Students have six months from the registration to complete this course. If students need more time to finish the class, they may request for an incomplete. Faculty approval is required.

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

7. Course Outcome:

Upon successful completion of this course, students will be able to:

1. understand psychological and sociological context of management and organization;
2. demonstrate the scope and complexity of the field of managerial psychology;
3. implement the application of these factors to business decisions;
4. develop the factors influencing effective and ineffective decision making.

8. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

9. Exams:

Your exams will send to you separately. There will be instructions to you if protector is needed.

10. Internet Use Requirement:

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

11. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

12. The Learning Environment:

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- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Each student turns in work that is his or her own.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	MGT 599
Course Title:	Management Project
Credit Hours:	3
Prerequisite:	At least 8 MGT courses completed.
Term:	SP 2019
Class Time:	Monday 14:00 – 17:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	[redacted]

Course Description: This is a special course for selected students to carry out research under the guidance of a faculty member. This course requires the student to prepare a proposal, which must be approved by the Department Chair.

Course Introduction: This course is the capstone of curricular requirements for Reagan National University MBA. Currently its main purpose is to give students experience of managing a business entity as its chief executive officers. In this role, students will integrate all business concepts learned in functional core courses. Specifically, they will learn the use of budgeting, operations management, financial accounting, marketing, strategic analysis, forecasting, decision making, financial market operations, human resource management, and reporting and public relations. They should experience broad decision-making process, report writing, and presentation. Students will have the opportunity to manage their own company. It is achieved through the versatility of computer simulation of this industry and the interaction among a number of companies within the industry. Second, the students will learn concepts and applications of strategic management as a long-term corporate management tool.

Teaching Procedures:

Teaching procedures for this course will include online classes, professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Reading materials provided by the instructor.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 20%
Final Presentation …… 30%
Final Project…….. 50%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Final Project:

Capstone Proposals

Before a student can actually take capstone course to begin implementing their capstone project, many students would need to come up with a comprehensive proposal that will be reviewed by a professor or instructor. This proposal usually contains an introduction, theories, hypotheses, scholarly literature review, research methods, proposal alternatives and any other issues relevant to the project proposal. Each capstone requirement is unique to the student's program, so it is best that a student continuously consult with a program advisor to make sure their capstone proposal meets the necessary requirements.

Basic Features of any capstone project:

- **Individual** project
- Build on the **research** - incorporate a review of literature in areas related to the topic of study
- Tie research to **practice** - apply analytical and practical skills to a specific concept or issue, develop and get feedback on something that ties the research to practice
- Present project to a critical audience for feedback (**voice**) - preferably with an oral presentation
- **Assessment** by student, advisor, course instructor (or client if created for a school, organization, or business)

Examples of kinds of capstone projects students may choose:

- **Action research** is the systematic study of a problem in one's own academic setting aimed at improving practice or conditions for the participants in that setting. An action research project involves identifying the problem to address, developing an approach to address the problem, carrying out an investigation, and presenting findings.
- **Curriculum development** may involve analyzing current practice, researching new or different practices, implementing a new course, set of courses, or instructional units, and analyzing the results.

- **Professional development program** involves creating a new program, such as a workshop, conference, or mentoring program, for others, with analysis of results.
- **An instructional product** may include an online tutorial, game, video series, model, or prototype, with analysis of results. Development of the product would be based on research.
- **Alternative kinds of artifacts** might include manuals, guidebooks, long-range strategic plans, advocacy plans, or other problem-solving projects for a given audience /client with feedback from a group of experts in the field or critical analysis by the client
- **Comparative education study** with critical analysis of similarities and differences tied to the larger educational, social and political contexts between two countries or wildly diverse areas of the U.S. Results might be presented in a variety of media.
- **Major grant proposal**, prepared in accordance with the sponsor's call for proposals, including feedback from experts.
- **Exhibit of artistic work**, such as paintings or drawings, sculptures, screenplays, performances, or documentary films, with reflective essay discussing the author's aesthetic choices and how they situate the project within artistic traditions.

Course Schedule:

Week	Topic
1	• Recognizing the importance of strategy • Introduction to GLO-BUS Simulation
2	• Developing a Mission, Vision and Goals
3	• Analyzing the External environment • Porter 5 Forces Model
4	• Analyzing the Internal environment • Value Chain
5	Brainstorming Solutions • Strategic Planning Process • Defining Solution Mission, Vision, Goals & Objectives Using a Project Management Framework • Action Planning for the Short & Long Term • Evaluating Results
6	Selecting Generic Business Strategies
7	Locating Funding • Researching Funders • Budgeting • Budget Justifications • Finding a Project Home
8	• Shaping Corporate Social Responsibility • Making ethical managerial decisions
9	Planning Strategic Moves Developing International Strategies
10	• Creating value through Diversification Managing Resources and Capabilities
11	Managing Internal Operations

	Corporate Culture and Leadership
12	In class GLO-BUS Team Presentations

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

1. To develop a managerial point of view - a capacity for analyzing and solving problems from a broad business and company-wide perspective.
2. To integrate the knowledge learned in functionally oriented classes.
3. To practice distinguishing between basic causes of business problems and attendant symptoms.
4. To demonstrate understanding of the ethical and social implications of management decisions and actions within organizations.
5. To practice conceptualizing, communicating, and implementing business strategic plans.
6. To develop habits of orderly, analytical thinking, and skill in reporting conclusions effectively in both written and oral forms.
7. To practice organizing and conducting tasks within a group setting.
8. To become knowledgeable of key business concepts and terms that will be important to understand in your professional career.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

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- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	MKT 201
Course Title:	Marketing Principles
Credit Hours:	3
Prerequisite:	N/A
Term:	WI 2019
Class Time:	TU 14:00 – 17:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	TH 1:00 – 5:00 P. M.
Telephone:	
E-mail:	[redacted]

2. Catalog Description:

This course presents the business functions of marketing – marketing mix, segmentation, targeting, positioning, customer value, branding and services. It focuses on the principles and problems of the marketing of goods and the methods of distribution from producer or manufacturer to the consumer. Market planning, market research and competitive analysis will be covered.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Marketing: An Introduction, 13th ed., ISBN-13: 978-0134132198.

5. Class Schedule:

Class Meeting #1	**Chapter 1: Review Questions 1, 3, 8, 9, & 15** ***PowerPoint*: Introductory Lecture**
Class Meeting #2	**Chapter 2: Review Questions 2, 3, 6, 12, & 16** **Chapter 3: Review Questions 2, 5, 7, 10, & 11**
Class Meeting #3	**Chapter 4: Review Questions 1, 2, 4, 5, & 10** **Chapter 5: Review Questions 6, 7, 8, 11, 12 & 14**
Class Meeting #4	**Chapter 6: Review Questions 1, 3, 5, 6, 13, & 14**

Class Meeting #5	**Examination #1** **Chapter 7: Review Questions 3, 5, 6, & 7**
Class Meeting #6	**Chapter 8: Review Questions 2, 4, 8, 12, & 13** **Chapter 9: Review Questions 1, 2, 4, 5, & 7**
Class Meeting #7	**Chapter 10: Review Questions 5, 6, 7, 9,11 & 14** **Chapter 11: Review Questions 3, 4, 7, & 10**
Class Meeting #8	**Chapter 12: Review Questions 2, 3, 6, 8, & 11**
Class Meeting #9	**Examination #2** **Chapter 13: Review Questions 1, 3, 5, 6, & 7**
Class Meeting #10	**Chapter 14: Review Questions 1, 2, 6, 10, 12, & 13**
Class Meeting #11	**Chapter 15: Review Questions 1, 6, 9, & 14** **Chapter 16: Review Questions 5, 7, & 11**
Class Meeting #12	**Chapter 17: Review Questions 2, 9, 10, 11, & 12** **Examination #3**

6. Attendance and Participation

Attendance is mandatory. If you miss more than six (6) class sessions, you will be dropped from the course, whether your absences are excused or not. If you do miss a class, it is your responsibility to obtain notes, assignments, etc. from others in attendance. Excessive tardiness or leaving class early will also accumulate as unexcused absences. If you know you cannot attend a class meeting, leave a message in voice mail. In the event of a personal emergency, contact me as soon as possible. Consistent attendance and punctuality are highly appreciated. Positive participation in class discussions and activities is encouraged. Professionalism is expected of you at all times. Attendance and participation are also evaluated in the final course grade rationale.

7. Handouts

Handouts become required reading on distribution. They are chosen by the instructor to reinforce various course concepts, examples, etc. They will not appear in the assignment schedule since they are distributed as needed, again, with the needs, pace, request, direction, etc. of the class itself.

8. Final Course Grade

Activity	**Points Possible**
3 examinations @100 points each	300 points
Term Project	150 points

Web Site reports @ 50 points	50 points
Total points possible	500 points
	Points Possible

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

This point system is only a guide. More attention will be paid to letter-grade averages and improvement. Points become more important in "borderline" cases--another reason for the attendance/participation grade.

