AVSC 3307-110 AVIATION HISTORY
Texas A&M University - Central Texas
Spring 2020

COURSE DATES, MODALITY, AND LOCATION
This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION
Instructor: V. Carson Pearce
Office: 302M Beck Family Heritage Hall
Phone: 254-519-5776
Email: carson.pearce@tamuct.edu

Office Hours:
Readily accessible through Canvas Message, which is checked daily during the week and once a day on weekends. Will respond within 24-36 hours during the week and within 36 hours on the weekend. Be sure to allow plenty of lead time prior to a due date if you are asking about an assignment.

Mode of instruction and course access: This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com]. It is 100% online.

Student-instructor interaction: All contact and assignment submissions will be made via Canvas. Mail is checked several times during a day. Weekend response may take longer, so allow extra time for me to reply to your emails.

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.
COURSE INFORMATION

Course Overview and description:
Aviation History examines people and events from earlier times to the present that have influenced modern aviation internationally. Historical evidence such as artifacts and recorded documents will be examined to document the role aviation has played in world events. Prerequisite: junior classification.

Course Objective or Goal:
Transform the student’s understanding and appreciation of aviation history from its beginning to the present age.

Student Learning Outcomes (SLOs)
Upon completion of this course, the student will be able to:
1. Communicate the history of flight
2. Select and analyze an historic event in aviation and explain its impact on current aviation.
3. Evaluate significant contributions made by specific leaders in aviation history
4. Describe the evolution of aircraft design

Competency Goals Statements (certification or standards)
The course will be considered successfully completed when the student has demonstrated through posted written assignments and exams that they have developed an increased knowledge of the major background in Aviation History.

Required Reading and Textbook(s):
Aviation History, 2006th Edition
Author: by Anne Millbrooke
ISBN-088487-433-8

COURSE REQUIREMENTS /SPECIFICATIONS

Weekly Discussion Post: There will be one weekly discussion post to be submitted over topics presented by instructor. Check in daily for instructor notes, updates and the posting of audio/video topics. Posts will be graded for writing ability and original content. Required responses will use a minimum of two hundred words in your well composed paragraph response.
### AVSC 3307 Discussion Post Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>10</th>
<th>7</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Post</strong></td>
<td>Appropriate comments: thoughtful, reflective, and respectful of other’s postings.</td>
<td>Appropriate comments and responds respectfully to other’s postings</td>
<td>Responds, but with minimum effort. (e.g. &quot;I agree with Dan&quot;)</td>
<td>No posting.</td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td>Posts topics related to discussion topic; prompts further discussion of topic</td>
<td>Posts topics that are related to discussion content</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>No posting.</td>
</tr>
<tr>
<td><strong>Contribution to the Learning Community</strong></td>
<td>Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic</td>
<td>Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>Does not make effort to participate in learning community as it develops</td>
<td>No feedback provided to fellow student.</td>
</tr>
</tbody>
</table>

**This is an “Intensive Writing (WI) Course.”** The purpose of this designation is to develop communication skills needed by those preparing to enter the aviation world as well as those who are already part of that world. The course will focus on continuous improvement in written and spoken correspondence. The instructor will provide ongoing feedback of the individuals written, verbal and nonverbal skills. It will be the student’s responsibility to make the instructional adjustments and corrections throughout the semester. If you can communicate effectively (written, verbal and nonverbal), you have a highly valued and marketable skill. Surveys have shown that the ability to communicate well is ranked by aviation personnel as first among the personal factors necessary for promotion. Students must pass, with a 70% or higher, the writing components of a WI course in order to pass the course. The WI portion is designated as your Aviation Research Topic and paper.
Research Paper: You will select from a provided list of topics in aviation history. The paper will use APA formatting. The paper will be in APA format and will be submitted first as a draft with the purpose of improving your original writing skills before the final completed paper is due.

AVSC 3307 Research Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Quality of Case Research</th>
<th>Relevance of Case Research Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Full use of APA formatting with photos and clearly communicated, thoughtful detail and conclusions.</td>
<td>Submitted case materials and narrative shows logical linkage to CRM principles and concepts.</td>
</tr>
<tr>
<td>7</td>
<td>Partial use of APA formatting with some detail and some support material.</td>
<td>Submitted case materials and narrative are somewhat relevant to CRM principles and concepts.</td>
</tr>
<tr>
<td>3</td>
<td>Marginal use of APA formatting and basic material.</td>
<td>Submitted case materials and narrative shows little CRM linkage to the subject matter flow.</td>
</tr>
<tr>
<td>0</td>
<td>No paper.</td>
<td>No paper.</td>
</tr>
</tbody>
</table>

Suggested Course Materials: Publication Manual of American Psychological Association (6th ed.). American Psychological Association. ISBN 1433805618. It is highly advisable that you keep this text following the course, as APA citations are the required citation method.

