

Texas A&M University-Corpus Christi
Adjunct Handbook
2006-2007

Table of Contents:

Adjunct Handbook..... p. 2

Telephone Numbers to Keep in Mind.p. 14

Sample Student Course Evaluation..... p.
19

Sample Course Syllabus. p. 21

Texas A&M University-Corpus Christi Adjunct Faculty Handbook

(2005-2006 ed.)

Welcome to Texas A&M University-Corpus Christi. This document provides adjunct faculty with information useful for successful teaching at A&M-Corpus Christi. If something is unclear or questions remain unanswered, please give your Department Chair or the Associate Dean a call.

University Organization:

A&M-Corpus Christi is divided into five colleges: Arts and Humanities, Business, Education, Nursing, and Science and Technology.

The College of Arts and Humanities is divided into seven departments: Art, English, Communication/Theatre, Humanities, Music, Psychology and Social Sciences.

Dr. Richard J. Gigliotti, College Dean	825-2659	FC 203 B-1
Wendy Thompson, Sr. Admin. Assistant	825-2659	FC 203 B
Dr. Elisabeth Mermann-Jozwiak, Associate Dean	825-2640	FC 292
Rebecca Cardona, Admin. Assistant	825-2457	FC 293
Dr. Jack Gron, Chair Department of Art	825-2372	CA 105A
Julie Rodriguez, Admin. Assistant	825-2317	CA 105
Professor J. Don Luna Department of Communication/Theatre	825-5991	BH 332
Linda Villarreal, Admin. Assistant	825-2316	BH 333
Dr. David Mead, Chair Department of English	825-2360	FC 288
Lucy Medina, Admin. Assistant	825-3457	FC 274C
Dr. Andrew Piker, Chair Department of Humanities	825-6035	FC 276
Marti Beck, Admin. Assistant	825-5783	FC 270C
Dr. Steve Seidel, Chair Department of Psychology	825-2619	BH 309
Sharon Holman, Admin. Assistant	825-6040	BH 308

Dr. Pamela Meyer, Chair	825-2393	BH 348
Department of Social Sciences		
Matilda Marines, Admin. Assistant	825-2696	BH 349
Dr. Jim Rennie, Chair	825-2305	CA 113B
Department of Music		
Susan Mitchell, Admin. Assistant	825-5523	CA113A

Before the Semester Begins:

Contracts

Part-time faculty are given contingency contracts, meaning that if an undergraduate class has fewer than 15 students or a graduate class fewer than 10 students the class is considered too small and is then canceled. Those developing the class schedule try not to create classes for part-time faculty that are likely to be small.

Textbooks

Several months before the term starts, each faculty member is sent a form on which the texts for each class are to be listed. Adjunct faculty often have no idea what texts are available. The solution is to work with one of the full time faculty members in the discipline. Experienced faculty generally will know the better texts in the area. Some journals in each discipline will list new texts. Adjunct faculty can request "examination" or desk copies from the publisher by contacting their department Administrative Assistant.

A number of faculty use more than one text in a course. A second (third, fourth) textbook may be a set of readings, lab/computer manuals, novels, or anything that supplements the material of the course. The decision as to the number and types of texts to use is up to the teacher. But, first time teachers would benefit from some advice regarding such issues as length and level of difficulty.

The Syllabus

The syllabus is an important part of the class. Many problems can be avoided by developing one that is carefully done and complete. It is college policy that one copy of each syllabus be turned in to the Department, where it will be kept on file. The Department will also send a copy of each syllabus to the Dean's Office, where syllabi for all courses taught in the College are archived. Syllabi are also sent to the University Core Curriculum Office if the adjunct teaches a [core curriculum] course.

If you are ever involved in a dispute over a grade, your syllabus, if clear and fair, is the best defense.

