

ANTHROPOLOGY 101 ONLINE

HUMAN BIOLOGICAL

EVOLUTION

SPRING 2011

SECTION 0192

3 HRS 10 MIN/WK TBA

INTERNET

This course is an introduction to the anthropological study of human biology and human evolution. In order to understand what it is to be human, we need to have an understanding of how humans evolved. There are four steps to this process, which correspond roughly to the four units of this course. First, we need to understand how evolution works, which includes a discussion of human genetics and natural selection. Second, we will look at how evolution works in the Order Primates (which includes the monkeys, apes, and humans). Through comparative studies of natural history, anatomy, behavior, and DNA, we gain many useful clues about human evolution. Third, we will study the history of the human lineage, examining the fossil record to determine where our ancestors came from and what they were like. Finally, we look at modern humans, including the examination of contemporary human variation.

STUDENT LEARNING OUTCOMES

Upon satisfactory completion of this course, you should be able to:

1. Explain and apply the scientific method in the context of problem-solving.
2. Describe the process of evolution and explain how to assess the evolutionary history of a species.
3. Describe and analyze the evolution and biological diversity of humans, past and present.

COURSE OBJECTIVES

Upon satisfactory completion of this course, you should be able to:

1. Apply the process of science to problem solving situations and formulate procedural steps necessary for a scientific investigation.
2. Analyze and evaluate the arguments of creationism and intelligence design and demonstrate the fallacies of these points of view as scientific theories.
3. Describe, apply, and distinguish the basic concepts of Mendelian genetics, cytogenetics, molecular genetics, and population genetics.
4. Criticize and debate contemporary issues that have developed out of the modern applications of genetics to humans such as genetic counseling, cloning, and gene therapy.
5. Describe the process of evolution and speciation by employing the concepts upon which modern evolutionary theory is based and recognize examples of each.
6. Diagram the place of *Homo sapiens* within the animal kingdom as expressed in the classification of humans and demonstrate what evidence is used to determine evolutionary relationships among animals.
7. Differentiate between monkeys, apes and humans by identifying both similarities and differences.
8. Compare and contrast the anatomy of humans and the great apes, and be able to identify those anatomical features that provide evidence for human evolution. Explain and evaluate this evidence.
9. Compare the social behavior of human and nonhuman primates and demonstrate how studies of primate behavior shed light on contemporary human behavior.
10. Construct a probable scenario of early hominin behavior.
11. Categorize the important hominin fossils and construct a diagram illustrating the evolutionary history of the hominins.
12. Describe the physical differences observed among all human populations and determine the ecological significance and distribution of these differences.
13. Compare cultural classifications of human variation with biological observations and hypotheses. Assess the validity of these cultural classifications.

INSTRUCTOR

Philip L. Stein, Professor Emeritus of Anthropology
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Email: steinpl@piercecollege.edu
Please put the name of the class in the subject line.



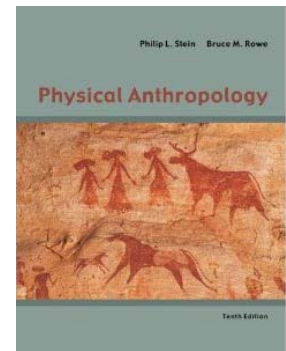
LABORATORY

Anthropology 111 is a laboratory course that accompanies Anthropology 101. However, enrollment in Anthropology 111 is not required. If you need to fulfill a general education requirement in laboratory science, you might want to consider enrolling in Anthropology 111 after you have completed Anthropology 101. Anthropology 111 is not offered as an online course at the present time.

TEXTBOOK

The textbook for this course is Stein & Rowe, *Physical Anthropology*, 10th edition.

- ISBN 978-0-07-340531-5
- MHID 0-07-340531-0



Life used to be simple. I give you the title of the textbook and you run to the bookstore to buy it. But, alas, it is simple no longer. The price of textbooks has increased rapidly and has become a major investment. I am concerned about this. In writing this edition of the text, my coauthor and I worked with the publisher to keep the price as low as possible. I am also serving on a college-wide committee that is looking into the textbook price issue.

