A. COURSE INFORMATION

Course number/section: BIMS 4311.001
Instructional method: 25-49% online
Class meeting time: T: 4:20 pm – 6:50 pm; On-line as indicated in schedule
Class location: Lecture: CI 112
Course Website: bb9.tamucc.edu

B. INSTRUCTOR INFORMATION

Instructor: Xavier F. Gonzales, PhD, MSPH
Office location: Tidal Hall 235
Office hours: T: 10:00 am-12:30pm & R: 3:30pm-6:00pm
Telephone: 361-825-3824
e-mail: Xavier.Gonzales@tamucc.edu
Appointments: email me to set up appointments
Email Responses: Only expect responses M-F from 10am-4pm.

C. COURSE DESCRIPTION

Catalog Course Description
This course is a study of the profile of cancer cells, and the various causes of human cancers. Contribution of heredity, environmental factors, and infectious agents to oncogenesis will be studied. Cancer screening, diagnosis, and treatment will be discussed. Various types of cancer will be presented. Research papers on the origin and treatment of these cancer types will be discussed.

Extended Course Description
This course will develop the students in Core Competencies that are common to professional and graduate schools through lectures, reading, quizzes, and activities centered cancer biology. The Core Competencies include Science, Interpersonal, Intrapersonal, Thinking and Reasoning. In particular, you will be challenged to achieve the following:

Science Competencies:

Living Systems - Applies knowledge and skill in the biological and chemical sciences to solve problems related to cancer biology

Interpersonal Competencies:

Teamwork - Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback
Oral Communication - Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.

**Intrapersonal Competencies:**

Ethical Responsibility to Self and Others - Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.

Reliability and Dependability - Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.

Resilience and Adaptability - Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.

Capacity for Improvement - Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

**Thinking and Reasoning Competencies:**

Critical Thinking - Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Quantitative Reasoning - Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

Scientific Inquiry - Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.

Written Communication - Effectively conveys information to others using written words and sentences.

For student development in the Core Competencies, this course will introduce the students to the molecular and cellular basis of cancer development. Research papers on mechanisms of cancer development will be discussed to provide awareness of scientific approaches used to investigate these processes.

What this all means is that in this course you will work in TEAMS, you will be asked to read primary research literature as well as review articles, you will be taking assessment quizzes to determine your understanding of the information, you will have to present information in oral and written form to your peers, and the instructor will be guiding you throughout the semester to make sure you are successful in the final project assessment.

**D. PREREQUISITES AND COREQUISITES**
E. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES

Recommended for Reference

Required Reading
Much of the lecture will be derived from assigned published manuscripts and the recommended text. Each of the papers that you will need for this class will be available for you to print from Blackboard. Be sure that you print the needed paper(s) and read them prior to the lecture for which it was assigned. Papers will be over recent primary journals. You must bring a copy of these papers to class. Assignments will be derived from these papers and the lecture material.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Assessment is a process used by instructors to help improve learning. Assessment is essential for effective learning because it provides feedback to both students and instructors. A critical step in this process is making clear the course’s student learning outcomes that describe what students are expected to learn to be successful in the course. The student learning outcomes for this course are listed below. By collecting data and sharing it with students on how well they are accomplishing these learning outcomes students can more efficiently and effectively focus their learning efforts. This information can also help instructors identify challenging areas for students and adjust their teaching approach to facilitate learning.

By the end of this course, students should be able to:

1. Differentiate a cancer cell from a normal cell
2. Summarize the ways in which cancers differ
3. Describe the invasion and metastasis process
4. Identify the causes of various cancers
5. Explain how infectious agents cause cancer
6. Summarize the role of oncogenes in cancer
7. Identify certain hereditary risk factors
8. Evaluate cancer diagnosis and treatment procedures

G. INSTRUCTIONAL METHODS AND ACTIVITIES

Learner-Centered Teaching: Collaborative work, control of content selection, personal reflection, learning skill demonstration
H. MAJOR COURSE REQUIREMENTS AND GRADING