A sample syllabus is included at the end of this document. Each syllabus should, as a matter of good practice, include the following items:

1. A general description of the course. This should be like the catalog course description but with more detailed information.
2. A list of the specific goals to be achieved. These should not be vague statements -- like "understand the western intellectual tradition" or "master organic chemistry" -- but should be quite specific; e.g. "know and be able to discuss in writing the major criticisms of Skinnerian Psychology."
3. A clear discussion of each graded activity in class. Special dates, specific demands, criteria for grades and how much weight will be given to each should be stated.
4. A policy on issues including (but not limited to):
 - a. late work
 - b. plagiarism (see University catalog)
 - c. missed examinations
 - d. attendance
 - e. classroom tardiness
 - f. classroom behavior
 - g. paper rewrites, if any

Each of these policies should be spelled out as clearly as possible.

5. The texts for the course and any supplementary materials on reserve in the library.
6. A course outline perhaps indicating relevant reading assignments.
7. Any other specific expectations or rules you may have. Be as clear as possible here. (For instance, if you want people to participate in discussions, say so.)

Policies:

Copying Copyrighted Materials

The following guidelines are not a definitive statement on violations of copyrighted materials. They are intended to give faculty some rules for proper photo copying of material for educational use.

1. A single copy may be made of most copyrighted material, only when it is used for scholarly research or teaching.
2. Multiple copies may be made for distribution to the students in a class if each copy

indicates that it is copyrighted material and it is brief (i.e. less than 250 words if a poem or, if prose, less than 2500 words or 10% of the work.) AND, if the use is spontaneous. Essentially the latter means that the material is necessary for the class and there wasn't time to solicit and receive permission. There can be no more than one instance of such copying in a semester.

3. Teachers cannot repeatedly and in advance make multiple copies of any copyrighted materials. Therefore, they cannot create any sort of anthology without written permission from the holder of all copyrights.

Please be very careful about photocopying. We should be setting a good example for our students. The same admonition applies to copying copyrighted software for computers. The staff will inform you if your request for photocopying violates good practice.

Missing a Class

Faculty are expected to meet all classes. However, illness or major emergency may force an absence. In such a case, make alternative arrangements in advance if at all possible. Another faculty member in the discipline may be able to take over. Another option might be to show an appropriate movie or video. Notify a supervisor so a notice of your absence can be posted in the classroom.

The instructor has several alternatives if a class is missed and no one else could continue the instruction. Some teachers try to meet at another time although that is often difficult. Probably the most common response is to speed up in order to catch up. Be careful with this approach, however, as it can lead to less learning rather than more.

Cheating and Plagiarism

The best way to handle dishonesty is to prevent it in the first place. This can be done by carefully designing papers and examinations so cheating is very difficult (for example, using two different forms of an answer sheet, or carefully assigning paper topics). Plagiarism can be reduced by meticulously explaining what it is; students often don't really understand it. However, violations can still occur. The instructor has a number of options based largely on the judged severity of the violation. These vary from requiring the offender to retake a test to awarding an "F" in the course.

Several things should be kept in mind:

- a. Be sure of your case before acting. Hunches or "gut feelings" are insufficient evidence.
- b. Talk it over with another faculty member or your supervisor before acting. Get a second opinion.
- c. Talk with the student. Be sure he/she understands what you are doing and why.
- d. If at all possible, avoid confrontational disputes because no one wins these.

Routine Details:

Office

An adjunct faculty member will be assigned space where s/he may meet students or leave materials. See your Department Chair for your office assignment and key(s).

Keys

The Department Chair will request the necessary keys be made for you to obtain access to your office. You must sign for and pick these up at the Physical Plant office. At the end of your contract you must return the keys to the Physical Plant office. There is a charge for replacing lost keys. See your Department Administrative Assistant for further information about key policy.

Mail

Each department has a mailroom with mailboxes for all faculty. Information such as class rolls, examination and evaluation forms, and memoranda is distributed through the faculty mailboxes, so please check your mail regularly.

ID Cards

University identification cards for faculty, staff, and students are issued by the SandDollar\$ Office located in the University Center. You must provide a picture id and a copy of your letter of appointment in order to be issued a SandDollar\$ card. This card is required to use the library and to access other University services. SandDollar\$ cards are provided without charge to faculty.

Library

Adjunct faculty have complete access to the resources in the library. Use your SandDollar\$ card to check out or reserve books.