Term Project

Term paper requires students to write a "Marketing Principles and Business Practice: IKEA". IKEA is a widely famous furniture retailer company which has started its operation since 1943. Now it has wide variety of 9500 product items. It has been operating in 24 countries with 253 stores among them 32 are run by franchisees. 560 million people visited their stores in 2008 by physic and 455 million on their website. For that they earned 23 billion Euros as sales revenue. The competitive advantage of this company is its low price and sustainable marketing strategy. To compete in the market and to win the customers' mind they took many business strategies. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

9. Assignment Schedule

Please come to each class prepared. Complete your assignment(s) before class time. Please let your instructor know if you have special on-the-job writing needs. We will try to accommodate them. The instructor reserves the right to make additions, deletions, and modifications to the syllabus and course requirements with reasonable notification to the student(s) enrolled.

10. Course Goals and Objectives

Upon successfully completing the course you should be able to:

- Identify and explain important concepts in marketing.
- Apply the important marketing concepts in business and non-business situations.
- Explain the various similarities and differences between business-to-business and consumer marketing.

- Develop skills used to analyze market opportunities - including customer analysis, competitive analysis, and industry analysis
- Explain the relationship of marketing to other business and social science disciplines.

11. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

12. The Learning Environment:

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Reagan National University

Syllabus

1. Administrative Information:

Course Number: MKT 307

Course Title: Contemporary Globalization

Credit Hours: 3

Prerequisite: MKT 201

Term: SP 2019

Class Time: Tuesday 9:00 – 12:45

Class Room: 2

Instructor: [redacted]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [redacted]

Course Description

This course focuses on the ideas, theories and issues about the understanding of contemporary globalization. It analyzes economic globalization in a historical perspective and the arguments of both its critics and advocates. It also covers the nature of globalization in relation to the emergence of a global economy, global cultures, politics and environmental issues.

Teaching Procedures

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Course Outcomes

On completion of this subject you should be able to:

1. Explain to understand how and why the world's countries differ;
2. Present a through review of the economics and politics of international trade and investment;
3. Explain the functions and form of the global monetary system;
4. Examine the strategies and structures of international business;
5. Assess the special roles of an international business's various functions.

Textbook

International Business: Competing in the Global Marketplace, by Charles W. L.,

Hill, G. Tomas M. Hult, ISBN-13: 978-1260092349.

Course Outline

Class and Readings

Class 1 Chapter 1& 2

Discussing the challenges of international business, and the national differences in political economy.

Class 2 Chapter 3

Discussing the cross culture in the international management.

Class 3 Chapter 3 (continued)

Discussing the cross culture in the international management.

Class 4 Chapter 4 & 5 **Case:** The Rise of the Indian Software Industry P.167

Describing and explaining international trade theories and the trade environment in which international business occurs.

Class 5 Chapter 6 & 7

Addressing and exploring foreign direct investment theories and the investment environment in which international business occurs.

Class 6 Midterm Exam

Class 7 Chapter 8 **Case**: Boeing versus Airbus P.295

Discussing the major issues of regional economic integration and their influence on international businesses.

Class 8 Chapter 9 & 10

Describing and explaining the global monetary system, laying out in detail the monetary framework in which international business transactions are conducted.

Class 9 Chapter 11

Class 10 Chapter 12 **Case:** Global Strategy at General Motors P.428

Examining the strategies that firms adopt to compete effectively in the international business environment.

Class 11 Chapter 14 **Case**: Nestle: Global Strategy

Explaining and analyzing entry modes and strategic alliances, which are two closely related and important topics.

Class 12 **Final Examination**

Assessment

1.	Small Group Team Presentation Group presentation is based on a selected case	15%
2.	Midterm exam	30%
3.	Final In-class Exam	30%
4.	Term Project	25%
Total:		**100%**

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Project

Term paper requires students to write a "The Impact of Globalization on our Society". To what extent should contemporary society respond to the legacies of historical globalization? In Romeo Dallaire's writing, "Shake Hands with the Devil", he discusses whether or not globalization has a positive impact on our society. I agree with Romeo Dallaire comment that we should continue with legacies of globalization and it should continue to be embraced in the world around us. Mr. Dallaire states that all humans should be equal and no one should be placed above one another." If we believe that all humans are humans then how are we going to prove it?" Globalization has also helped to improve many third world countries over the past decade or two. By the vastly increasing medical world, now that we have a better medical core than ever before many children in war torn countries and countries with disease problems such as aids in Africa are no receiving help and have a better chance of survival. Because of globalization we have multiculturalism, transnational corporations, and media and technology. Many jobs are now being created and people who struggled to find jobs in the past are now able to work. Today transnational corporations play a great deal in the

world. these multi-nation companies such as Wal-mart leave a great legacy behind. What the companies do is provide jobs, shelter and good living conditions for the people in poor countries for people in poorer countries such as parts of China. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

8. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

9. Special Needs and Accommodations:

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- Each student turns in work that is his or her own.
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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	MKT 377
Course Title:	E-Commerce
Credit Hours:	3
Prerequisite:	MKT 201
Term:	WI 2019
Class Time:	Wednesday 9:00 – 12:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	[redacted]

Catalog Description:

This course introduces the realities and implications of e-commerce from a marketer's perspective. It presents the ways in which an enterprise can become technically and operationally proficient in e-commerce. It also presents concepts and skills for the strategic use of e-commerce and related information system technologies.

Textbooks:

- *E-Commerce 2019: Business, Technology and Society (15th Edition)* Kenneth C. Laudon, Carol Guercio Traver, ISBN: 9780134998459.
- Course packet containing cases and notes

Grading Criteria

10% -- Course participation grade
20% -- Essay and critiques
30% -- Midterm Exam
40% -- Final Exam

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;

- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Learning in this class will be continuous and interactive; your participation will include both written and oral components. There is no final; work in this class will be front-loaded. It will be important for you to come to class having first discussed and often written up the case with your study team. Each day you can expect that there will be something to turn in for class. On the last day of class we will have student presentations.

The assignment for each class and a summary for each past class will be posted on the discussion board labeled, *Daily assignments*. You are responsible for reading board before class as there will often be minor clarifications or modifications in assignments.

You are expected come to all classes. You may miss one class simply by letting me know. Each additional unexcused class will result in your final grade dropping by ½ a grade group.

Individual Essays:

Essays provide a way for you to bring fast changing ideas to your classmates. They are to be submitted and will be returned electronically. Post your essay directly in the discussion folder, *Final Essays* so your classmates can have access to it. The model of an essay is a memo you might send to your boss. It should be short, focused, and lead to a change in action or thinking. It can be about a case, or concern an issue raised in class or in our text. You may also delve into one of the topics raised in the text chapters we do not cover, such as permission marketing (ch 9) or conducting online research (ch 12). A good essay has the following characteristics:

1. Under 1000 words, exclusive of tables or graphs (total file size <500KB)
2. It should focus on *one* well-defended idea
3. Your fellow students should find it interesting
4. It should build on the ideas of the course. An essay can be a response to another student's essay, or to a theme discussed earlier in the course
5. Each essay should show evidence of online or journal research, by citing the publication source or the URL of the information

You can find examples of essays from past classes in the folder titled *Example Essays*. These illustrate the characteristics of essays for this class. I have included a range of quality in the essays shown.

Essay evaluations: Your job for that session involves writing comments about each essay indicating (1) what you like about the essay (2) what can be improved and (3) extensions or

elaborations on the essays. These signed critiques will be short (about 200 words) per essay and should be sent by e-mail directly to the author, with a copy to me.

Group project/pitch: A group project involves a major report to the class by your study group. It can be presented in one of three ways:

1. Orally during class. You will need to get permission to present during a given class. The first groups that request will get priority for class time.
2. As a written document (less than 2000 words, exclusive of Excel attachments)
3. As a PowerPoint presentation with a corresponding real audio file. (total run time of under 20 minutes)

The project will be shared with your classmates on the Folder *Group Projects.*

Like an essay, a pitch/project leaves the class with a clear set of conclusions and recommendations. Often, it will be about one of the cases in the course packet, or about a related company or industry. If it is about a current case, it is due to me before the session on that case. It is important that the team present from a clearly articulated point of view, for example from the perspective of Priceline's hotel reservation group.

Web searches: To remain current in the volatile world of e-commerce you need to be a fluid user of web-searches and standard databases. The URL's should be commonly referenced in your essays or projects. In addition, at the end of each case we will use web searches to update the business to the present.

Referencing and crediting work of others: Throughout the class you will be referencing work of others. Typically URL's will be sufficient, but for some databases the URL will not bring a new person to the site. For those, you can simply give enough information so a reader wanting to know more can know where to begin (e.g. One-source: Corporate overview for Priceline).

Additionally, it is fine to write essays or reports that build on what you have done before. The rule for any use of previously written material is that you clearly note its source. For example if your essay derives from an essay you, or someone else wrote for a strategy class, you *must* include a note in your essay indicating how your current essay builds on that earlier material.

The use of case updates: Because change is so rapid, we will spend time at the end of each case discussing what has happened. When we discuss the case, *you may not use what you know happened after the case to buttress your points about what they should have done at the time of the case.* We will act in discussions as if we are making decisions at the time of the case. At the end of each case discussion, we will reserve some time to discuss what happened and lessons that can be drawn.