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Group Primary Journal Reading Reports</td>
<td>20</td>
</tr>
<tr>
<td>Presentations on Review Journals</td>
<td>10</td>
</tr>
<tr>
<td>Group Project Proposal Presentations</td>
<td>20</td>
</tr>
<tr>
<td>Group Project Proposal</td>
<td>25</td>
</tr>
</tbody>
</table>

Grading scale: A>90%    B=80-89.9%    C=70-79.9%    D=60-69%    F<60%

Nature of Assignments:

Team Learning: We will use a team learning approach in this class. Groups will be established at the start of the course. Research examining team learning assignments show that the group score is HIGHER than individual scores and that students understand concepts much better as a result of discussing questions in groups. Sometimes each group member will submit answers individually and sometimes groups will submit group consensus answers to questions. We will use the team learning approach on in-class assignments.

TEAMS: Groups of Five. Each TEAM will consist of five roles:

Manager: Manages the group by helping to ensure that the group stays on task, is focused, and that there is room for everyone in the conversation. Sets GOALS for the team during each assignment. Evaluates each goal to determine if they are being met in a timely fashion. Reports accomplishments and challenges to the instructor through Blackboard. (Reports goals: 5 goals/online submission)

Recorder: Keeps a record of each members role that they play in the group during the assignment. The recorder also records critical points from the small group’s discussion along with findings or answers.

Spokesperson or Presenter: Presents the group’s ideas to the rest of the class. The Spokesperson should rely on the recorder’s notes to guide their report.

Reflctor or Strategy Analyst: Observes team dynamics and guides the consensus-building process (helps group members come to a common conclusion). Encourages group members to continue to think through their approaches and ideas. Lays out the plan for developing presentations.

Questioner: Pushes back when the team comes to consensus too quickly, without considering a number of options or points of view. The questioner makes sure that the
group hears varied points of view, and that the group is not avoiding potentially rich areas of disagreement. Checks over work in problem solving contexts before the group members finalize their answers.

Each TEAM member will be required to be in each of these roles throughout the semester.

**Attendance:** Attendance in this class is mandatory. There are no formal lectures, and no notes/PowerPoint slides to be posted online, so attendance to the class is integral, furthermore, participation in class discussions will make up a large portion of your grade.

**Participation:** This is a discussion-based course. Students will get credit toward their grade by participating in Blackboard Reflections online and through in class discussions and sharing of ideas. Vigorous discussion and debate is welcome, but respect for your fellow colleagues is expected at all times. Discussions will be moderated by the professor. In class participation will be evaluated on the following three criteria

- Asking questions regarding the literature
- Answering questions regarding the literature
- Making comments regarding the literature

**Goals Update:** The Goals Update is done by the manager for that week. There should be a new manager selected the week prior to the goals update. Which means when the manager is selected, they need to set at least five goals for the week and on the Goals Update present the goals with the accomplishments and needs.

**Quizzes:** will be comprised mainly of multiple choice questions. Some may be setup as matching or fill-in the blank. Problems and/or essay questions may appear on the exams. Most questions, including multiple choice questions typically require analysis and interpretation of data or experimental design to assess critical thinking skills.

*Quiz 7 will be Comprehensive and Online; I am only counting your top 6 quizzes.*

**READING REPORTS**

**Part 1**

1. Provide the title, author(s), date and source of each reading.
2. Indicate the senior author's affiliation (e.g. Department of Microbiology and Molecular Genetics, Michigan State University).
3. Observation that led to research (look in abstract and introduction)
   a. Describe 2–3 observations.
4. Question (try rewording the title)
   a. Identify the model organism/system.
   b. State why the model is an appropriate choice.
   c. State why the question is important (what did the authors hope to learn about the field?).
5. Hypotheses (usually not stated but implied in abstract or introduction; look for phrases like “this research shows…”)


a. Explain why these hypotheses make sense based on current knowledge (introduction).

6. Experiment (look at the figures to determine what they did)
   a. Choose 2–3 key figures that directly address the hypotheses.
   b. Restate the model organism/system (figure legend).
   c. Describe general experimental design; what was measured/compared and how?
   d. Describe the methods and controls (draw a flow diagram on the board when presenting).
   e. Explain why the choice of controls was appropriate.

Part 2.