You will need a copy of the textbook for this course. The online course material will guide you through the material, but it will not present all of the information that you are required to learn.

There are many ways to obtain a copy of the text. Here is some information you will need in order to get the best format and the best deal.

Buying the book new

This is a relatively new book, having been published in Spring 2010. The publisher's retail price is \$121.20, but the actual price varies quite a bit depending on where you buy it. You can purchase a new copy of the book through the Pierce College Bookstore or through many online sources. When deciding where to buy a new copy there are many things you need to consider.

- What is the listed price of the book?
- Will tax be charged? How much?
- How much is shipping and handling?
- Can you sell back the book at the end of the semester? For how much?
- What is the return policy if you decide to drop the class?

In considering the Pierce College Bookstore you should note that you can obtain a full refund if you should drop the class.

Buying a Used Copy

Used copies of the text are available in the Pierce College Bookstore and on many online sources. Typically the price of a used copy is about 75 percent that of a new copy, but this varies considerably. At the end of the semester you can usually sell the book back for 50 percent of the new book price, so

your net cost can be only 25 percent of the new book price.

Renting a Copy of the Book

The Pierce College Bookstore does not rent this book at the present time, but many online sources do. A major rental source is www.chegg.com. In considering renting the book consider how long you will have it and any shipping charges you will have to pay, both to receive the book and to return it at the end of the semester. There are also late charges if you do not return the book on time.

If you are rented a copy of the book, you may not be able to receive a refund if you should drop the class. Also, if you retake the class because you earned a “D” or an “F” in the course, you will have to rent the book again.

Accessing an Online Copy

The eText version of the text is available at www.coursesmart.com (\$47.75). I have not had any experience with the eText version, but they advertise many features including word and topic search, highlighting and note taking functions.

If you have never purchased an eText from Coursesmart, you are eligible for a free trial. Select the textbook and click on the Free Trial button.

If you are using a eText version, you may not be able to receive a refund if you should drop the class. Also, if you retake the class because you earned a “D” or an “F” in the course, you will have to pay a fee to access the book for the second semester.

Using an Older Edition of the Text

I often have a student who has access to an older edition of the text from a friend or finds a really cheap copy of an older edition online. While this is not an ideal situation, you can probably do well in the class using the 9th edition. But I would not use any edition older than this for physical anthropology is a rapidly changing discipline. If you do use the 9th edition you will need some access to the 10th edition, since all assignments are given using the page numbers in the 10th edition.

Using the Library Copy

I have placed 2 copies of the textbook on 2-hour reserve in the Pierce College Library.

A NOTE ABOUT INTERNET ACCESS

This is an online class. Make sure that you have easy and reliable Internet access and check to make sure that your computer system is adequate. Have a backup computer available in case of problems. Technical difficulties will not be an acceptable excuse for failing to take an exam, submitting an assignment, or receiving an announcement.

If you are taking an online class for the first time, you should view the tutorials that you will find on the Pierce OnLine home page on the college website. You should also read the *LA Pierce College Moodle Quick Reference Guide* that you will find on the course home page. It is recommended that you use Mozilla Firefox as your web browser.

I may be an expert in anthropology, but I am definitely not an expert on computer systems. I will not be able to assist you in solving computer-related problems. If you have technical problems with Moodle, you may contact the college’s Tech Support by submitting a Help Ticket found in the upper left hand corner of the Moodle home page. Also, many if not most of the students in the class are quite knowledgeable in computer issues, so you might want to post computer problems in the General Discussion Forum.

EMAIL COMMUNICATION

The best way to communicate with me is through email. You can also drop by my office during office hours. I have a college voicemail box, but I seldom check it. However, I do check my email several times a day.

There are a few things you need to know about me. Many people today are “wired in” to real-time communications. I am not. I move at a slower pace. Yes, I have a cell phone, but only 3 people know my number and I have in on only for a few hours a day. That should tell you something.