Class Schedule

Week	Topic	Readings (additional readings will be assigned)
1	Overview of E-Commerce and the Course	Hanson Ch.1,

		& pp. 114-121 in Ch.4
	Overview of E-Commerce (contd.)	
2	B2C Individuals Online	Hanson Ch.4, 92-114
	B2C E-Commerce	Hanson Ch.12
3	B2C E-Commerce	
	Personalization & Customization	Hanson Ch. 7
4	Online Communities	Hanson Ch.10
	The New Economy - Economics of the Web	Hanson Ch.2, Ch.3
	9/28 Deadline for Project request	
5	E-Commerce Business Models - how to make money on the Internet	Hanson Ch.5
6	Midterm Exam	
7	B2B Supply Chain Management	
	B2B Other	
8	Internet Marketing Plans	Hanson Ch.13
9	Organizing & Implementing Internet Marketing Plans Traffic, Brand Building & IMC	Hanson Ch. 14 Hanson Ch. 9
10	Pricing	Hanson Ch.11, Sinha
	Privacy, Security, Legal and Taxation Issues	Hanson pp. 422-433
	Globalization of E-Commerce	
	Careers, Future Prospects & Personal Web Sites	Hanson pp. 433-438
	Careers and Future Prospects	
11	Presentations	
12	Final Exam	

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following

expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

Reagan National University

Syllabus

1. Administrative Information:

Course Number:	MKT 510
Course Title:	Electronic Commerce Strategy
Credit Hours:	3
Prerequisite:	Permission from Instructor
Term:	WI 2019
Class Time:	SA 14:00 – 17:45
Class Room:	1
Instructor:	[redacted]
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	[redacted]

1. Course Description

This course refers to corporations that have adopted e-commerce practices and designs. It explores of the basic notions of changes in technology and business models looking at internal as well as external factors. It also examines the digital economy and its impact on commerce by focusing on the operation within a business ecology framework.

2. Teaching Procedures

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

3. Textbook

Gary P. Schneider, *Electronic Commerce*, 12th Edition, Course Technology, 2018.
ISBN-13: 978-1305867819.

4. Grading and Course Requirements

#	Component	Points
1	Mid-term examination	25
2	Final examination	35
3	Written Project	20
4	Oral Presentation	10
5	Active Class Participation	10
	Total course points	100

90 – 100% = A-
80 – 89% = B

70 – 79% = C
Below 70% = F

Reading project

The written project is completed in teams of 3 to 4 people. Each team needs to:

- Select an Industry
- Identify a company in the selected industry
- Identify and describe the company's current electronic commerce position
    - Consider both external and internal e-commerce strategies
- Make recommendations for additional e-commerce strategies
- Identify the corresponding benefits, risks, challenges and concerns of the implementation and utilization of your strategy.

Project requirement:

- Your professor needs to approve your selected topic and know the teams' membership by the third week of class
- The project write-up should be about 10 pages
- Each team submits one project write-up and each of the team's members earns the same grade for the project write-up.
- Each teammate must have a significant role in the oral presentation.
- The written report must be adequately annotated. All papers must follow the university approved style format. Lack of appropriate identification of source and lack of bibliography will cause deductions from the grade.

The grade for the project depends on the group's ability to communicate while conducting the research, the quality of their research, and the logic in applying electronic commerce concepts and business concepts.

Class Operation, Policies and Expectations

a. This class will be conducted based on lecture and class discussion. Class exercises will demonstrate the applications of the concepts and procedures.
b. Students will keep current with all reading assignments. Active participation in the class discussion, exercises, and assigned problems is required.
c. No make-up examinations are possible without fully verified justification. Because make-up examinations need to be specially constructed, they are disruptive to the conduct of the course. As regrettable as it is, a missed examination without make-up will receive no points towards the grade.
d. Class attendance is required. The class will be conducted punctually.

5. Course Schedule

The following table represents the plan for covering course material. We will follow it as closely as possible.

Class	Advance Reading	Objectives
1	Chapter 1	• The definition of electronic commerce • The evolution of the internet and the world wide web • Economic forces shaping e-commerce • Value chains in electronic commerce
2	Chapters 2, 8	• Basic understanding of packet-switched networks • Basic understanding of markup languages • Web clients and servers • Internets, intranets and extranets • Internet connection options and tradeoffs • Web server hardware and performance evaluation • Web server software feature sets • Web server software and tools • Other web server tools
3	Chapters 9, 10, 11	• How to select the proper software solution • Marketing smarts • Hosting services, basic software packages, and enterprise solutions • Security overview • Intellectual property threats and mitigation strategies • Electronic commerce threats and mitigation strategies • Protecting e-commerce assets, client computers, channels, and servers
4	Chapter 12	• Electronic payment systems • Electronic cash and wallets • Use of smart cards and credit cards
5	Chapters 3, 4	• Creating an effective web presence • Identifying and reaching customers • Creating and maintaining brands on the web • Business models for selling on the web
6		Midterm Exam
7	Chapter 5	• Purchasing, logistics, and support activities • Electronic data interchange • Supply chain management Software for purchasing, logistics, and support activities
8	Chapters 6	• Auction basics • Web auction strategies • Virtual community strategies

9	Chapter 7	• International nature of electronic commerce • Legal environment of electronic commerce • Ethical issues in electronic commerce • Taxation and electronic commerce
10	Chapter 13 Review for Exam	• Planning the electronic commerce project • Managing electronic commerce implementation
11		• Written projects due • Oral presentations
12		• Final Examination

6. Course Learning Outcome:

The successful completion of this course gives the students a firm understanding of these concepts:

- The role of electronic commerce in modern business.
- Basic understanding of internet technology, web-based tools, and software
- Security considerations of e-commerce systems
- Strategies for marketing, sales, and promotion
- Strategies for implementing e-commerce technologies to improve a company's efficiency.
- The business and regulatory environment for e-commerce.
- Business plans for implementing e-commerce

7. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

8. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

9. The Learning Environment:

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which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

Reagan National University

Syllabus

1. Administrative Information:

Course Number:	PHI 201
Course Title:	Introduction to Western Philosophy
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	FA 2018
Class Time:	SA 9:00-12:45
Class Room:	4
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

Catalog Description:

This course provides an overview of the history of western philosophy from its beginnings among the ancient Greeks through the 14th century. Particular emphasis is given to Plato, Aristotle, Augustine, and Thomas Aquinas. It is a survey course of several major areas of Western philosophy: metaphysics and epistemology, ethics, philosophy of mind, philosophy of language, philosophy of religion, and philosophy of science.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Classics of Philosophy 3rd ed. by Louis P. Pojman ISBN13: 9780199737291.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Term Paper ……. 30%
Midterm Exam …… 30%
Final …….. 30%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a "Philosophy of Aristotle". "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth." –Aristotle

Aristotle is believed to be the father of the Realism and the scientific method. He was of the view that human nature, habit and reason were important elements that needed to be cultivated in the educational process. He believed that a balance between practical and theoretical subjects was very important. He had quite explicitly laid great emphasis on subjects like Sciences, Reading, Writing, Mathematics, Physical Education, History and Literature. His main aim, through education, was to produce virtuous citizens for the society.

He believed that the role of the teacher was very important in this aspect as they were the ones who hold the knowledge and through systematic teaching, they would ingrain in the child, what is right and what is wrong. He believed that a child is not aware of this knowledge initially and it is through the teacher's guidance that he eventually becomes more aware of this. Hence, it becomes the teacher's responsibility until the child learns to make choices on his own.

Influence on educational practices today

Aristotle, though he had formed his ideas thousands of years ago, his philosophy has a great impact on the education we receive today. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule:

Class 1. From Myth and Religion to Philosophy.

A. Myth, religion and philosophy: The origins of speculative thought.

B. A brief survey of Minoan and Mycenaean civilization

C. The flowering of Greek culture, 500-336 BCE.

D. The beginnings of Greek philosophy in Miletus and Southern Italy.

In this lecture we will examine the role of myth and religion in the birth of philosophy. Do they contribute significantly to the birth of philosophy as F.W. Conford argues in his book, From Religion to Philosophy? Or is philosophical thinking opposed to myth and religion? The lecture and discussion will be based on the first chapter of Bertrand Russell's text, The History of Western Philosophy, which is also the textbook for the course. The lecture will also provide a brief overview of the rise of Greek civilization and the Milesian school from which the first philosophers emerged.

Literature:

Bertrand Russell, The Rise of Greek Civilization in part 1, chapter 1 of the History of

Western Philosophy. Russell provides a good overview of the rise of Greek civilization in the first chapter of his History of Philosophy Bertrand Russell, The Milesian School. Part 1, chapter 2 in The History of Western Philosophy.

Recommended:

Copleston, The History of Philosophy. Volume 1, chapters 2 and 3. William H. McNeill, The Formulation of Greek Civilization. The Reader.

Class 2. The Development of Greek Thought.