7. Results (look at the figures first)
   a. Explain figures clearly; restate what is being compared to what for each one.
   b. Look for trends; e.g., What is increased over what?
   c. Identify the controls and how they validate the trends.
   d. Look for statistical analyses (figure legend or results) that validate the data.

8. Conclusion (based on the data, not on the discussion)
   a. Does the data support the hypotheses?
   b. Are there other possible explanations for the data?
   c. Is the data convincing (stats)?
   d. How could the experiment be improved?
   e. Why is the data interesting; how does it contribute to our understanding of the field?

Preferred methods of scholarly citations (Format from Microbiology journal)

Each group will develop a PowerPoint presentation and a Project Proposal

Rubric--Power Point Presentations
Peer Reviewer Name: _______________________

Reviewers: Please total the points and place at the listed spot at the end of the rubric.

Group Topic: ______________________________

Directions: Score as follows: 0 = Missing  1 = Poor  1.5 = Suboptimal  2 = Fair  3 = Good  4 = Very Good  4.5 = Excellent  5 = Flawless

Format
1. Students have slides with consistent format, background, and color scheme ______
2. Narrative slides are legible and do not have too many words/facts on a single slide ______
3. Narrative slides contain tables, figures, and graphs that help to tell the story ______
4. Graphs/tables are clear, concise and accurate with correctly-labeled axes, labels ______
5. Order of presentation tells a clear, logical story of the information presented. ______
Content
1. Students had sufficient knowledge about area of presentation. ______
2. Students understood area well enough to explain content. ______
3. Students presented scientific content in a coherent fashion. ______
4. Students cited/acknowledged work done by others. ______
5. Students integrated references into topic. ______

Oral Presentation of Power Point Presentation
1. Presenters spoke in an adequate amount of time to allow a clear understanding. _____
2. Presenters gave presentation in logical format ______
3. Presenters clearly articulated major points of the work._____
4. Presenters gave a talk that was concise in describing work presented. ____
5. Presenters gave a talk that was relatively free of grammatical errors. _____
6. Presenters adequately handled questions at the end of the presentation. ______
7. Presenters spoke without many pauses, giggles, “uhhs,” “you knows,” and “likes.” ______
8. Presenters exhibited professionalism in making presentation. (Not Strict on Attire) ______
9. Presenters gestured to words/graphics._____
10. Presenters talked to audience, not to wall, slides, or inanimate objects. _____

Peer Reviewer Total Points:_____

Cancer Initiative Project Development

The National Cancer Institute (NCI) is the federal government's principal agency for cancer research and training.

NCI Mission Statement

NCI leads, conducts, and supports cancer research across the nation to advance scientific knowledge and help all people live longer, healthier lives.

NCI Leads the National Cancer Program

As the leader of the cancer research enterprise, collectively known as the National Cancer Program, and the largest funder of cancer research in the world, NCI manages a broad range of research, training, and information dissemination activities that reach across the entire country, meeting the needs of all demographics—rich and poor, urban and rural, and all racial/ethnic populations. Specifically, NCI focuses on two broad roles: Cancer Research & Training and Support for Cancer Researchers
NCI has worked to leverage its role as the leader of the National Cancer Program to expand our understanding of cancer and to translate new knowledge into better cancer prevention and treatment. Although the majority of NCI’s funding supports investigator-initiated science, the institute also invests in major research initiatives to facilitate and support research on specific issues of importance to the cancer research enterprise. Some of these key initiatives include:

For this class we will focus on Lung & Pancreatic Cancer

1) NCI’s Role in Immunotherapy Research
2) The RAS Initiative
3) NCI Community Oncology Research Program (NCORP): For this class we will determine needs in the Coastal Bend
4) Cancer Moonshot
5) National Clinical Trials Network (NCTN)
6) NCI Genomic Data Commons (GDC)

<table>
<thead>
<tr>
<th>Pancreatic Cancer</th>
<th>Lung Cancer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group Benign</td>
<td>5. Group Adenomas</td>
</tr>
<tr>
<td>2. Group Malignant</td>
<td>6. Group Sarcomas</td>
</tr>
<tr>
<td>4. Group Carcinoma</td>
<td>8. Group Melanomas</td>
</tr>
</tbody>
</table>

The goal is to develop a research project. The precision medicine groups will all be developing a research study to impede lung cancer and the RAS groups will all be developing a research study to impede pancreatic cancer. The final is a debate to identify which are the two projects that should receive funding to complete their research.