VIDEO LINKS: There are many posted video links throughout your weekly course modules. They correspond directly with the readings in your textbook and will bring to life the many colorful aspects of aviation history. These are a small sample of documentaries and many other historical aviation movies that are available on You Tube. Others can be found for sale in DVD formats, Blu-ray and streaming video that are available commercially. I will be monitoring the number of times these are accessed, as they are an integral part of your course objectives on learning aviation history.

Three Quizzes: There will be three tests during the semester. Each test covers only the material presented during the previous weeks. There is no final comprehensive test at the end of the semester.
Point based grade components:

Three Quizzes 30% (SLOs 1-4)
Research Paper 30% (SLOs 1-4)
Weekly Discussion Posts 40% (SLOs 1-4)

Total 100%

Posting of Grades
All student grades will be posted on the Canvas Grade book and students should monitor their grading status through this tool. I will attempt to post grades for all assignments and discussions within one week after the due date, unless I let you know otherwise. Grades on exams will be available immediately (unless essays must be graded as well).

Grading Policies

Individual Performance: It is vital that you are active in the course and complete all work in a professional fashion. One of the biggest issues with student success in online courses is simply not submitting work on time. You are expected to read the chapters as assigned in the syllabus as well as read or view any supplemental resources that may be found in the Module content folders for that period.

Quality Work: All work submitted for grading shall be of upper level quality: Depth of analysis, grammatical structure, etc. Your work will be checked for plagiarism using online plagiarism assessment programs. Plagiarism will not be tolerated.

Identifying Submissions: Submissions must clearly identify the student, course, and the title of the assignment (Last Name, Course Name, and Assignment) or (Smith_GBK301_Essay1).

Written Assignment Requirements: Submissions will be in accordance with The Publication Manual of the American Psychological Association, 6th ed. All written work must be submitted utilizing Microsoft Word in either a .doc or .docx format. Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs. However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact.

Due Dates and Late Submissions: The assignment instructions and deadlines are clearly laid out in the syllabus. Though some assignments are fairly involved, you do not have more than one assignment due in any week. As such, it is expected that all work will be submitted on time, as
Timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know as soon as possible. It is much easier to discuss issues before due dates rather than after. Late work is not accepted.

**Changes to Syllabus:** This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the course of the semester to make changes to the syllabus. In such events, changes will be announced and students will receive written notice as soon as possible.

**COURSE OUTLINE AND CALENDAR**

**Week 1 Jan 13-19**
- Assigned Text Book Reading - Chapter 1
- Read Lesson 1
- Research Paper Introduction
- Discussion Post – personal biography

**Week 2 Jan 20-26**
- Assigned Text Book Reading - Chapter 2
- Read Lesson 2
- Discussion Post
- Contact Instructor with research topic ideas

**Week 3 Jan 27-Feb 2**
- Assigned Text Book Reading - Chapter 3
- Read Lesson 3
- Discussion Post
- Contact Instructor with approved research topic

**Week 4 Feb 3-9**
- Assigned Text Book Reading - Chapter 4
- Read Lesson 4
- Discussion Post

**Week 5 Feb 10-16**
- Assigned Text Book Reading - Chapter 5
- Read Lesson 5
- Review for Quiz #1.
• Discussion Post

Week 6 Feb 17-23
• Assigned Text Book Reading - Chapter 6
• Read Lesson 6
• Quiz #1 (Chapters 1, 2, 3 & 4)
• Discussion Post

Week 7 Feb 24-March 1
• Assigned Text Book Reading - Chapter 7, Section A & B
• Read Lesson 7A
• Discussion Post

Week 8 March 2-8
• Assigned Text Book Reading - Chapter 7, Section C & D
• Read Lesson 7B
• Discussion Post
• Submit bibliography for report

Spring Break March 9-15

Week 9 March 16-22
• Assigned Text Book Reading – Complete Chapter 7
• Discussion Post
• Review for Quiz #2

Week 10 March 23-29
• Quiz 2 (Chapters 5, 6 & 7)
• Assigned Text Book Reading - Chapter 8, Section A & B
• Read Lesson 8a
• Discussion Post

Week 11 March 30-April 3
• Assigned Text Book Reading - Chapter 8, Section C & D
• Read Lesson 8b
• Discussion Post

Week 12 April 5-12
• Assigned Text Book Reading - Chapter 9, Section A & B
• Read Lesson 9a
• Discussion Post
Week 13 April 13-19
- Assigned Text Book Reading - Chapter 9, Section C & D
- Read Lesson 9b
- Discussion Post