Hours

During the year, the University hours are 8:00 to 5:00 p.m. M, W, TH; 8:00 to 3:00 p.m. on Fridays and 8:00 to 7:00 p.m. on Tuesdays. Adjunct faculty are not expected to maintain regular office hours. However, we encourage part-time people to make themselves available to students before and/or after class.

Phones

The College provides each adjunct instructor a voice mailbox, accessible from both on and off-campus, so that students can leave voice mail messages. Your department Administrative Assistant will provide your special phone number; please list it on the syllabus you distribute. PIN numbers required for access to long-distance calling are not issued to adjunct faculty.

To dial off campus, it is necessary to first dial a 9 from a non-pay phone.

Pay

Adjunct faculty should see the Business Manager in FC 291A in order to fill out a form determining how pay is to be distributed: direct deposit, by mail, or in-person pick up on campus. The checks are issued the first of each month or the next working day after the first.

Parking

A parking permit is needed to park on campus. A faculty/staff permit is required to park in the reserved faculty/staff lots nearest Corpus Christi Hall, the Center for Instruction, the Center for Arts, and the Faculty Center. You must go to the University Police Department, located in the Physical Plant building, in order to receive a parking permit. There is a fee for the parking permit.

When the Semester Begins:

Class Rolls

Soon after classes begin in a semester, a "First Class Day Roster" is distributed which lists the students who have signed up for the course. Additionally, there is an informational "intermediate roll" and then a final "Official Census Day Roster." The function of these lists is to make sure that the university computer and the students agree on the courses they are taking. Please check these rosters in class by calling the names on the roster.

If a student is attending the class but the name is not on the roster, tell the student to go to the Registrar's Office (in the Student Services Center - locally called the "round building" to get the problem straightened out. If a student's name is on the list but the student is not attending class, please notify your Department Chair or Administrative Assistant so the absent student can be contacted. When you judge the final Official Census Day Roster to be accurate, please sign and return it to your Department Chair or Administrative Assistant.

Calculating and maintaining grades

The final grade is determined by calculating the grades received on activities completed during the term. Graded activities may include such things as regular term tests (essays, and/or objective exams), term papers, book reviews, reaction papers, class participation, oral presentations, laboratory exercises, workbooks, or art works. It is advisable to keep a grade book (we provide it) in which a formal grade (numerical or letter) is recorded for each activity.

Also faculty should provide the rationale by which grades are assigned. The grade book and all tests and papers that are not returned to students should be turned in to the Department Chair at the end of your contract, to be kept for at least one semester after the completion of the course. This is done in case there are any grade appeals.

Failing Grades

Some ask if we give the grade of **F** at A&M-Corpus Christi. The answer is yes. If, in your judgement, the student has gotten little or nothing from the course as measured by papers and/or examinations then it is not only permissible but necessary to give the failing grade. Also the student who is registered in the course but simply fails to show up -- or who abandons the class but does not withdraw -- should be failed.

Class Expectations:

Tests

There is no required number of tests during a semester except that a final test of some kind is expected. In some performance oriented courses there may be no paper and pencil tests at all. However, in the usual academic course there ought to be at least one final and some sort of mid-term test. Many faculty give more than one test during the term to spread out the anxiety for the students.

Time

At the upper-division level it is not unreasonable to expect students to do between 2 and 3 hours of work outside class for each hour in class or 6 to 9 hours a week for the usual 3 hour class. Assuming normal reading speeds that means a student could easily read 30-100 pages of common text material each week. The amount depends heavily on the inherent difficulty of the material. The overall time requirement should take into account the amount of time expected on other things like exam preparation and paper writing. It is useful to think through these time demands in advance so excessive demands are not created and you can easily respond to questions about demand levels.

Written work

It is common to expect written work from students at all levels. This may range from extensive term papers to short essays or reaction papers. It is expected that faculty will demand, among other things, reasonable English grammar, spelling, and some standard reference format (MLA, Turabian, APA or some other). Unless the paper is at true disaster, in the instructor's judgement, mistakes in spelling, grammar, and reference format are usually not in themselves grounds for failing a paper.

