

## **Physics 451/Women 485 Course Requirements**

*This is a reading, writing, and discussion course. These are the major requirements*

### **3 Credit Students:**

- Participating in class discussion (with evidence of having completed the readings) (12% of final grade)
- Leading/facilitating a class presentation, and a report on this presentation (28% of final grade, partly by peer evaluation)
- Preparing four short reports (60% of final grade)

### **5 credit students:**

- The above requirements (renormalized to total 60% of the final grade)
- Research and policy papers (40% of final grade).

### **Submission Format:**

All electronic submissions should be submitted at the Electronic Submission Site or emailed to [wost@u.washington.edu](mailto:wost@u.washington.edu). Admissible formats are text, html source, MSWord and PDF. All hard-copy submissions should be submitted in duplicate.

### **Class Participation:**

Class participation refers to your:

- Participation in class discussions
- Asking questions of speakers and panel members
- Completion of the peer evaluations in a timely, fair and thoughtful manner
- Participation in class chat room

Your class participation should follow from the readings and the speaker's presentations. You are expected to complete assigned reading(s) before each class. Participation that is grounded on the readings -- whether reporting on them or critically assessing them against other knowledge you have or your own experiences -- will be considered of a high quality. Thoughtful responses to others' comments, reflections from your own experiences, sharing of materials that you have observed on TV or read in the paper are also forms of class participation, but participation that consists only of these forms is not sufficient. Questions for class discussion or for the speakers may also be submitted electronically by 11 a.m. on the day of the class, and follow-up discussion may take place in the class chat room.

[NOTE: If you find active class participation very difficult but want to stay in this class we might explore other alternatives. You need to consult with instructors immediately about this issue.]

As part of your class participation you will evaluate each student presentation. Using a form that lists the criteria to be used, you will evaluate the presentations. This form is to be submitted through the web page within a week of the presentation. (Because your classmates' grades are affected by this rating, no delays are possible. If you miss a class

presentation, turn in an evaluation of the readings.) Giving the same rating to all criteria and/or all respondents does not qualify as a fair or thoughtful evaluation.

We require everyone in this class to use e-mail and the world-wide web regularly. Minimally the e-mail will be used to forward information that is pertinent to the class. Optimally, students will continue class discussion (or initiate discussions of the readings before class) in the class chat room.

### **Class Presentation:**

Each student will make a class presentation on one of the topics marked with bullets in the syllabus. Students may work in teams of up to 3 people depending on the size of the class; students must agree about grading by the time that the abstract for the presentation is submitted. In your presentation you will provide:

- Definitions of the issue under consideration
- Relevant statistics about the issue, if appropriate
- Frameworks or theories behind the readings chosen
- Results or conclusions reached by the authors
- Your own critical analysis or interpretation of the readings

These presentations should take about 25 minutes per student presenting, including time (1/3 total) for a class discussion. A typical group of two will use most of a 50 minute class period, including 15-20 minutes for discussion, while a student working alone will present for 15-20 minutes, plus 10-15 minutes discussion.

Students must agree among themselves about the division of labor for all of the steps below since 2/3 of your grade on class presentation will be graded jointly with your co-presenters. As part of your class proposal please describe what agreements you have made among yourselves regarding division of labor. If after reaching this agreement difficulties arise, please communicate with the instructors before the graded activities (writing of the abstract and list of readings, presentation) are due. If you wish separate evaluations and grading of your oral presentation, this must be announced before your presentation.

One half of your grade for the presentation will be based on your in class presentation, as evaluated by both your peers and the instructors. The remaining half will be allocated to the written materials: abstract and choice of assigned readings (1/6), and summary report (1/3).

### **Short Reports:**

Each student will prepare four short reports with a maximum of three pages (single-spaced, 12 point font). You will choose the content of the report. Reports may be submitted either electronically or in hard copy.

### **Final project:**

Your final paper will be a background document supporting your policy memo. A good paper should echo the approach of the course, including historical context, the issue being

addressed, the proposed intervention, the relevant policy, and the persons capable of implementing that policy. Your paper should include the relevant background information to be supplied to the recipient of your memo (or his or her staff) justifying the adoption of your proposed policy and detailing a proposed plan of action. You should include historical context, relevant statistics, specific examples of the problem your policy will address, examples of actions pursued elsewhere (and the results of those actions) that justify your proposed action (either successful ones you wish to repeat, or unsuccessful one you propose to modify), the effect of the existing policy (or lack thereof) that you propose to modify, justification for the primary and secondary recipients of your policy memo (i.e., why send it to the university president or superintendent of schools, and why send a copy to the dean or head of instruction). All information presented should be well documented.

*The following factors will be considered for your grade:*

- Clear thesis or purpose for your policy
- Accurate information, clearly presented
- Relevant and documented historical and/or statistical background
- Thorough coverage of relevant issues, including examples of similar policies that did or did not accomplish your goal
- Justification of primary and secondary recipients of your memo
- Creative and feasible approach, including specific proposals for implementation of your proposed policy
- Proposed policy will fulfill the thesis/purpose, as can be deduced from the materials presented
- Appropriate and complete references in consistent bibliographic style (for example, American Psychological Association or American Institute of Physics style).