Points to a strong research study:

**Significance.** Does the project address an important problem or a critical barrier to progress in the field? Is there a strong scientific premise for the project? If the aims of the project are achieved, how will scientific knowledge, technical capability, and/or clinical practice be improved? How will successful completion of the aims change the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field?

**Innovation.** Does the project challenge and seek to shift current research or clinical practice paradigms by utilizing novel theoretical concepts, approaches or methodologies, instrumentation, or interventions? Are the concepts, approaches or methodologies, instrumentation, or
interventions novel to one field of research or novel in a broad sense? Is a refinement, improvement, or new application of theoretical concepts, approaches or methodologies, instrumentation, or interventions proposed?

**Approach.** Are the overall strategy, methodology, and analyses well-reasoned and appropriate to accomplish the specific aims of the project? Have the investigators presented strategies to ensure a robust and unbiased approach, as appropriate for the work proposed? Are potential problems, alternative strategies, and benchmarks for success presented? If the project is in the early stages of development, will the strategy establish feasibility and will particularly risky aspects be managed? Have the investigators presented adequate plans to address relevant biological variables, such as sex, for studies in vertebrate animals or human subjects? If the project involves clinical research, are the plans for 1) protection of human subjects from research risks, and 2) inclusion of minorities and members of both sexes/genders, as well as the inclusion of children, justified in terms of the scientific goals and research strategy proposed?

### I. COURSE CONTENT/SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities Due</th>
<th>Journal Reading</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27</td>
<td>Course Introduction &amp; Expectations</td>
<td>Develop Groups &amp; Roles</td>
<td>Vargas &amp; Harris</td>
<td></td>
</tr>
<tr>
<td>09/03</td>
<td>Cancer Genetics</td>
<td>Discussion/Goals Update 1: Ex: Read Vargas &amp; Harris Journals, familiarize syllabus, meet w/group to discuss paper, etc.</td>
<td>Vargas &amp; Harris</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>Cancer Genetics (Online)</td>
<td>Online Activity</td>
<td>Vargas &amp; Harris</td>
<td>1</td>
</tr>
<tr>
<td>09/17</td>
<td>Cancer Genetics</td>
<td>Lung Cancer Groups</td>
<td>Hanahan &amp; Weinberg</td>
<td>2</td>
</tr>
<tr>
<td>09/24</td>
<td>Nature of Cancer</td>
<td></td>
<td>Hanahan &amp; Weinberg</td>
<td>3</td>
</tr>
<tr>
<td>10/01</td>
<td>Cellular Oncogenes</td>
<td>Discussion/Goals Update 2: Ex: Read Oldfield Journal, familiarize syllabus, meet w/group to discuss paper, etc.</td>
<td>Oldfield</td>
<td></td>
</tr>
<tr>
<td>10/08</td>
<td>Cellular Oncogenes (Online)</td>
<td>Online Activity</td>
<td>Oldfield</td>
<td>4</td>
</tr>
<tr>
<td>10/15</td>
<td>Cellular Oncogenes</td>
<td>Pancreatic Cancer Groups</td>
<td>Oldfield</td>
<td>5</td>
</tr>
<tr>
<td>10/22</td>
<td>Growth Factors &amp; Receptors</td>
<td>Discussion/Goals Update 3: Ex: Read Primary 1 Journal, familiarize syllabus, meet w/group to discuss paper, etc.</td>
<td>Primary 1</td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td>Growth Factors &amp; Receptors (Online)</td>
<td>Online Activity</td>
<td>Primary 1</td>
<td>6</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Event/Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/05</td>
<td>Cellular Signaling</td>
<td>Discussion/Goals Update 4: Ex: Read Primary 2 Journal, familiarize syllabus, meet w/group to discuss paper, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>Cellular Signaling (Online)</td>
<td>Online Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/19</td>
<td>Community Oncology</td>
<td>Discussion/Goals Update 5: Ex: Group to Discuss &amp; Prepare Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/05</td>
<td>Reading Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check</td>
<td>Schedule</td>
<td>Final Project Proposal Debate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Changes in this course schedule may be necessary and will be announced to the class by the Instructor in Blackboard announcements. The assignments and exams shown are directly related to the Student Learning Outcomes described in Section F.