A. Beginnings of Greek Philosophy.

B. The development of pre-Socratic thought: Pythagoras, Heraclitus, Parmenides and the Atomists.

Literature:

Bertrand Russell, History of Western Philosophy, Read chapters on Pythagoras, Heraclitus, Parmenides and the Atomists. Chapters 3, 4, 5 and 9 in the English text. The most important figures to focus on are Pythagoras, Heraclitus, Parmenides and Democritus.

Socrates, http://plato.stanford.edu/entries/socrates/ (Read section 3 A) Highly recommended: Copleston, History of Philosophy. Chapters 4-6

Class 3. The Sophists and Socrates.

A. The Sophists and their rejection of cosmology, metaphysics and truth.

B. Socrates in the early dialogues of Plato. Sources of our knowledge of the historical Socrates.

C. The last days of Socrates and the argument of the Apology and the Crito

D. Why is Socrates considered the ideal philosopher?

Literature:

Plato, The Euthyphro and the Apology: Internet Classics Archives. http://classics.mit.edu

Socrates, http://plato.stanford.edu/entries/socrates/ (especially section 3 A)

Russell, History of Western Philosophy. Read Russell's discussion of Protagoras in Chapter 10.

Recommended secondary source for a discussion of Socrates: Frederick Copleston, A

History of Philosophy: Volume 1, Chapter 14.

Recommended for understanding the Sophists: Copleston, volume 1, chapters 12 and 13.

Class 4. Plato.

A. Life of Plato and the influence of Socrates upon him.

B. Plato's philosophy of virtue and the good life.

C. Plato's theory of love.

D. The Plato's theory of Forms and its importance for the interpretation of Truth.

E. Plato's allegory of the cave: What is its significance?

F. Plato's politics. What is Justice?

Literature:

The Eutyphro. The Internet Classic Archives: http://classics.mit.edu Go to 441 titles and select Plato.

The Theory of the Healthy Personality: Robert Wolff, About Philosophy, 182-188 (selections from Plato's Republic included). The Reader.

Plato, The Allegory of the Cave. http://webspace.ship.edu/cgboer/platoscave.html

Bertrand Russell, History of Western Philosophy. Book 1, Part 2. Plato's Utopia, The

Theory of Ideas. Chapters 14 and 15. It is essential to read these two chapters in Russell.

Recommended reading for essays and examination.

Copleston, Volume 1, Chapters 20, 22, and 23.

Plato's ethics and politics in The Stanford Encyclopedia of Philosophy

http://plato.stanford.edu/entries/plato-ethics-politics/

Class 5. Aristotle.

A. Aristotle and his teacher Plato. How do they differ?

B. Aristotle the great scientist, metaphysician and logician.

C. The Four Causes: Meaning and Purpose in Nature.

D. Politics as the supreme practical science.

E. Ethics and the search for happiness.

F. The role of friendship in Aristotle's moral philosophy

Literature:

Aristotle, Nicomachean Ethics: Book 1, chapters 1 through 8, and 13. Book 2, chapters 1 and 6, especially the last page of chapter 6. Book 6, chapters 12 and 13. Book 7, chapters 1 and 2. Book 10, chapters 7 and 8. Several of these chapters are no more than one or two pages. Please read carefully these texts that you can find at The Internet Classic Archives:

http://classics.mit.edu

Bertrand Russell, Chapters on Aristotle's Metaphysics, Ethics and Politics. These chapters will be discussed in the seminars. Chapters 19-21 in the English text.

Recommended:

Bryan Magee, Aristotle. Interview with Martha Nussbaum in The Great Philosophers.

The Reader. This can also be viewed on YouTube under Bryan Magee.

Aristotle's Ethics: The Stanford Encyclopedia of Philosophy: Aristotle ethics:

http://plato.stanford.edu/entries/aristotle-ethics/

Aristotle's Politics: http://plato.stanford.edu/entries/aristotle-politics

Class 6. Midterm Exam

Class 7. Philosophy and Christianity in the Roman Empire.

A. Plotinus to Boethius

B. Early Jewish and Christian uses of philosophy: The role of Greek Philosophy in the writings of Philo of Alexandria, Justin Martyr, Clement of Alexandria, and Origen.

C. Arguments for toleration in an age of persecution.

D. The Latin tradition in early Christian philosophy.

Literature:

Russell, Chapter on Plotinus in Book 1, part 3, chapter 30. Read the discussion of Boethius in Book 2, Chapter 5. It is towards the end of the chapter.

F. Copleston, The History of Philosophy. Volume 2, chapter 2.

The Acts of the Apostles in the Bible (The New Testament). Read chapter 17, verse 16-34. (Chapter 17 is an account of Saint Paul in Athens and his speech to the philosophers.)

Recommended: Justin Martyr, First Apology to the Romans.

http://www.newadvent.org/fathers/0126.htm

Class 8. Augustine and the Transformation of Ancient Thought.

A. Augustine as the Christian Plato.

B. Augustine's life and his search for truth: Augustine's Neo-Platonic quest.

C. Augustine's theory of time and his philosophy of history. The Two Cities.

D. Augustine's political philosophy: Church, state and society.

E. Augustine's philosophy of love and desire

Literature:

Augustine, The Confessions, Books 6, 7 and 8. Available on the Internet and in Russian translation. http://www.ccel.org/ccel/augustine/confessions.x.html This English translation is by Albert Outler.

English translation by Henry Chadwick highly recommended, (Oxford, 1992).

Bertrand Russell, History of Western Philosophy. Book 2, chapter 4, "Saint Augustine's

Philosophy and Theology. 352-358 in the English text, about 7 pages of this long chapter.

Recommended. Chadwick, The Development of Latin Christian Thought: The Early Church, 213-236, The Reader.

Although it is long and comprehensive, for motivated students Copleston's discussion of Augustine is worth reading. Copleston, The History of Philosophy, Book 2, Part 1, Chapters 3, 4, 5.

The Stanford Encyclopedia of Philosophy: http://plato.stanford.edu/entries/augustine/

Class 9. Medieval Islamic and Jewish Philosophy.

A. Jewish and early Muslim Neo-Platonism.

B. Abu Nasr Muhammed al Farabi, Avicenna, Al-Ghazali

C. Averroes

D. Moses Maimonides

E. Jewish Averroism

F. Isaac Luria and the Kabbalah

Literature: Russell, Chapter 10. Muslim Culture and Philosophy.

Coplestone, The History of Philosophy. Volume 2, Chapters 19-20

Recommended: Stanford Encyclopedia of Philosophy. Read sections 1, 2, 3 and 5 on Maimonides

Class 10. The Golden Age of Medieval Scholasticism (Two lectures. The second will be on

Thomas Aquinas and late medieval philosophy.)

A. The rediscovery of Aristotle.

B. The scope of reason. The unity of philosophy and faith in medieval Scholasticism.

C. Anselm and the Ontological Argument

D. Realism and Nominalism in Medieval Philosophy.

E. Aquinas and Natural Law

F. Aquinas on money and usury (charging interest).

G. Moral and political theory of Aquinas.

H. Collapse of the medieval synthesis with the rise of Nominalism: William of Ockham

Literature:

A general survey of all the main themes of medieval philosophy can be found here:

http://plato.stanford.edu/entries/medieval-philosophy/

Bertrand Russell, History of Western Philosophy. Book 2, Part 2. Chapter 11, The

Twelfth Century. Read only the last section on "The Growth of Scholasticism."

Read the whole of chapter 13 on Saint Thomas Aquinas.

Of Reason and Faith: Baumer, 51-53

On the Ethics of Trading, Baumer: 88-91.

Russell, Book 2, Chapter 14, The Franciscan Schoolmen. Read the sections on Duns

Scotus and William of Ockham. For a more comprehensive discussion, curious readers should look at Copleston, volume 3, chapters 3-5.

Recommended: The Legacy of Scholasticism: Marcia L. Colish, Medieval Foundations of the Western Intellectual Tradition 400-1400 (New Haven & London: Yale University, 1997), Reader: 319-330.

Bryan Magee and Anthony Kenny on YouTube: Discussion of Medieval Philosophy.

Class 11. Renaissance Philosophies.

A. The rediscovery of classical civilization

B. Renaissance Platonism

C. Renaissance Aristotelianism

D. Renaissance humanism from Petrarch to Erasmus.

E. The new politics: Machiavelli.

Literature:

Bertrand Russell, History of Western Philosophy. Book 3, Part 1. Chapters 3-4 Copleston, The History of philosophy, volume 3, chapters 13-14 on Platonism and Aristotelianism.

Petrarch, Letter to Classical Authors: Baumer, 123-126;

Mirandola, Oration on the Dignity of Man: Baumer, 126-128;

Erasmus, Christian Humanism: Baumer, 149-161.