Attendance

Many faculty do not make rigid demands for attendance. Some regularly take attendance while others do not. The expectation is that students will attend most classes and that missing a class is never an excuse for missing information. They are expected to know what went on in class.

Disruptions

Disruptive students are rare at A&M-Corpus Christi but problems can occur. The first step is to try and deal directly with the student, in private if you can arrange it. If that is insufficient you can eject a student from a class for being disruptive. If you have to move very rapidly, call the Campus Police at extension 4444 for assistance. Often we know about problem students, so if you are having some difficulty please ask us.

Study (Dead) Week

Effective Spring semester 2002, the last full week of classes during the long semester will be designated as Study Week. Classes will continue as scheduled. Examinations, presentations or papers that have due dates during Study Week must be announced to the students on the syllabus during the first week of classes.

Handicapped Students and Students with Learning Disabilities

We have a Coordinator for Special Populations who is able to offer assistance for handicapped students and students with learning disabilities. Call extension 5816 if you need information or assistance with handicapped students. Contact the University Counseling Center at extension 2703 if you have a student who displays real emotional problems or asks for help with them.

Adding or Dropping a Course

The grade of **W** will be assigned to any student officially dropping a course by the date stated in the class schedule (end of the tenth week of classes in the fall and the spring semesters and end of the third week during summer sessions). No student is eligible to receive a **W** without completing the official drop process by this deadline. After the **W** date listed in the class schedule, a student will not be allowed to drop a course. During the refund period, the Change of Registration Form must be processed by the Business Office before submitting it to the Office of Admissions and Records. A change of section or a change to or from audit is a change of registration and requires that the add/drop process be followed.

Withdrawal from the University

A student who finds it necessary to withdraw from the University during a session must file a Withdrawal Form in the Office of Admissions and Records. The deadline for withdrawing from the University shall be the Thursday of the last week of classes during a long semester (fall or spring) and the day before final examinations during a summer session.

Incompletes

Students must initiate all requests for an Incomplete (I). These are to be given only in cases of extreme need. An Application for Incomplete Grade Notation form must be filled out and signed by both student and faculty member, and the application must be approved by the Department Chair. The forms are available from the Department.

Support Services:

Media

The Media Services department (extension 2602) provides support for classroom use of film, video, television, and so forth. The Bell Library Media Collection offers a substantial number of films and videos for classroom use. [The library's holdings may be searched via the campus computer network.] Arrangements can be made to have a film or video set up in any classroom. It is advisable to make these arrangements well in advance (before the beginning of the term, if possible).

Also, Media Services can provide slide projectors and opaque projectors, and they can make up transparencies to use with the overhead projectors located in all classrooms. These latter items usually require only a day or two advance notification.

Administrative Assistants

There are Administrative Assistants whose job it is to assist faculty with typing, duplication, test preparation, transparency creation, phone messages and so on.

Department of English	3457
Department of Humanities	5783
Department of Psychology	6040
Department of Social Sciences	2696
Department of Art	2317
Department of Music	5523
Department of Communication	2316

Library

The A&M-Corpus Christi Bell Library has professional reference librarians who offer library orientations and tours tailored to specific needs. These can be very helpful in certain classes. A week or two is generally sufficient notice. The reference librarians are also available to help faculty locate needed materials.

Computers

The University supports a wide variety of computer aided instruction. Please discuss your needs with your Department Chair. If you need help with the computers in your office, you may call the A&H Computer Staff at extensions 3449 or 2163 or the University Help Hotline at extension 2692 for assistance. For access to a computer account, contact the Department Administrative Assistant. If you need help with the computer in your classroom, call university Media Services at 2657.

Supplies

The college will supply necessary paper, pens, grade books, duplication services, and other such materials that are directly used in teaching. If you need something special for a class, there is a small budget for purchase of such items. Please allow sufficient time when making an order, and get your request approved by your Department Chair.

Good Teaching:

There is no one right way to teach but there are general guidelines that can be of value. Here are some basic "dos" and "don'ts" of college teaching (in no particular order).