J. COURSE POLICIES

Emails
I am happy to communicate with you through emails but I do expect you to do so in a professional manner. Emails are not text messages, therefore, do not right them in that style. I expect an approprieate salutation followed by a brief explanation of the purpose of your email. I would prefer that you ask everything at once and it would be best to put all your questions in bullets to allow me to answer behind the question. Further, I do not answer emails on the weekend. If you sent your email during professional working hours (M-R: 9am-5pm) and it did not get answered after 24hrs it was more than likely lost in all my emails. Please resend the email.

Attendance/Tardiness
Attendance: Students are expected to attend every scheduled class. It is the responsibility of the student to obtain any material missed during an absence from his/her classmates. Tardiness: Students may enter when late but be respectful of your peers and do not disrupt the class as you enter.

Late Work and Make-up Quizzes
No late work will be accepted. One quiz can be dropped. It is your responsibility to review the syllabus for when items are due. It is also your responsibility to get it turned in through the appropriate outlet on the designated day.

Extra Credit
Missed extra credit opportunities--Instructor is not obligated to give make-up
assignments for extra credit opportunities, whether excused or unexcused.

Cell Phone Use
Lecture: Students are not allowed to use cell phones in class. Students will be asked to leave the room if found using cell phones in class. If it is urgent for you to use your phone feel free to exit the room to utilize your phone.

Laptop Use
Lecture: Students may utilize their laptops as long as it does not disrupt others in class.

Food in Class
Lecture: Students may eat food as long as it does not disrupt others in class. It is the student’s responsibility to clean up after themselves. If you fail to do so, you will no longer be allowed to have food in class.

Missed Quizzes
No make-up quizzes will be given; one quiz can be dropped.

Participation
Lecture: Students are required to participate in all group activities. Peer evaluations will be given with each activity to determine your final assessment.

BlackBoard and Other Electronic Resources:
Students are responsible for visiting the course BlackBoard site regularly. Updates to lecture outlines or study guides and other information, such as homework assignments, will be available on this site.
If you have never used BlackBoard before, click on Island Online on the homepage, choose BlackBoard under “Island Online Login” and then on “I am a new user” and follow the instructions. If you have any problems logging into BlackBoard, please call the Online Help Desk at x2825 (or 825-2825 from off-campus or 1-866-353-2491 for long distance).

K. COLLEGE AND UNIVERSITY POLICIES

- **Academic Integrity (University)**
  University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

- **Classroom/Professional Behavior**
  Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under
Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

- **Statement of Civility**
  Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

- **Deadline for Dropping a Course with a Grade of W (University)**
  I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please consult the Academic Calendar ([http://www.tamucc.edu/academics/calendar/](http://www.tamucc.edu/academics/calendar/)) for the last day to drop a course.

- **Grade Appeals (College of Science and Engineering)**
  As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html), and the College of Science and Engineering Grade Appeals webpage at [http://sci.tamucc.edu/students/GradeAppeal.html](http://sci.tamucc.edu/students/GradeAppeal.html). For assistance and/or guidance in the grade appeal process, students may contact the chair or director of the appropriate department or school, the Office of the College of Science and Engineering Dean, or the Office of the Provost.
Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call (361) 825-5816 or visit Disability Services in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

http://disabilityservices.tamucc.edu/

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

L. OTHER INFORMATION

Academic Advising
The College of Science & Engineering requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. Meetings are by appointment only; advisors do not take walk-ins. Please call or stop by the Advising Center to check availability and schedule an appointment. The College’s Academic Advising Center is located in Center for Instruction 350 or can be reached at (361) 825-3928.

GENERAL DISCLAIMER
I reserve the right to modify the information, schedule, assignments, deadlines, and course policies in this syllabus if and when necessary. I will announce such changes in a timely manner during regularly scheduled lecture periods.