Class 12. Final Exam

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Students who successfully complete the course will be able to:

1. describe some important aspects of the cultural heritage and contributions of Western philosophy;
2. discuss the general historical development of the discipline of philosophy;
3. evaluate questions of knowledge and reality, virtue and moral character, from the standpoint of the Western philosophical tradition;
   understand strengths and weaknesses of Western philosophical theories of knowledge and reality.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which

students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

Reagan National University

Syllabus

1. Administrative Information:

Course Number:	PHI 301
Course Title:	Logic
Credit Hours:	3
Prerequisite:	N/A
Term:	WI 2019
Class Time:	TU 9:00 – 12:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	M – TH 1:00 – 3:00 P. M.
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course covers some basic rules, concepts, and skills of logic. It focuses on the symbolic logic, sentential and predicate logic. It also presents the evaluation of arguments, the basic principles of formal logic, and the evaluation of arguments. Special emphasis will be placed upon the logical appraisal of everyday arguments and the analysis of value arguments.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text: Introduction To Logic 14th ed. by Irving M. Copi. Published by Macmillan (ISBN-13: 978-1292024820)

5. Course Requirements:

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

Examinations

There are two in-class exams and they are scheduled as:

Midterm:	6th class period
Final:	last class

6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Homework 10%
Midterm 30%
Final 30%
Term Paper 30%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper:

Term paper requires students to write a "Logic, Reasoning, And Intuition". "When making a decision, how does one come up with the proper structure followed to reach a conclusion? Does one simply guess and take a risk, or does it take deeper consideration and thought? Logic, reasoning, and intuition commonly are set to oppose each other, but a possibility requiring great consideration is the fact that they tend to work together each time to produce better, more intelligent results. Primarily, reasoning displays high importance in the existence of logic. That connection between reasoning and logic is closely linked to intuition. Furthermore, a common misleading statement of a logical mind when referring to university choices, allows for the analysis of how all three parts affect decision making. Thus, although humans tend to disagree about reasonability, and logic rarely emerges an issue, one must combine both, as well as the use of intuition, to create meaningful connections with the outside world.

A common myth often heard is that logic is always the answer. Although that might be partially true, that sometimes it can help lead to a conclusion, this statement is misinterpreted. Logic is based off of theories and facts that help one communicate an idea, yet, "Logic, while very pretty, is by itself quite useless. Logic is self-contained, and doesn't by itself hook onto the material world" (Castel & Sismondo, 2008, pg. 71). It uses previous studies and validates other things such as reasoning. The science of statements, known to us as logic (2008), is the basis of the patterns learned in cognitive decisions that are influenced by beliefs and observations are

developed over time. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule:

CLASS	TOPICS
1	Basic notions of logic; arguments; the connectives
	Truth-functionality; introduction to sentential logic (SL) syntax and semantics; translation
2	Translation continued; problems with conditionals and other phenomena of natural language; truth-tables
	Truth-tables and logical properties of compound sentences
3	Entailment and validity with truth-tables
4	Derivations in sentential logic (SD)
	Derivations in SD/SD+
5	Theorem-proving, review
	Introduction to meta-theory; mathematical induction
6	Midterm Exam
7	Soundness of SD/SD+
	Completeness of SD/SD+
8	Introduction to predicate logic: quantifiers, variables, constants, predicates, universe of discourse
	Open sentences; free vs. bound variables; scope, multiply quantified sentences; definite descriptions; properties of relations
9	Identity; functions, translation to and from predicate logic (PL)
	Translation to and from PL/PLE; "most"; donkey sentences
	Informal PL/PLE semantics: Interpretations, substitutions, quantification truth, falsity, consistency, and equivalence, quantificational argument validity

CLASS	TOPICS
	Formal PL/PLE semantics: Extensions, interpretations, variable assignments, satisfaction, truth and falsity under interpretations and variable assignments
10	Formal PL/PLE semantics continued; review
	Derivations in PD
	Derivations in PD+/PDE
	Derivations in PDE continued; preliminaries for meta-theory
11	Meta-theory: Soundness of PD, PD+, PDE
	Meta-theory: Completeness of PD
	Meta-theory: Completeness continued; PD+; PDE
12	Final Exam

7. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

8. Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of the Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

9. Course Outcome:

- Students will explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse;
- Students will use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems;
- Students will synthesize information in order to arrive at reasoned conclusions;
- Students will evaluate the logic and validity of arguments, and the relevance of data and

information;

- Students will recognize and avoid common logical and rhetorical fallacies.

10. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

11. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the semester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

12. The Learning Environment:

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	PHI 302
Course Title:	Ethics
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	FA 2018
Class Time:	W 14:00-17:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

Revised 2019.10

2. Catalog Description:

This course introduces to philosophical ethics and ethical theory about the nature of morality. It covers the fundamental questions related to human conduct and the basis of moral rightness and moral wrongness. It presents an evaluation of classical and contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

The Ethical Challenge: How to Build Honest Business Leaders by Noel M. Tichy. Published by H. John Wiley & Sons; (ISBN-13: 978-0470579022)

5. Course Requirements:

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

Examinations

There are two in-class exams and they are scheduled as:

Midterm:	6th class period
Final:	last class

6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Midterm 40%
Final 40%
Term Paper 20%

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper:

Term paper requires students to write a "Ethics And Personal Ethics". Ethics refers to the moral principles that affect ways of decision making by people and their lifestyles. Moral principles refer to the individuals and societal goods. Ethics enables people to deal with dilemmas including a realization of their rights and responsibilities, differentiation between right and wrong, understanding how to lead a good life and making moral decisions. Ethics is also concerned with examination and critique of moral beliefs and practices. Examination and critiquing of moral beliefs and practices involves investigation on specific norms, behaviors and behaviors, then judging them to determine if they are mutually contradictory.

Ethics is structured according to the code of conduct of people, including consideration of every person's opinion. Attempts are then made to establish a fundamental principles and theories that could rationalize and harmonize people's diverse moral beliefs. Ability to identify the right behaviors are supposed to improve the relationship between people, therefore, making the world a better place. There are two standards of ethics namely organizational ethics and personal ethics. This paper will focus organizational ethics and personal ethics on how they converge in the place of work (BBC, 2014).

Personal ethics is also referred to as morality, and they provide a reflection regarding the general societal expectation of an individual. Notably, this applied to any member of the society serving in any capacity. Education and training targeted to instill personal ethics begins with children ethics, where they are then expected to formalize it in future. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be

developed throughout the course.

Class Schedule:

Class I.

A. **Introduction to Philosophy and Ethics, and Moral Context, Moral Conflict, and Moral Luck**

Reading(s):

Introduction to Philosophy, Ethics, and Morality (on my Website), Sections I – III.

B. **What is the Role of Religion in Ethics**?

Reading(s):

Introduction to Philosophy, Ethics, and Morality (on my Website), Section IV.

C. **Ethical Relativism**: **Individual Relativism and Cultural Relativism**

Reading(s):

Introduction to Philosophy, Ethics, and Morality (on my Website), Section V.

D. ***Great Traditions in Ethics*, Chapter 1, Lecture**

Reading(s):

Introduction to Philosophy, Ethics, and Morality (on my Website), Section V.

DWP, *Great Traditions in Ethics*, Chapter 1, pp. 2-6.

Class II. Plato: Knowledge and Virtue

Reading(s):

Plato I, Chapter 2, Sections 1 – 5, pp. 10-15.

Plato II, Sections 6 – 11, pp. 15-19.

Aristotle: Moral Character

Reading(s):

Aristotle I, Chapter 3, Sections 1 – 7, pp. 21-28.

Aristotle II, Sections 8 - 14, pp. 28-33.

Class III: Epicurus: The Pleasant Life

Reading(s):

Epicurus I, Chapter 4, Sections 1 – 5, pp. 35-42.

Epicurus II, Sections 6 – 10, pp. 42-45.

Class IV. Epictetus: Self-Discipline

Reading(s):

Epictetus I, Chapter 5, Sections 1 – 5, pp. 47-53.

Epictetus II, Sections 6 – 11, pp. 53-57.

St. Augustine: The Love of God

Reading(s):

St. Augustine I, Chapter 6, Sections 1 – 6, pp. 59-67.

St. Augustine II, Sections 7 – 12, pp. 67-72.

Class V. St. Thomas Aquinas: Morality and Natural Law

Reading(s):

St. Thomas Aquinas I, Chapter 7, Sections 1 – 5, pp. 74-81.

St. Thomas Aquinas II, Sections 6 – 11, pp. 81-86.

Thomas Hobbes: Social Contract Ethics

Reading(s):

Thomas Hobbes I, Chapter 8, Sections 1 – 6, pp. 88-96.

Thomas Hobbes II, Sections 7 – 12, pp. 96-100.

Class VI. Midterm Exam

Class VII. David Hume: Morality and Sentiment

Reading(s):

David Hume I, Chapter 11, Sections 1 – 6, pp. 129-135.

David Hume II, Sections 7 – 12, pp. 135-140.

Immanuel Kant: Duty and Reason

Reading(s):

Immanuel Kant I, Chapter 12, Sections 1 – 7, pp. 142-149.

Immanuel Kant II, Sections 8 – 14, pp. 149-154.

Class VIII. John Stuart Mill: The Greatest Happiness Principle

Reading(s):

John Stuart Mill I, Chapter 13, Sections 1 – 6, pp. 156-163.

John Stuart Mill II, Sections 7 – 13, pp. 163-168.

Karl Marx: Morality as Ideology

Reading(s):

Karl Marx I, Chapter 15, Sections 1 – 5, pp. 186-193.