I do check my email several times a day during the week and occasionally on the weekend. When you send me an email, you will probably not get an instant response, although sometimes you will. Please wait at least 24 hours before re-sending your message or sending a reminder. This response time may be longer if it is over a weekend or I am away from home or office. When I’m on vacation or at a meeting or conference I usually disconnect myself from all electronic communication.

The answers to most of your questions are in this syllabus. If you send me an email asking me a question when the answer can be readily found in the syllabus, I’ll simply respond, “See the syllabus!” So check the syllabus first to save time.

EMAIL ETIQUETTE

The nature of interpersonal communication has dramatically changed over the past years. Email and text messages and even virtual meetings are replacing face-to-face meetings and telephone calls. As an anthropologist I am fascinated by the changes that are occurring in our society as a result of these new technologies.

Unfortunately, interpersonal communication has been changing too rapidly for the parallel development of appropriate rules of etiquette. In general, email messages contain a great many more grammatical and spelling errors than do written messages. Also people tend to be much more rude, inappropriate, and demanding in email communications than in phone or face-to-face communication. And they use crazy abbreviations that I don’t understand.

This should give everyone some concern. Email messages are increasingly becoming a part of the historical record. When Congress subpoenas documents from Federal agencies, they include all email messages. The nature and tone of an email message says a lot about you. You would probably not show up to a job interview in a tee shirt and torn jeans. Sending a sloppy and inappropriate email message to your boss or teacher conveys the same sloppiness and inappropriateness.

Here are some suggestions for sending appropriate email messages.

- Type in a meaningful subject line so that your message will not be deleted as spam and will be opened immediately. A suggested subject line for this class would be: “Anthro 101 Student.”
- Use standard spelling, punctuation, and capitalization. Do not write in all caps or all lower case—be sure to use capital letters when appropriate. Avoid abbreviations, even if commonly accepted in email messages. They may not be understood by everyone. If I receive an email message that is poorly written I will send it back without a response or simply ignore it.
- Keep your email messages short and to the point. Don’t go on forever. If it is a long message, please divide it into paragraphs of reasonable size. Do not send large files, especially digital photos. Please don’t forward jokes or “clever” messages that have been sent to you.
- While you should be friendly and cordial, don’t joke or make witty remarks. Remember, your teacher is not your “bro.”
- Do not air your grievances about your school, colleagues, or teachers. Personal attacks are to be avoided. Don’t come off as a gossip or a whiner.

- Face-to-face communication may be more appropriate in many situations, especially when you want to discuss a complex or emotional issue. Don't use email to avoid uncomfortable situations.
- Always assume that your email message is public. It is too easy for an email message to be forwarded to all sorts of people. Never put into an email message anything that you would not put on a postcard that anyone can read.

EXPLORING PIERCE ONLINE

This is a Distance Ed (online) class. You are not required to attend any meetings on campus. In this class you will be using Moodle, which is a computer-based course management system. The fact that you are reading this syllabus means that you have successfully logged on to the class.

Let's start by looking at the class home page. The top section contains several documents that will help you get through the course.

- The **Orientation** section contains a great deal of information as well as some sample activities. To encourage you to look at these activities, they are worth a total of 10 points.
- The next section contains the **Syllabus** and the **Course Outline and Schedule**. The schedule will be updated if the schedule should change, which is unlikely. You will also be notified of any schedule changes by email.
- Finally there is a **General Discussion Forum** where you may post anything you wish for discussion by the entire class. However, personal questions and problems should be sent to the instructor's email address. Announcements will be posted in the **Announcements** section. They will also be sent automatically to the email address used in creating your account.

COURSE ORGANIZATION

The course is divided into 15 weeks plus final exam week. Each week includes a number of elements.