Week 14 April 20-26
- Assigned Text Book Reading - Chapter 10, Sections A & B
- Read Lesson 10a
- Discussion Post

Week 15 April 27-May 3
- Assigned Text Book Reading - Chapter 10, Sections C & D
- Read Lesson 10b
- Discussion Post
- Review for Quiz #3

Week 16 May 4-8
- Extra Credit Model Project due
- Research Paper
- Quiz #3 (7, 8, & 9)

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>January 13, 2020</td>
<td>Classes Begin for Spring Semester</td>
</tr>
<tr>
<td>January 15, 2020</td>
<td>Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes</td>
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<tr>
<td>January 20, 2020</td>
<td>Martin Luther King, Jr Day (University Closed)</td>
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<tr>
<td>January 21, 2020</td>
<td>Deadline to Drop First 8-Week Classes with No Record</td>
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<tr>
<td>January 29, 2020</td>
<td>Deadline to Drop 16-Week Classes with No Record</td>
</tr>
<tr>
<td>February 21, 2020</td>
<td>Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>March 1, 2020</td>
<td>Deadline for Teacher Education and Professional Certification Applications</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>March 6, 2020</td>
<td>Classes end for 1st 8-Weeks</td>
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<tr>
<td>March 9-12, 2020</td>
<td>Spring Break (No Classes - Administrative Offices Open)</td>
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<tr>
<td>March 13, 2020</td>
<td>Spring Break (University Closed)</td>
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<tr>
<td>March 10, 2020</td>
<td>Deadline for Faculty Submission of First 8-Week Final Class Grades</td>
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<td>(due by 3pm)</td>
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<tr>
<td>March 15, 2020</td>
<td>Deadline for Clinical Teaching/Practicum Applications</td>
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<tr>
<td>March 16, 2020</td>
<td>Add, Drop, and Late Registration Begins for Second 8-Week Classes</td>
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<td>$25 Fee assessed for late registrants</td>
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<tr>
<td>March 16, 2020</td>
<td>Classes Begin for Second 8-Week Session</td>
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<tr>
<td>March 16, 2020</td>
<td>Class Schedule Published for Summer Semester</td>
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<tr>
<td>March 18, 2020</td>
<td>Deadline for Add, Drop, and Late Registration for Second 8-Week Classes</td>
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<tr>
<td>March 23, 2020</td>
<td>Deadline to Drop Second 8-Week Classes with No Record</td>
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<tr>
<td>March 27, 2020</td>
<td>Deadline for Graduation Application for Ceremony Participation</td>
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<tr>
<td>March 30, 2020</td>
<td>Registration Opens for Seniors, Post-Bacc, and Graduate Students for</td>
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<td></td>
<td>Summer Semester</td>
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<tr>
<td>April 3, 2020</td>
<td>Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>April 6, 2020</td>
<td>Registration opens for all students for the Summer and Fall Semesters</td>
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<tr>
<td>April 24, 2020</td>
<td>Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>May 8, 2020</td>
<td>Deadline for Applications for Tuition Rebate for Spring Graduation</td>
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<td>(5pm)</td>
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<tr>
<td>May 8, 2020</td>
<td>Deadline for Degree Conferral Applications to the Registrar’s Office</td>
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<td>$20 Late Application Fee.</td>
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<tr>
<td>May 8, 2020</td>
<td>Deadline to Withdraw from the University for 16- and Second 8-Week</td>
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<tr>
<td></td>
<td>Classes</td>
</tr>
<tr>
<td>May 8, 2020</td>
<td>Spring Semester Ends</td>
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</tbody>
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Technology Requirements and Support
There are no special technology requirements for the completion of this course outside the use of the Canvas system and its components.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system.

We strongly recommend the latest versions of Chrome or Firefox browsers. *Canvas no longer supports any version of Internet Explorer.*

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

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UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy
If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf).

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s
Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity**
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

**Academic Accommodations**
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion Canvas page](https://tamuct.instructure.com/courses/717) (log-in required).

**Important information for Pregnant and/or Parenting Students**
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/student-conduct.html).
[https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant
style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library:
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS
A Note about Sexual Violence at A&M-Central Texas:
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that
tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

**Behavioral Intervention**
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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**INSTRUCTOR POLICIES**
Life happens. As such, if a student realizes that a posting, quiz or assignment will be late due to unforeseen emergency or special circumstance, please notify the instructor as soon as is practical to assess the impact on the course. The instructor may grant extra time to complete an assignment within the confines of the 16-week course. However, if it becomes apparent that this policy is abused, or that the request was fraudulent, the instructor reserves the right to place an unfavorable grade for incomplete work.

**Copyright Notice**
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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