Karl Marx II, Sections 6 – 9, pp. 193-198.

Class IX. Friedrich Nietzsche: The Transvaluation of Values

Reading(s):

Friedrich Nietzsche I, Chapter 17, Sections 1 – 6, pp. 211-218.

Friedrich Nietzsche II, Sections 7 – 13, pp. 218-224.

Jean-Paul Sartre: Radical Freedom

Reading(s):

Jean-Paul Sartre I, Chapter 22, Sections 1 – 4, pp. 277-283.

Jean-Paul Sartre II, Sections 5 – 8, pp. 283-286.

Class X. John Rawls: Ethics and Social Justice

Reading(s):

John Rawls I, Chapter 25, Sections 1 – 4, pp. 300-307.

John Rawls II, Sections 5 – 9, pp. 307-310.

Class XI. Annette Baier: Ethics as Trusting in Trust

Reading(s):

Annette Baier I, Chapter 26, Sections 1 – 5, pp. 323-330.

Annette Baier II, Sections 6 – 10, pp. 330-335.

Class XII. Final Exam

7. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

8. Attendance, Absence, Lateness, Incomplete:

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A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when

an incomplete contract is signed and approved.

9. Course Outcome:

- Understand the techniques of moral reasoning and argumentation that are needed to analyze moral issues in business;
- Analyze the presuppositions of business—both moral presuppositions and the presuppositions from a moral point of view;
- Evaluate the individual actions in economic and business transactions within a variety of moral frameworks;
- Apply general ethical principles to particular cases or practices in business;
- Critically evaluate the morality of the American free-enterprise system;
- Critically evaluate the comparative morality of various different types of economic systems;

10. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

11. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the semester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

12. The Learning Environment:

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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.

- Each student turns in work that is his or her own.
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- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	POL 120
Course Title:	American Political Thought
Credit Hours:	3
Prerequisite:	N/A
Term:	FA 2018
Class Time:	W 9:00-12:45
Class Room:	3
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

Catalog Description:

This course is an introduction to American political institutions and behavior. It is a study of governmental politics, functions, and programs. It introduces the primary intellectual traditions and key political questions that have motivated and shaped American political thought. It also covers the public opinion, political culture, parties, and elections of the United States.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

The Basics of American Politics. 16th ed., by Gary Wasserman. Published by Pearson, ISBN 9780135213919.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 20%
Midterm Paper ……..… 30%
Final Exam ……..…….. 30%
Term Paper …….. 30%

The course grades are assigned as:
90 – 100% = A-

80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a "Theodore Roosevelt's Contributions To American Political Thought". Throughout his tenure as a civil servant, Theodore Roosevelt perpetually involved himself in matters of reform. Well read and well traveled, Roosevelt expressed his wide array of political thought out of experience as well as an underlying desire to see the United States establish itself as a world power under the ideals of a democratic republic -- a wolf amongst sheep on the world scene. The nation's twenty-sixth president laid the framework for foreign policy as we know it. He pressed reform amongst big business, and rallied for the rights of the laborer. Conservationism as well as environmental protection and preservation became issues at the forefront of Teddy's agenda. Another vital contribution to American political thought was Roosevelt's idea of the "New Nationalism," an analysis of American society and the roles which government and individuals ought to play. Theodore Roosevelt's progressive attitude, adherence to a strong moral basis, and genuine concern for his fellow countrymen all define him as a quintessential American political thinker.

Teddy Roosevelt always believed that in order to be appointed to a public office, that appointment should be based on merit rather than patronage. In 1889, President Benjamin Harrison appointed Roosevelt to the four-man Civil Service Commission. This was to be the beginning of the execution of Roosevelt's ideas of reform. He wanted to ensure that all government appointments were made on the merit system. "Against nothing is fearless and specific criticism more urgently needed than against the spoils system.' The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule

Class 1. Thinking about American Political Thought

Louis Hartz, The Liberal Tradition in America, ch. 1

Daniel Rodgers, "Republicanism: The Career of a Concept"

James Kloppenberg, "The Virtues of Liberalism"

Rogers Smith, "Beyond Tocqueville, Myrdal and Hartz," APSR (1993)

Keith Whittington, "Introduction to American Political Thought"

Class 2. Colonial Thought

John Winthrop, "Little Speech on Liberty"

Roger Williams, The Bloody Tenent

John Cotton, "Limitation of Government"

John Wise, A Vindication of the Government of New England Churches

John Winthrop, A Modell of Christian Charity

Benjamin Franklin, "The Way to Wealth"

Class 3. Revolution

Thomas Paine, Common Sense

John Dickinson, Letters from a Farmer in Pennsylvania

Daniel Leonard, Massachusettensis

Jonathan Boucher, "On Civil Liberty, Passive Obedience, and Nonresistance"

Thomas Jefferson, Declaration of Independence

Class 4. Founding

John Adams, "Thoughts on Government"

Carter Braxton, An Address to the Convention of the Colony

Alexander Hamilton, Letter to James Duane

James Madison, "Vices of the Political System of the United States"

The Federalist Papers

Class 5. The "Other" Founding

Samuel Adams, Creed of Good Americans

Dissent of Pennsylvania Minority

Richard Henry Lee, Letters from a Federal Farmer

Robert Yates, "Brutus"

Correspondence of Thomas Jefferson and James Madison

Correspondence of Abigail Adams and John Adams

Launching American Politics

Alexander Hamilton, First Report on Public Credit

Alexander Hamilton, Report on Manufacturers

Alexander Hamilton, “Tully”

George Washington, Farewell Address

Thomas Jefferson, First Inaugural Address

Thomas Jefferson, To the Danbury Baptists

Thomas Jefferson, To Samuel Kercheval

Thomas Jefferson, To John Adams

Fisher Ames, “The Mire of Democracy”

Class 6 Midterm Exam

Class 7. Democratizing Politics

Selections from New York Constitutional Convention of 1821

Selections from Virginia Constitutional Convention of 1829

George Bancroft, “Office of the People in Art, Government and Religion”

Horace Greeley, “Why I am a Whig”

George Colton, “Responsibility of the Ballot Box”

Elizabeth Cady Stanton, “Seneca Falls Declaration of Sentiments”

Andrew Jackson, Veto of the Bank Bill

William Leggett, “True Functions of Government”

Henry Clay, Speech on the American System

Class 8. Individualism

Henry David Thoreau, “Civil Disobedience”

Ralph Waldo Emerson, “Self-Reliance”

Ralph Waldo Emerson, “On Politics”

John C. Calhoun, A Disquisition on Government

Theodore Parker, “Law of God and the Statutes of Men”

Class 9. America in the World

George Washington, Farewell Address

John Quincy Adams, Speech on Independence Day

James Monroe, Seventh Annual Message

Samuel F.B. Morse, Imminent Dangers to the Free Institutions of the United States

John L. O'Sullivan, "Manifest Destiny"

Robert Winthrop and John Chipman, The Oregon Question and Manifest Destiny

Charles Sumner, The True Grandeur of Nations

Adin Ballou, Christian Non-Resistance

Class 10. Slavery and Equality

Thomas Jefferson, Notes on the State of Virginia

Correspondence of Benjamin Banneker and Thomas Jefferson

William Lloyd Garrison, Declaration of Principles of the Liberator

Frederick Douglass, "What to the Slave is the Fourth of July?"

William West, "Wages Slavery and Chattel Slavery"

George Fitzhugh, Cannibals All!

James Hammond, Speech to the Senate on Slavery

Abraham Lincoln, Speech at New Haven

Class 11. Union

John Marshall, Opinion in McCulloch v. Maryland

John Taylor, Constructions Construed and Constitutions Vindicated

Daniel Webster, Second Speech on Foot's Resolution

John Calhoun, Fort Hill Address

Abraham Lincoln, House Divided Speech at Springfield

Abraham Lincoln, First Inaugural

Alexander H. Stephens, A Constitutional view of the Late War Between the States

Texas v. White

Class 12. Final Exam

Classroom Policies:

Teaching procedures for this course will include online classes, professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Upon successful completion of this course, students will be able to:

1. compare and contrast the differing opinions on the role of the government that the founders expressed;
2. possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought;
3. examine the evolution of race in the American political system;
4. identify the major research traditions that structure the study of politics;
5. Analyze, think, and write critically about political theories and situations.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

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The Learning Environment:

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- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

Reagan National University

Syllabus

1. Administrative Information:

Course Number:	POL 130
Course Title:	Climate Changes and International Politics
Credit Hours:	3
Prerequisite:	N/A
Term:	SP 2019
Class Time:	Monday 14:00-17:45
Class Room:	3
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course introduces the complex political phenomenon as climate change in decision-making in international society. It explores the difficulty to build collective action at the global level. It discusses possible avenues forward and the sources and impacts of climate change at international policies. It also covers the world's effort to effectively meet the prospect of catastrophic climate change.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

International Relations and Global Climate Change by Urs Luterbacher, Detlef F. Sprinz ISBN-13: 978-0262621496

Something New Under the Sun: An Environmental History of the Twentieth-Century World by J. R. McNeill ISBN-13: 978-0393321838

5. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 20%
Term Paper……. 20%

Midterm …… 30%
Final …….. 30%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a "The Problem Of Climate Change". Anthony Giddens believes that the main reason why we ignore the problems of the climate is our obsession with immediate problems. He believes that we do not care about what will happen ten, twenty, or fifty years from now, and that we rather worry about what is going to happen today (Giddens, 2009). He claims that the international community does in fact see that the future of the world is at risk due to climate change, but other impeding problems like war, poverty, and economic status is more important to them. He does not see the world as having a "systematic politics of climate change" hindering any chance of significant climate change measures to be done (Giddens, 2009). He concludes by claiming that politics will hold up the bill indefinitely and that energy security is the most valued entity that these governments protect.