- Each **Lesson**, numbered 1 through 15 for each week of the course, is the equivalent of an in-person lecture. (Note that Spring Break is not counted as a "course week.") Each lesson is divided into 3 to 5 sections corresponding to the major topics in the week's lesson. Each section is also associated with a specific reading assignment in the textbook.
- The lesson may include web resources. Web resources that you are required to read and understand are marked **Required activity** (and colored red). Do not be surprised when questions appear on the exams from the assigned websites. Optional web resources that you may or may not be interested in reading are marked **For optional exploration** (and colored blue). Each week's lesson will be posted no later than the Wednesday before the scheduled week of the lesson.
- Each lesson is accompanied by several activities that are designed to aid you in learning the material. These activities are not to be turned in.
 - For each lesson you will find a list of **Terms to Learn**, i.e., a vocabulary list. Many students use the list to study for the exam and feel that if they learn the terms they will do well. This is a false notion. Learning the vocabulary is only the *first* step in understanding the material. Many important terms are bolded in the text and defined in the margin. There is also a Glossary in the back of the textbook. However, memorizing a glossary definition does not necessarily mean that you understand the concept. In order to help you learn the terms the class as a group will create a **Glossary** for each Lesson. This will be explained later in this syllabus.
 - Each lesson is accompanied by **Study Questions**. You will also find study questions at the end of each textbook chapter. These are to help you and are not to be submitted. The study questions cover many of the main points of each lesson, but they do not cover the content of the entire lesson.

- You might find some **Video Clips** and **Audio Clips** accompanying some of the lessons. I am working on creating more and will add them to the course as they are completed.
- The publisher of your textbook maintains an **Online Learning Center** for the textbook at www.mhhe.com/stein10. Here you will find for each chapter a chapter outline, internet exercises, a chapter summary, multiple-choice quiz, true-false quiz, and essay quiz. None of these activities will be assigned and none are to be submitted. However, you will find that many of these activities, especially quizzes, will be useful supplements to your study.
- Finally, most lessons will contain some **Exercises**. Again these are not to be turned in, but are there to aid you in learning the material.
- Each lesson will include one or more **Hot Potato Quizzes**. Most of these are matching and crossword quizzes designed to help you study. They will not be included in your grade—so enjoy!
- Each lesson will also contain a number of activities for which you will earn points towards your grade. They include **Glossaries, Discussion Forums, Writing Assignments, Quizzes, and Exams**.

GLOSSARIES

The class as a group will create a glossary for each lesson. Start by looking at the **Terms to Know**. Any student in the class may take one or more of these terms, or any other term used in the lesson or textbook, and create a glossary entry for that term.

- Open up the **Lesson Glossary**.
- Search to see if someone else has already created an entry for the term you're interested in. If so, you may add a different entry or comment on the entry already there.
- If an entry does not already exist, add one. Do not copy the entry from the textbook's glossary, but write an entry in your own words.
- Hopefully, by the end of the week, the class will have a good working glossary and a good understanding of the terms and concepts.
- The glossary for each lesson will close Sunday evening of the week that the lesson is assigned. However, if the glossaries are to be useful, students must start entering terms early in the week and not at the last minute.
- You may earn to 15 points at the end of the semester for participating in the glossary activity. To earn the maximum number of points you will need to post entries or comments for at least 10 of the 15 lessons. However, points will be awarded based on the quality of the entries and comments, not simply the number of entries and comments.

DISCUSSION FORUMS

You are encouraged to participate in the class discussion forums. These will provide you with opportunities to ask questions of the group and respond to issues raised. There are 2 types of discussion forums.

- The **General Discussion Forum** provides a place in which you can post comments and questions to the entire class on any issue related to the class. Of course you may also discuss any issue or question at any time directly with the instructor.
- There will also be a **Weekly Discussion Forum** for specific discussions of each lesson. I will open up each weekly forum with a question or topic that you may wish to comment on or you may post a different question or topic. Participation in discussion is important, and up to 25 points may be earned at the end of the semester for participation in the discussion forums. To earn the maximum number of points you will need to post entries or comments for at least 10 of

the 15 lessons. However, points will be based on the quality of the entries, not simply the number.

- Please remember that all of your postings in the discussion forums may be read by all members of the class and your instructor. While I respect differences of opinion, even when I disagree, I do expect well-thought out arguments and accurate information. And I will quickly delete any posting that is rude, insulting, disrespectful, or contains inappropriate language.