DON'T

- Read to students in class. They can all read.
- Change the rules of the course as you go along. Decide all the basic procedures before the term starts, write them in the syllabus and then stick with them. If you must change something write it down and distribute it to the class. Don't rely on in-class announcements.
- Use offensive language unless it is relevant to the material of the course. We have some students who are quite sensitive.
- Make assignments that involve any substantial expenditures of money. Some students are on very limited budgets.
- Lecture straight from the textbook. Sometimes it is necessary to cover directly the material in the text because it is very difficult or controversial. However, this is often very boring and we do have more advanced students.
- Be rigid and overly formal.

DO

- Be prepared for each class. This can be very time consuming but lack of preparation is often a major factor in poor teaching.
- Be willing to engage in discussion. Discussion may not be appropriate in every class session but allow and even encourage students to respond occasionally.
- Say, "I don't know" when you don't. Trying to bluff an answer can be fatal.
- Be very clear on what is to be graded and how it is to be graded.
- Return graded papers and tests promptly. It's courteous and students learn better.
- Change pace in a class occasionally by using a movie, video, guest speaker, field trip or some sort of class exercise. Members of the faculty are generally willing to go into another's class to do a "guest appearance".

- Develop a term calendar indicating the time to be spent on each topic. Thus topics are given an amount of time commensurate with their importance.
- Relax and have fun. You teach and students learn better when the atmosphere is pleasant.

At the End of the Semester:

Final Grades

Faculty must turn in a final grade for each student. Final grades are submitted electronically using Web for Faculty. Final grade sheets are no longer distributed. To access Web for Faculty you may log on at <http://sail.tamucc.edu/afhomepg.htm>. You will need to enter your Social Security number (SSN) and your PIN. Your PIN is a six-digit number that represents your birth date, and follows an "YYYYMM" format. Thus, if you were born in February of 1956, your PIN is 195602.

The possible grades include the usual A through F and an I. The "I" stands for incomplete and can be given only when the faculty member **and** the student have filed an Application for Incomplete Grade form with the department. The request for an incomplete must include the reason for the I. Insufficient time to prepare is **not** a legitimate excuse. Acceptable reasons for giving an "incomplete" would be that the student was ill at the time of the final examination or there was a death in the family or some other "disaster" over which the student presumably had no control.

Evaluations

At the end of the term all faculty are sent standard course evaluation forms for each student to complete (see attached sample course evaluations). Please ask a reliable student to supervise the process for your class. The instructor is expected to leave the room during the evaluation. Before leaving the room, however, write the course name, course number, and section number on the board. The student in charge distributes and collects the completed forms. After the students have completed the evaluations, the responsible student should deliver the evaluations to the Dean's Office (FC 203) or the Library Circulation Desk (for night classes only) immediately following class. Be sure the student is willing to do this. You are not to see or touch the evaluations after the students get them. The results of these evaluations will be mailed to you after the end of the term. If you have any questions about these, please contact your Department Chair. We have considerable experience with these and can help you translate the results.

After submitting your grades, please turn in your keys to the Physical Plant office if you have received any. Also, if you have time, please stop in to see your Department Chair and give your impressions of the class. We would particularly like to hear any suggestions you might have to improve things.

All adjunct faculty receive written annual evaluations given by the Department Chair, program coordinator, or other member of the permanent faculty as designated by the Department Chair.

We appreciate your efforts - Thanks.

Phone Numbers To Keep In Mind

The following phone numbers may be useful when referring a student to another department is necessary.