Paul G. Harris exams the growth of climate change after policy was put into place in the late 1990s. He shows how the problem has only increased, and how there is now a general consensus in the scientific community that the effects are only going to get worse (Harris, 2010). The climate change issue has a strong correlation to the rise in poverty throughout the world, as climate change creates more poverty, and poverty has a negative effect on climate change. Sadly enough, Harris shows that those who suffer the most from climate change are the ones who contribute the least to it, like the middle class (Harris, 2010). As the problem gets worse, there is little being done to slow down the effects of climate change because the international community is looking at the nations to take initiative, and the nations are looking at the international community (Harris, 2010). The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule

Class 1. Introduction

Causes, impacts and current debates

Class 2. IR and Climate Change I

Realism and hegemony

Class 3. IR and Climate Change II

Liberalism and liberal institutionalism

Class 4. IR and Climate Change III

Complexes and regime theory

Class 5. Political Ideology and Climate Change

Risk, perceptions and cost-benefit analysis

Political Interests and Climate Change

Class 6. Midterm Exam

Class 7. Materialism, Malthusianism, and the Epistemic Community

Climate Change Policy-making Issues I

Carbon regulation and market instruments

Class 8. Essay assigned

Climate Change Policy-making Issues II

The changing climate policy agenda

Class 9. International Climate Negotiations: the 'why'

International organizations

International Climate Negotiations: the 'who' States, domestic preferences and international positions

Class 10. International Climate Negotiations: the strategies

Agenda-setting and climate diplomacy

Class 11. International Climate Negotiations: the outcomes

The implications of decision-making

Further investigation
On data, methods and analysis

Class 12. Final Exam

6. Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook

on the University web-site or in the University catalog.

7. Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

8. Course Outcome:

On successful completion of this module, students will be able to:

1. be exposed to a range of current critical issues relative to climate change;
2. understand the interplay between the science and politics of climate change;
3. examine the broad and deep domestic and international policy debates and options in climate changes;
4. intertwine relationships between scientific and political systems that shape climate change policy;
5. discuss the role of globalization in the face of global climate change.

9. Moodle Forum:

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10. Academic Honesty:

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11. Special Needs and Accommodations:

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12. The Learning Environment:

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	SCI 124
Course Title:	Introduction to Chemistry
Credit Hours:	3
Prerequisite:	N/A
Term:	SP 2019
Class Time:	W 14:00-17:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

Catalog Description:

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity and mole concepts. Topics includes the concept of energy and its uses, gas laws, kinetic molecular theory, laws of chemical combination, atomic and molecular structure, periodic classification of the elements, and chemical bonding.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Denniston, Topping, and Caret, "General, Organic, and Biochemistry," 9th Edition, McGraw Hill, ISBN-13: 978-0078021541 and the accompanying "Student Study Guide/Solutions Manual."

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Term Paper ……. 20%
Midterm …… 30%
Final …….. 40%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a "Using Chemicals as Weapons in War". There has been war since man has been on Earth. Over time, war tactics, weapon, armor, and even the soldier has changed. The main weapon that has changed the battlefield has been the use of chemicals to stun, immobilize, or cause death. Chemical warfare isn't a new form of fighting; it has been around since 400 B.C., but even a powerful and versatile weapon has its disadvantages. Nature always finds a way to fight in a battle too. The threat of a chemical attack haunts every country today. The extreme tension in the Middle East leaves the United States crippled because of their supply of chemical weapons and nervous about what the future will hold. The advancements in chemistry has altered the war front since its introduction during ancient history until present conflicts, and it will continue to evolve become more of a threat in the future.

Chemistry has been used in war since ancient history. At this time, life and war were very simple. The battlefield looked different, had different rules, different weapons, and different armor. In the time of the Greek Spartans, the greatest warriors of the ancient world, they discovered that mixing copper and tin while melted created a compound metal that was very hard and easy to produce. This new metal was Bronze (Grossman). Fighting was usually fought with swords, bow and arrows, and any other weapon that would cause serious damage. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule:

Class	TOPIC	READING
1	Chemistry: Methods & Measurements	Chapter 1
2	Structure of the Atom & the Periodic Table	Chapter 2
3	Structure & Properties of Ionic & Covalent Compounds	Chapter 3
4	Calculations and the Chemical Equation	Chapter 4

5	States of Matter: Gases, Liquids, and Solids	Chapter 5
6	Midterm Exam	
7	Properties of Solutions	Chapter 6
8	Energy, Rate, and Equilibrium	Chapter 7
9	Acids and Bases and Oxidation-Reduction	Chapter 8
10	The Nucleus, Radioactivity & Nuclear Medicine	Chapter 9
	An Introduction to Organic Chemistry: The Saturated Hydrocarbons	Chapter 10
11	The Unsaturated Hydrocarbons: Alkenes, Alkyn and Aromatics	Chapter 11
	Review for final exam	
12	Final Exam	

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

At the end of the course, students will be able to:

1. Understand and be able to explain the general principles, laws, and theories of chemistry that are discussed and presented throughout the quadmester.
2. Use critical thinking and logic in the solution of problems.
3. Apply learned chemistry skills to new situations.
4. Demonstrate an understanding of chemistry through technological advancement.
5. Apply chemical principles in the laboratory setting.
6. Develop independent and cooperative learning skills.
7. Recognize and acquire attitudes that are characteristic of the successful worker regardless of the major field of study.
8. Develop an awareness of the value of chemistry in our daily living.

Moodle Forum:

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counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

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Special Needs and Accommodations:

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The Learning Environment:

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	SCI 134
Course Title:	Introduction to Biology
Credit Hours:	3
Prerequisite:	N/A
Term:	WI 2019
Class Time:	Monday 14:00 – 17:45
Class Room:	4
Instructor:	[redacted]
Office Hours:	M 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

Catalog Description:

This course introduces to basic principles of biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology and evolution. Functions of cellular organelles, including protein synthesis, genetics, cellular respiration, and cell reproduction will be emphasized. Topics include chemistry of living organisms, cell structure and function, energy and its transformations, cell division process, genetics and review of current biology research will be covered.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Campbell Biology (11th Edition) by Jane B. Reece, Lisa A. Urry, Michael L. Cain ISBN-13: 978-0134093413.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%

Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a "The World of Biotechnology". According to Campbell et al. (2008) biotechnology is the manipulation of organism or their components to make useful products. The word "Biotechnology" originates from the word "Biology" and "Technology". By looking at the word, we can say that biotechnology is a technology based on biology. Human had practiced biotechnology since centuries ago mostly involving food. Biotechnology can be classify into two; traditional and modern biotechnology.

Traditional biotechnology is a way of using living organism to make new product or manipulate the existing ones. It relies on nature and natural processes. Traditional biotechnology processes often takes a longer time to get the desired product as the chemical reactions carried out by the microorganism are slow. Traditional biotechnology involves fermentation of food and beverage, animal and plant breeding, and the utilization of waste product. All these processes occurs over a time until the final product can be obtained.

Whereas modern biotechnology are related manipulation of genes, cells and living tissue with controlled manner to make any changes in the genetic make-up of an organism. Other modern biotechnology involves protein or enzyme manipulation and manipulation of reproduction process. Biotechnology are aiming to improve the quality of lives. In the recent years, modern biotechnology industries are growing at a fast pace and more biotechnology products are being produce and used, especially in medical industry. With the advancement of modern biotechnology, more medicines and vaccines were produced to help in life saving.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule

Class	TOPIC	READING (optional in parenthesis)
1	Introduction, Scientific Method, Molecules	1 (2) 3 + Understanding Science site: see Sakai assignments
	Prokaryotes, Eukaryotes	16: modules 16.1-16.11
	Cell Structure, Cell Function	4, 5
2	Harvesting Energy	6
	Photosynthesis	7
	Cell Cycle: Mitosis, Meiosis	8, and 11.15-11.19
3	Introduction to Inheritance	9
	Introduction to DNA	10.1-10.15
4	Protein Synthesis	10
	Control of Gene Expression, Human Genetics	11
5	Evolutionary History, Population Genetics	13
	Speciation	14
6	Midterm Exam	
7	Introduction to Organisms **(a hodge podge)**	15.3-4 &10-19; 20.1-2&12-1
	Chemical Regulation in Animals	26
8	Reproduction	27
	Hormonal Control of Reproduction	27
9	Plant Reproduction and Control	31.9-31.15, 33.1-33.9
	Biosphere & Population Ecology	34.1-4, 34.9,-34.18, 36
10	Community & Ecosystem Ecology	37
11	Behavior	35
12	**FINAL EXAM**	

Classroom Policies:

Teaching procedures for this course will include online classes, professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

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Course Outcome:

At the end of the course, students will be able to:

1. analyze problems that integrate basic knowledge associated with modern biology and its sub-disciplines;
2. identify the chemicals of life and how they interact at the cellular level;
3. discuss the diversity of life, including bacteria, fungi, plants, animals, and viruses;
4. have a basic knowledge and understanding of plant form, function, and reproduction;
5. explain principles of genetics and solve genetic problems;
6. understand and explain cell division, DNA replication and protein synthesis.