WRITING ASSIGNMENTS

- Each lesson will include a writing assignment, except for Lesson 1 and the lessons in which a quarterly exam is scheduled. Each writing assignment is worth 10 points. There are a total of 11 assignments. The lowest score will be dropped, so the total points possible for all assignments are 100.
- Each writing assignment is to be submitted in Moodle. Write your assignment using the word processing software that you normally use. When you are ready to submit your assignment, click on the assignment on the class home page. Upload the file from your computer to Moodle. (Assignments will not be accepted through email.)
- If you do not have a word processing program on your computer, I recommend that you download Open Office, which is available at www.openoffice.org at no charge.
- The file that you upload must be a Word file (.doc, docx) or a rich text file (.rtf). Your assignment will not be read and graded if I am unable to open the file.
- This is a college level class that is transferable to the university. I expect all writing assignments to use standard college-level English. I am not an English instructor and I am not going to correct your English usage. But I will take off points for assignments that contain an excessive number of misspelled words and grammatical errors. Be sure that you capitalize the start of each sentence. And please divided your essay into paragraphs. You will be graded primarily on content. But a poorly written paper conveys a sense of sloppy thinking and is difficult to read. This will be reflected in your grade.
- Writing assignments are limited to 500 words.
- The writing assignment for each lesson will be due at the end of the week in which the lesson is assigned on Sunday evening at 11:55 p.m. This is when the computer will no longer accept the assignment. Late assignments will not be accepted for any reasons, even a computer problem. So don't wait until the last minute!
- Unlike the exams and quizzes, the computer does not grade writing assignments—I do. Please give me at least a day to read and grade them.

Online Writing Lab (OWL)

If you need help with your writing assignments, you might visit an online student tutor in the Online Writing Lab (OWL). You can get help in three ways.

- You may post writing assignments for a student tutor to review. When you upload your assignment, there will be a space to share what area you are hoping for feedback in. The student tutor will respond with individualized comments that identify strengths and areas for improvement in your writing. The tutor will not do the work for you, but will make suggestions.
- You may also have a synchronous (real time) session with the tutor and watch and discuss as the tutor gives guidelines for making improvements.
- You may ask questions through a forum. Here you can ask a general question about writing and the tutor will respond. Using the forums, you can check to see if another student has had the same question.

- When you sign into Moodle, you will notice that the Online Writing Lab is listed as a course under “My Courses.”

EXAMS

The course is divided into 4 quarters of 4 weeks each. Each quarter will end with a quarterly exam. A quiz will be given at the end of each of the other weeks except for the first week. In other words there will be either a quiz or an exam at the end of each week except for Week 1.

- Each **Quiz** will cover the material for that week only. Each quiz will consist of 10-12 multiple choice questions and is worth 10 points. You will have 15 minutes to complete each quiz. Once you start a quiz, you may not stop and start again. There are a total of 11 quizzes. The lowest score will be dropped, so the total points possible for all quizzes are 100.
- Each **Quarterly Exam** will cover the material for the previous 3 weeks and the week of the exam. Thus the exam scheduled in Week 4 will cover the material in Lessons 1, 2, 3 and 4. The fourth quarterly exam, which covers only 3 lessons, is also the final exam. It will include review questions from the entire course.
- Each quarterly exam is worth 75 points and will be given in 2 parts. Part 1 will consist of 45 multiple choice questions and is worth 65 points. Part 2 will consist of 2 essay questions worth 5 points each. You will have 60 minutes to complete part 1 of the exam. You will have 30 minutes to complete part 2 of the exam. You may take the 2 parts at different times and in any order. However, once you start each part, you may not stop and start again.
- You may take each of the quizzes and the quarterly exams, including the final exam, at any time between Friday noon and 11:55 p.m. on Sunday of the week the exam or quiz is scheduled.
- ***There are no makeup exams or quizzes. If you miss an exam or quiz you will receive a grade of 0.***
- The deadlines for the close of an exam or quiz are absolute. Do not wait until an hour before the deadline to begin an exam or quiz. If your computer crashes or you have an emergency and cannot complete the exam on time, you will be assigned a 0. Do not ask for an extension or exception. I am unable to extend the deadline for a specific student.
- Of course an exam in an online environment is open notes/open book, which often leads students into the trap of thinking that they do not have to study since they can always look up the answers. However, you will soon discover that you simply do not have enough time to look up all of the answers to all of the questions. So if your goal is to earn a high grade you need to begin each quiz and exam prepared and use your textbook and/or notes for the 1 or 2 questions that give you trouble.
- Your grades will be available online after the exam has closed. The multiple choice scores will be available immediately; the essay questions have to be read, a task that I usually complete by Monday afternoon. You can go to the grade screen and see your scores. If you click on your score you will see how you did for each question. However, this will work only after the deadline has passed. I will also send out remarks about each quiz or exam after each quiz or exam has been graded.
- If you find an error in the grading of an exam or quiz, other than the final exam, the error must be reported to me no later than the start of the final exam. Corrections in scores will not be made after the final exam begins even if mistakes have been made.
- If you fail to take the final exam, an Incomplete will be recorded ***only*** if you request the Incomplete from the instructor no later than Monday noon, June 6, and you are passing the course. An Incomplete will be assigned only for missing the final exam and not for failing to complete any of the other assigned work. If you do not make up the final exam within one year from the end of the

