectures as a study aid—on their own, they will not be sufficient study materials for you to pass exams.

Attendance & Participation

Learning is not a passive activity—your participation in this class is necessary for you learn and to do well. Your attendance is expected and will be necessary for you to do well on the exams and project; lectures will often include material that is not in your book. Any changes to the syllabus will be announced during class. But learning takes more than just showing up to class—attention and participation are essential and questions are encouraged.

To that end, distractive devices like cell phones are not permitted to be out or used during class (laptops are OK, but only for note taking purposes). Please put cell phones away and turn off your ringers (including vibration mode).

Attendance is required on data collection and computer lab days, with no exceptions. Many short assignments will be in-class assignments (no make ups allowed). Five points will be deducted from your final paper for each mandatory day missed. Mandatory days include: 10/20 (experiment work day), 11/8 and 11/10 (data collection), 11/15 (computer lab), 12/6 and 12/8 (presentation days).

Late Assignments & Missed Classes

Late short assignments will not be accepted and there are no make-ups for missed in-class assignments (see above). Other assignments submitted late (past class on the due date) will automatically lose a ½ grade for each day they are late. Assignments will not be accepted more than four days late. Exceptions may be given on a case-by-case basis in the event of a medical or family emergency.

Any student with a conflict between a course requirement and a religious observance must make requests in writing to the instructor by September 1st (last day of registration).

If you have to miss class due to participation in an official UNLV event you must provide me with official written notification at least one week prior to the missed class to arrange any make-up assignments.

If you need accommodation for a specific disability, please inform me by September 1st.

Communication

I want each of you to succeed. If you need to discuss your progress in the course, ask questions about the material, or talk to me about anything, please stop by during my office hours or schedule a meeting with me. *The best way to reach me is via email (colleen.parks@unlv.edu).*

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair**

use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://provost.unlv.edu/copyright/.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are "reasonable" in promoting the equal access of a student reporting a disability to the general UNLV learning experience.   In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this "Academic Accommodation Plan." If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

Religious Holidays Policy -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.