Academic Testing Center	2334
Dr. Robert Wiederman Director	5934
Admissions and Records	2624
Pat Hill Transfer Advisor	2257
Lisa Canchola Transcript Evaluator	2635
Maria Fonseca Assistant Registrar	2633
Bursar	2600
Career Planning and Placement Center	2628
College of Arts and Humanities	2651
Dr. Richard J. Gigliotti Dean	2659
Wendy Thompson Senior Administrative Assistant	2659
Dr. Elisabeth Mermann-Jozwiak Associate Dean	2640
Rebecca Cardona Administrative Assistant	2457
A&H Business Office Jan Geyer Business Manager	6044
Zava Kuklinski Accountant I	5947

A&H Computer Support	
Joyce Purdy	3449
Multi-media Specialist	
Graduate Assistants	
Ramesh Krishnamoorthy	2163
Ramana Devarapally	2163
Department of Art	
Dr. Jack Gron, Chair.	2372
Julie Rodriguez, Administrative Assistant	2317
Department of Communication and Theatre	
Professor J. Don Luna, Chair.	5991
Linda Villarreal, Administrative Assistant	2316
Department of English	
Dr. David Mead, Chair	5990
Lucy Medina, Administrative Assistant	3457
Department of Humanities	
Dr. Andrew Piker	6035
Marti Beck, Administrative Assistant	5783
Department of Music	
Dr. James Rennie, Chair.	2305
Susan Mitchell, Administrative Assistant	5523
Department of Psychology	
Dr. Steve Seidel, Chair.	2619
Sharon Holman, Administrative Assistant	6040
Department of Social Sciences	
Dr. Pamela Meyer, Chair	2393
Matilda Marines, Administrative Assistant	2696

Graduate Coordinators:

English	Dr. Sharon Talley	3264
Fine Arts	Dr. Carey Rote	2372
History	Dr. Patrick Carroll	3037
Interdisciplinary Studies	Dr. David Blanke	2373
Psychology	Dr. Pam Brouillard	5994
Public Administration	Dr. Jo Rios	2387
Studio Arts	Dr. Carey Rote	2372

Academic Advisors

Rachelle Stanley, Senior Academic Advisor (All Graduate Students)	5896
Veronica Hays, Academic Advisor (English, Humanities)	2738
Amanda Ramirez, Academic Advisor (Art, Communication, Theatre, Music)	3172
Madeline Joy DuBose, Academic Advisor (Psychology)	2294
Nelda Walker, Academic Advisor (Social Sciences)	2286
Margo Carrasco Administrative Assistant	3466

College of Business 2655

College of Education 2662

Glenn Simmons
Certification Officer 2433

Alphee Strand
Academic Advisor 2645

College of Science & Technology	5777
Computer Services (University)	
Computer Help Hotline	2692
Jeanne Williams Secretary	2693
Coordinator of Microcomputer Services	2494
Keith Rowley MacIntosh Manager	6038
Core Curriculum Program	
Dr. Susan Wolff Murphy Co-Director	2640 2585
Dr. Carlos Huerta Co-Director	5995 or 2150
Learning Resource Center	2638
Mary and Jeff Bell Library	2643
Media Services	2602
Miramar Apartments	5000
New Student Programs	6051
Office of the Dean of Students	2612
Ann Degaish Dean of Students	2612
Gloria L. Haston Executive Secretary	2612
Dr. Rachel Cox Coordinator, Services for Students with Disabilities	5816

Office of Financial Assistance	2338
Office of Graduate Studies	2177
Dr. Harvey Knull, Dean	
Police Department	4444
Student Activities	2707
Student Affairs	2612
Tutoring and Learning Center	5933
University Advising	5931
Debra Wilson, Coordinator	5962
University Bookstore	2603
University Counseling Center	2703
Dr. Carla Berkich	2703
Director Student Counseling and Development	
Dr. Theresa Sharpe	2703
Assistant Director, Counseling Center	
Dr. Tom Callicott	2703
Counselor	
University Outreach	2778
Dr. Jim Needham, Interim Dean	2708
Veterans Affairs Office	2331
Women’s Center for Education and Service	2792

Sample Course Evaluation

SEMESTER: _____ INSTRUCTOR: _____

COURSE NAME: _____ COURSE NUMBER: _____ SECTION: _____

This sheet will be distributed to your instructor after the end of the semester. Please print or change your writing if you do not wish your responses to be identified. YOUR THOUGHTFUL APPRAISAL OF THIS COURSE IS SINCERELY DESIRED.

The things I liked most of about this course were:

The things I liked least about this course were:

The course would be improved if the following things were done:

In addition, I would like to tell the instructor:

Thank you for helping us!