semester, the Incomplete automatically becomes a grade of “F”. If you miss the final exam and fail to request an Incomplete, you will be assigned the grade of “F” for the course.

A NOTE ABOUT DEADLINES

As already noted, this class contains a number of deadlines—for quizzes, exams, and writing assignments. Let me repeat the deadline policy. *These deadlines are absolute and exceptions will not be made for any individual student—for any reason.* Do not ask for an extension or exception.

GRADING

A total of 550 points may be earned in this course as follows:

Assignment/Activity	Number	Points Each	Total Points Possible	Percent Total Grade
Orientation Activities	--	--	10	2
Exams	4	75	300	55
Quizzes	11*	10	100	18
Writing Assignments	11*	10	100	18
Glossary Activities	--	--	15	3
Discussion Forums	--	--	25	5
Total			550	100

*The lowest score will be dropped.

The points required for specific grades in the course are:

A	495-550	90-100%
B	440-494	80-89%
C	357-439	65-79%

D	275-356	50-64%
F	0-274	0-49%

The Credit/No Credit option is not available for this course.

There are no opportunities for earning extra credit points in this class, except of the completion of a survey at the end of the course (10 points).

The following standards will be used in grading writing assignments, essay questions, and to assist in assigning grades in borderline situations.

A	You successfully completed the assignment following the instructions. You read and understood the material and were able to use the presented information in your work. All work that was not your own was appropriately referenced. There were very few or very unimportant errors. Your assignment was interesting to read and showed that you truly understood the assignment and the concepts.
B	You successfully completed the assignment following the instructions. You read and understood most of the material and were able to use the presented information in your work. All work that was not your own was appropriately referenced. There were a few errors. Your paper did not show the depth of understanding, level of analysis, and completeness of an A assignment.

C	You completed the assignment following most of the instructions. You read and understood much of the material and were able to use some of the presented information in your work. All work that was not your own was appropriately referenced. There were some important errors. Your analysis was weak and/or incomplete.
D	You completed the assignment, but you did not follow many of the instructions. Your work showed that you probably read the assigned material with little understanding. You did not totally understand the question, and some of your material was not on the topic. Your analysis was very weak. There were many important errors.
F	You did not follow the instructions. Your work showed that you probably did not read the book or understand the presented material. You did not understand the question, and your writing was not on the topic. Your analysis was very weak. There were a great many errors. Some of your work may not have been your own.

GRADE CHANGES

In accordance with Section 76244 of the California Education Code, the only basis for an instructor to change a grade is instructor error. In the absence of an instructor error the final grade in the course is a *final* grade.

- Any error in grading must be brought to the attention of the instructor no later than one year after the last day of class. A grade cannot be changed after one year even if an error has been made.
- The course grade will be based upon the exams, quizzes, writing assignments, glossary activities, and participation in the orientation and discussion forums. There is no extra credit (except for the end-of-semester survey), retaking of exams or additional assignments in this class.***
- No exam, quiz, or writing assignment will be accepted after the posted deadlines.
- Please note that the college does not mail grades to students. You may obtain your final grade through the Student Information System or by ordering a transcript. You are encouraged to check all grades since errors cannot be rectified after one year.

