

Syllabus
Astronomy 520
Advanced Extra Galactic Astronomy Seminar
Spring 2021

Lectures: Tu/Th: 2:00 PM – 2:50 PM
(with option to hold double length classes on some Tuesdays, no class Thursday)
Anywhere via Zoom!
<https://arizona.zoom.us/j/85282800823>

Office Hours: By Appointment

Course Goals: Learn how to write and submit proposals to NASA and/or the NSF, using extra-galactic astronomy as a topic.
Learn the structure and differences between several types of proposals: observational, theory, grant, job related
Learn how to craft a proposal to engage the reader and tell a compelling story.
Learn how to edit your own writing and the writing of others.

Evaluation: During this class, students will write and edit two different documents: 1) a mock proposal for observing time or theory support and 2) a mock job or grant application. They will be evaluated both on their final product and on the intermediate drafts as they are developed. They will also be evaluated on their ability to edit their own writing and the writing of others. For each, we will also hold a TAC/evaluation panel. There will be no final.

10% Assignment 1: Abstracts and outline for HST observing or theory proposal
10% Assignment 2: Draft 1 of 3-page proposal
15% Assignment 3: Proposal presentation & edits
15% Assignment 4: Final 3-page proposal
10% Assignment 5: Outline for job/grant proposal
10% Assignment 6: Draft 1 of job/grant proposal
5% Assignment 7: Job/grant proposal edits
10% Assignment 8: Final job/grant proposal
15% Assignment 9: TAC/Panel Evaluation participation

Textbook: Optional: *Scientific Writing and Communication: Papers, Proposals and Presentations*. By Angelika Hoffmann. 4th edition

Selections from additional books will be used throughout the class.

A variety of other policies:

For any in-person classes, Masks are mandatory.

NO smoking, eating, drinking (except water), or pets are allowed in class. Please **turn off** your cell phones and avoid disrupting the students around you, even if not explicitly described in this section! Be respectful of the other students who want to learn.

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Classroom Behavior Policy:

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Assistance:

If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please register with **Disability Resources** (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

The University of Arizona provides a wide variety of resources to help you feel more at home in the UA environment. Examples of student resource/cultural centers include:

African-American Student Affairs Center. <https://aasa.arizona.edu/>
Asian & Pacific American Student Affairs Center <https://apasa.arizona.edu/>
Guerrero Student Center <https://chsa.arizona.edu/>
Immigrant Student Resource Center <https://eao.arizona.edu/isrc>
LGBTQ+ Student Affairs Center <https://lgbtq.arizona.edu/>
Native American Student Affairs Center <https://nasa.arizona.edu/>
Transfer Student Center <https://transfer.arizona.edu/>
Veterans Education and Transition Services Center <https://vets.arizona.edu/>
Women & Gender Resource Center <https://wrc.arizona.edu/>

We encourage you to take advantage of the community, support, and learning opportunities afforded by these centers, and to encourage your friends and colleagues to do the same.