Moodle Forum:

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- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	SCI 144
Course Title:	Introduction to Physics
Credit Hours:	3
Prerequisite:	N/A
Term:	WI 2019
Class Time:	SA 2:00 – 5:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

Catalog Description:

This course covers an introduction to fundamental principles of mechanics, waves, heat, electricity and magnetism, light, atomic and nuclear physics are covered. This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Physics, Douglas C. Giancoli, 7th edition, Prentice Hall Publisher.
ISBN-13: 978-0321625922
Physlet Physics, Christian & Belloni, 4th ed. Pearson Publisher
ISBN-13 978-0-13-101969-0

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Term Paper 20%
Midterm 40%

Final …….. 40%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper:

Term paper requires students to write a "Solar Physics". The star we call the Sun has a number of small objects circling around it. Many other stars in our Galaxy have objects orbiting them too and astronomers have recently discovered a few of these other systems already. The largest members of the Sun's family are called planets, and one of these we call home. That planet, Earth, has many unique characteristics that enable life to exist on it. What are the other planets like? We have learned more about our solar system in the past few decades than probably any other field of astronomy. The planets are no longer just objects up in our sky, but places we have been and explored---worlds in their own right. To give an adequate coverage of each of the planets would fill up a whole book (or more)! Since this web site is an introduction to all of astronomy, I will not explore each planet individually. Instead, I will focus on the common characteristics of the planets such as their Distance relative to us, mass, size and etc.

Several hundred years ago Copernicus was able to determine approximate distances between the planets through trigonometry. The distances were all found relative to the distance between the Earth and the Sun, the astronomical unit. Kepler refined these measurements to take into account the elliptical orbits. However, they did not know how large an astronomical unit was.

To establish an absolute distance scale, the actual distance to one of the planets had to be measured. Distances to Venus and Mars were measured from the parallax effect by observers at different parts of the Earth when the planets were closest to the Earth.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule:

Class	TOPIC	READING
1	Introduction A. Physics defined and relationships to other fields B. Models and Theories C. Orders of Magnitude	Chapter 1
2	Kinematics in One Dimension A. Speed, Velocity and Displacement B. Frames of Reference C. Acceleration D. Free Falling Motion	Chapter 2
3	Kinematics in Two Dimensions A. Adding vectors using graphical techniques B. Using analytical methods for adding vectors C. Projectile motion	Chapter 3
4	Dynamics A. Force B. Newton's Laws of Motion C. Weight D. Friction and Inclines	Chapter 4
5	Circular Motion A. Kinematics of circular motion B. Dynamics of circular motion C. Gravitation D. Satellites and Weightlessness E. Kepler's laws and Newton's Synthesis F. Fundamental forces	Chapter 5
	Work and Energy A. Work B. Kinetic Energy C. Potential Energy D. Conservation of Energy E. Power	Chapter 6
6	Midterm Exam	
7	Linear Momentum A. Momentum and force B. Conservation of momentum C. Collisions and impulse D. Center of mass	Chapter 7
8	Rotational Motion A. Angular quantities B. Kinematics of uniformly accelerated rotational motion C. Torque D. Rotational Dynamics E. Rotational Kinetic Energy F. Angular Momentum	Chapter 8
9	Bodies in Equilibrium A. Statics and Equilibrium B. Statics problems	Chapter 9
	Temperature and Kinetic Energy A. Temperature B. Expansion C. The Gas Laws and Absolute Temperature D. Kinetic Theory	Chapter 13
10	Heat A. Heat and Energy B. Specific Heat and Calorimetry C. Latent Heat	Chapter 14

	D. Heat Transfer	
11	Vibrations and Waves A. Simple Harmonic Motion B. The Pendulum C. Resonance	Chapter 11
	Review for final exam	
12	Final Exam	

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

At the end of the course, students will be able to:

1. Analyze elementary motion problems involving constant acceleration or uniform circular motion.
2. Apply Newton's Laws of Motion, and Newton's Law of Universal Gravitation, in common introductory problems.
3. Understand introductory concepts involved in momentum and energy conservation.
4. Apply introductory principles dealing with oscillations and wave propagation.
5. Analyze elementary problems involving both the particle and wave nature of light.
6. Understand certain elementary concepts in electricity and magnetism, including Coulomb and magnetic forces, fields, and circuits Develop independent and cooperative learning skills.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be

counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	SCI 154
Course Title:	Introduction to Geology
Credit Hours:	3
Prerequisite:	N/A
Term:	SP 2019
Class Time:	W 9:00-12:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

Catalog Description:

This course is a general survey of the rocks and minerals composing the earth. It focuses on the chemistry and properties of minerals, the composition of igneous, sedimentary and metamorphic rocks. It examines the common rock-forming minerals and their properties, different geologic environments, plate tectonics and other issues related to geology.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Understanding Earth 7th ed. by John Grotzinger, Thomas H. Jordan ISBN-13: 9781464175077.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Term Paper ……. 20%
Midterm …… 30%
Final …….. 40%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a "Earths Interior". For millennia mankind has inhabited the third planet from the sun; the planet that supports life and is know to us as Earth. Although there has been life on Earth for quite sometime, it is only in the past few centuries that man has come to learn about what makes up the interior of this planet.

The English scientist, Isaac Newton, can be seen as a pioneer in regards to learning about the Earth's interior, as he calculated from his studies of planets and the force of gravity, that the average density of the Earth is twice that of surface rocks and therefore that the Earth's interior must be composed of a much denser material[1]. Our knowledge of what's inside the Earth has improved immensely since Newton's time, but his estimate of the density remains essentially unchanged.

So what is this new knowledge of the Earth's interior?

A round sphere with many layers, all varying in thickness, each having it's own colour and taste…' this is a description of a gob-stopper and also bares a close resemblance to the internal structure of the Earth; a sphere divided into three layers, differing in density, composition, strength, and state.

The densest of these layers is the core, which is composed largely of metallic iron, with small amounts of nickel and other elements[2]. The less dense mantle then covers this layer, being composed of magnesium and iron silicates. The outermost layer is that of the crust, it has the lowest density of all the layers and can be separated further as its thickness varies greatly from place to place, with the difference being distinguished by land and sea and also its composition. For this reason the core is subdivided into the continental crust (average thickness 45km with a granitic composition) and the oceanic crust (average thickness 8km with a basaltic composition)[1]. Similarly the core can also be subdivided, but the difference is not one between compositions but one by physical state. The inner core of the Earth is solid iron; this is because it is under such high pressure, so high that temperature has no bearing on its state. The outer core has a balance between temperature and pressure so it's iron composition is in the molten state.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course schedule and content

Topics are subjected to change upon notice

Week	Topic
1	Plate tectonics Plate Tectonics
	Minerals Minerals
2	Igneous rocks Igneous rocks
	Weathering and soil Sedimentary rocks
3	Sedimentary rocks
4	Metamorphic rocks Metamorphic rocks
5	Geologic time
6	Midterm Exam
7	Geologic time Map basics
8	Geologic structure
	Surface water Map basics
9	Groundwater
10	Glacier and desert Topographic map
	Earthquake Topographic map
11	Earth interior
	Plate tectonics
12	Final Exam

Classroom Policies:

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Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Upon successfully completing this course, students will be able to:

- demonstrate an understanding of Earth processes, both internally and at the Earth's surface;
- distinguish common rocks and minerals;
- identify basic rock forming minerals and common igneous, sedimentary and metamorphic rocks;
- have the basic evidences and ideas that support the Theory of Plate Tectonics;
- develop topographic map and geologic map skills.

Moodle Forum:

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	SCI 160
Course Title:	Weather and Climates
Credit Hours:	3
Prerequisite:	N/A
Term:	SP 2019
Class Time:	Friday 9:00-12:30
Class Room:	1
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course introduces the basic of meteorology and the nature of relating to weather and the distribution of the climates of the earth. It focuses on short-term energy, atmospheric motion and moisture considerations along with weather forecasting. Topics like atmospheric structure, energy transfer, water balance, wind systems, air pollution and climate will be covered in this course.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Understanding Weather and Climate - 7th edition, by Edward Aguado and James E. Burt
ISBN13: 978-0321987303

5. Course Requirements:

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

<u>Examinations</u>

There are two in-class exams and they are scheduled as:

Midterm: 6th class period

Final: last class

6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%
Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

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So what is this new knowledge of the Earth's interior?

A round sphere with many layers, all varying in thickness, each having it's own color and