STUDENT ACADEMIC INTEGRITY

The Standards of Student Conduct can be found in the College Catalog and on pages 156-158 in the Spring 2011 Schedule of Classes. Violations of academic honesty and integrity include “cheating on examinations [or] assignments... (allowing another student to copy one’s answers or copying the answers of other students; exchanging information by any means)....; submitting for a grade the words, ideas, and/or written work ... of another person without giving due credit to that person.”

A person who knowingly conducts himself or herself in a dishonest manner shall receive a 0 for the quiz, exam, or writing assignment and a record of the act will be sent to the Dean of Student Services for disciplinary action.

Note that the lowest of the quiz scores and the lowest of the writing assignment scores is dropped at the end of the semester. However, a score of zero assigned because of cheating will not be eligible for dropping, in which case the lowest eligible score will be dropped instead.

Occasionally we have found a student who attempts to deliberately use the computer system in violation of student academic integrity. You are warned that Moodle does have several built-in safeguards that are not visible to students to detect unlawful manipulation of the system as well as tools for hunting down suspected online cheating. Any such unlawful activity will be forwarded to the Dean of Students for disciplinary action.

Please note that the instructor has a zero-tolerance policy with respect to violations of academic integrity. There are no excuses for cheating, and none will be accepted—or even listened to.

The above statement is the official policy for academic integrity in this class. But now I want to elaborate on this in a more informal way. In this class you will be asked to write several essays, both weekly writing assignments and essays on exams. Rather than base their essays on what they have learned in class, many students go into the Internet and try to locate the “answer” to the essay on the web. They then “cut and paste” and submit it as their own essay.

Internet material is often easy for me to identify. The main factor that gives it away is that it frequently contains erroneous information. There is a great deal of really bad stuff on the Internet and if you use it you’re in deep trouble.

The bottom line is that if you copy material from any source you must place the material within quotation marks and provide a reference. If you fail to do this your action becomes plagiarism and becomes subject to disciplinary action.

If you submit copied material you will receive a 0 for the assignment or essay and the appropriate form will be sent to the Dean of Students. It will also place you on my radar screen and I will carefully scrutinize everything you hand in from that point on. And I will resent having to take extra time to do this, so I will not be in a good mood when I read and grade your assignments.

SPECIAL ACCOMODATIONS

If you are a student with special needs, please contact the Special Services Office in the Student Services Building or phone Special Services at (818) 710-4219.

ATTENDANCE POLICY

- If you do not complete the Orientation it will be assumed that you are not active in this class. You **will** be excluded from the class.
- If you do not complete the Lesson 2 quiz and submit the Lesson 2 writing assignment it will be assumed that you are not active in this class. You **will** be excluded from the class.
- If you have not submitted any writing assignments or completed any exams or quizzes for a period of 2 weeks, it will be assumed that you are no longer active in the class and the instructor **may** exclude you for nonparticipation.
- While it is the intention of the instructor to drop nonparticipating students, the instructor will take no responsibility if he fails to do so. Thus it is strongly suggested that **you** officially drop the class if you decide to stop participating. If you stop participating and fail to officially drop through the Admissions Office, and the instructor fails to exclude you, you will receive a final grade of “F” in the course.
- There are three drop dates for this class. You may drop the class in-person or online.

February 22	Last day to drop class and receive a refund of fees
March 6	Last day to drop class without a “W” appearing on your transcript
May 8	Last day to drop class with a “W” appearing on your transcript

HOW TO BE SUCCESSFUL IN THIS CLASS

Success in college depends on a great many factors. Among these are study skills and time management skills. While most of us are reluctant to admit that we don’t have our act together, success is frequently the result of a willingness to ask for help. It is strongly suggested that you make use of the college’s Learning Center and the Distance Learning tutorials. You can also access Study Guides and Strategies on-line at <http://www.studygs.net>.