Instructor and Course Evaluation

Teachers are evaluated (excellent, good, satisfactory, poor, very poor, or not applicable) on each of the items below:

	E	G	S	P	VP	NA
1. The instructor's ability to present material in a clear manner was:						
2. The instructor's ability to present material in an interesting way was:						
3. The instructor's enthusiasm in the class was:						
4. The instructor's receptiveness to students' questions/approachability for help was:						
5. Clarity of student responsibilities and requirements was:						
6. The instructor's treatment of students was:						
7. The course as a whole was:						
8. The learning opportunities in this class were:						
9. The instructor's contribution to the course was:						
10. The likelihood of my recommending this instructor to other students is:						
11. The instructor's ability to apply grading techniques fairly and consistently to my work was:						
12. The course's contribution to my education was:						

Sample Syllabus

HISTORY 3331.001

TEXAS HISTORY

Instructor:	Dr. Robert Wooster	Office Hours:	M 9-9:45; 11-11:45; 2:30-3:30
Office:	FC 269		T 6-6:45
Telephone:	825-2402		W 9-9:45; 11-11:45
Internet:	Robert.Wooster@mail.tamucc.edu		F 9-9:45 and by appointment

Course Goals:

- 1) to assist students in understanding the events, personalities, and ideas that have shaped the human development of Texas;
- 2) using evidence and themes covered in lectures, readings, and class discussions, to encourage critical, objective analysis in the form of essays, book reviews, and discussion;
- 3) to introduce students to important secondary historical literature regarding Texas, and to assist them in developing their ability to understand and analyze these materials.

Attendance

Official class roll will not be taken. However, regular class attendance is a vital part of the university experience. For this reason, and because the lectures are designed to be the foundation for this course, attendance is essential. I assume that when you sign up for this course, you have committed yourself to be in class on a regular basis. Finally, since most of the lecture materials will not be duplicated by the required readings, attendance is vital. You will not be able to do well without attending class regularly and taking good notes while you are here.

Required Reading

In most cases, the assigned readings will include materials not covered in class. As such, it is absolutely essential that you read the assignments in order to succeed in this course.

Campbell, Randolph B. *Gone to Texas: A History of the Lone Star State*. New York: Oxford University Press, 2003.

Carroll, Mark M. *Homesteads Ungovernable: Families, Sex, Race, and the Law in Frontier Texas, 1823-1860*. Austin: University of Texas Press, 2000.

Roberts, Randy, and James S. Olson. *A Line in the Sand: The Alamo in Blood and Memory*. New York: Free Press, 2001.

Examinations

There will be three examinations. Each exam will include matching questions (30%), chronologies (20%), and an essay question (50%). The matching questions will be drawn from the lectures and a list of identifications from the reading given to you on a review sheet. The chronologies, which will also come from the lectures and the list of identifications from the readings, will ask you to place events in their proper historical sequence. They will be drawn from a list of topics provided to you on a review sheet. The essay questions will cover both descriptive and analytical materials on major topics of the period. All essay questions will be drawn from a list of questions distributed at least two weeks before the exam.

All exams and quizzes are to be taken in blue books (1 per exam). These may be purchased at the university bookstore. Do not, under any circumstances, remove any pages from your blue book before turning it in.

Book Reviews

You will be required to write two book reviews, due on Oct. 18 and Nov. 24. Your first review will assess Carroll, *Homesteads Ungovernable*; the second, Roberts and Olson, *A Line in the Sand*. Make sure you read the accompanying handout and follow the directions properly before turning in your review.

Especially important are instructions concerning length (no more than four pages, typed and double-spaced), citation format, and focus.

Course Grade

20%	First Exam	Section One lectures Campbell, <i>Gone to Texas</i> , 1-141
10%	First Book Review	(Carroll, <i>Homesteads Ungovernable</i>)
30%	Second Exam	Section Two lectures Campbell, <i>Gone to Texas</i> , 141-267 Roberts and Olson, <i>Line in the Sand</i> , 1-168
10%	Second Book Review	(Roberts and Olson, <i>Line in the Sand</i>)
30%	Final Exam	Section Three lectures Campbell, <i>Gone to Texas</i> , 268-471 Roberts and Olson, <i>Line in the Sand</i> , 169-320

Other Resources

Every student of Texas history should be familiar with *The New Handbook of Texas*, a six-volume encyclopedia of the state, which has brief entries on persons, events, communities, and geographic features. The university library has a copy in its reference section. It is also available on-line at www.tsha.utexas.edu/handbook/online/.

The Southwestern Historical Quarterly is the major scholarly journal dealing with Texas history. Published four times a year, the *Quarterly* is distributed to members of the Texas State Historical Association. College students may become members for \$20 annually. Members may also take advantage of the Association's educational programs, which focus on issues of interest to elementary and secondary teachers.

COURSE POLICIES

1. Make-up Examinations -- For students who miss a scheduled exam, all makeups will be on at 3:00 on November 16 (place to be announced). You should immediately reserve this date and time on your calendar; if you miss a scheduled exam or quiz, this is the time you will take the makeup, so you need to reserve the date and time at the beginning of the semester. The makeup will come from the same materials and review guides as the regular exams. Because of the nature of the course, however, students are strongly advised to take the exams at the originally scheduled times.

2. Extra Credit -- You have enough of importance to do in the regular assignments for this course. No extra credit opportunities will be available.

3. Grade Appeals -- In grading your exams the primary concerns are to maintain fair standards. You have the right to appeal if you believe that you have received an exam grade which does not reflect the quality of your work, or if you do not understand why an answer you gave was graded in the manner in which it was.

4. Assistance -- Office hours are intended to make this course less forbidding. Feel free to come by and talk with me about your work, or about history in general, during the office hours listed. If you cannot make these times, ask me for an appointment.

5. Freedom of Speech -- Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you request a clarification.

6. Academic etiquette -- Universities must maintain standards of academic etiquette in order to effect an atmosphere conducive to learning. You are expected to demonstrate courtesy to one another in and out of the classroom. Talking to one's neighbor(s) during class lectures or general discussions, chronic lateness, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class.

7. Academic Integrity -- Cheating or plagiarism on an assignment or test, or failure to complete any of the course requirements, will result in a zero grade for the assignment in question. Plagiarism, even when unintentional, is akin to stealing. Particularly severe cases will be reported to university officials for further action.

8. Dropping a Class – I hope no student needs to drop this course. However, events sometimes occur that make dropping a course necessary or wise. The University has set March 26 as the last day to drop a course for the semester with an automatic grade of “W”.

SECTION ONE: SPANISH AND MEXICAN TEXAS

Aug.	25	Introduction
	30	The Indians of Texas
Sept.	1	European Exploration and Occupation
	6	Labor Day Holiday
	8	International Complications
	13	The Bourbon Reforms
	15	The Twilight of Spanish Texas
	20	An Independent Mexico
	22	Turmoil in Mexico
	27	The Growth of the Independence Movement
	29	Section One: Summing Up
Oct.	4	First Exam

SECTION TWO: INDEPENDENCE AND EARLY STATEHOOD

Oct.	6	The Texas Revolution
	11	Victory at the San Jacinto
	13	The Early Republic
	18	The Poet President
		First Book Review Due
	20	“The Republic of Texas is No More”
	25	Early Statehood
	27	A Dash for Independence

Friday, Oct. 29 Last Day to Drop a Class with an automatic “W”

Nov.	1	Texas and the Civil War
	3	Second Exam

SECTION THREE: MODERN TEXAS

Nov.	8	Restoration
	10	Reconstruction
	15	The Return of the Democrats
	17	The Farmers' Revolt
	22	Texas and the New Century
	24	Texas and the Progressives
		Second Book Review Due

Thanksgiving Holidays, Nov. 25-26

Nov.	29	Depression and War
Dec.	1	Modern Texas, I
	6	Modern Texas, II

Monday, Dec. 6 Last Day to Withdraw from the University

	8	Reading Day – No classes
--	---	--------------------------

Monday, Dec. 13, 1-3 Final Exam