

# ISCI 3103: Natural History for Middle School Teachers - Fall 2017

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Office Hours: Mon & Wed 11:00-12:00 or By Appointment. Please feel free to call the office or use email to schedule a convenient time. Anytime I am in my office, you are welcome to stop in to ask quick questions.

## Required Platforms:

**LMS=Blazeview:** Learning Management System - Your VSU Account. This will be used for all class communication, listing your assignments, and access to various resources. Be sure to check it for details of where the Tuesday lab will be and if it is not posted by Sunday – remind me in my VSU email. (<http://www.valdosta.edu/academics/elearning/blazeview-d2l.php>)

**CMS=Connect:** Course Management System - McGraw Hill Connect Version of *Ecology* by Manuel Molles (7<sup>th</sup> Ed). This is a complete electronic version of the book and a versatile software product that will be the basis for most of your assignments. Log into Connect and there will be instructions on how to purchase the product. To save money, you will purchase this directly from the publisher at (<http://connect.mheducation.com/class/l-jones-fall-2017-3>) \$85.00. After you purchase the product, you can purchase a loose-leaf printed version for -\$25.00 directly from the publisher.

**Course Description:** Natural History is the study of the relationships between living organisms and how they interact with, influence, and are influenced by their natural surroundings. According to the VSU Undergraduate Course Catalog, *Science 3103* is a “survey primarily of the biota of south Georgia and associated biological processes. Using the biota of southern Georgia as a model, students will study basic ecological principles, population structure and dynamics, life history patterns, and reproductive strategies and behaviors common to living systems. Special topics covered in the course include the biology of rare and endangered species and the importance of biological resources to human society.”

**Learning Objectives:** In the *Nature of Science* module at the start of the course, *Integrated Science 3103* addresses the VSU General Education Outcome that specifies “students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.” The rest of the course emphasizes the Biology Departmental outcomes that call for the ability to “interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems” and to “describe the evolutionary processes responsible for biological diversity.”

**Course Content:** The scientific subject matter aligns with the *New Generation Science Standards* which are the national framework for K-12 Science Education. The Georgia Standards of Excellence will be discussed and there will be deliberate coaching as preparation for the GACE Science Exams. Reflections on Teaching & Learning will be a regular feature.

**Pedagogical Philosophy:** This class will bridge the gulf between scientific and educational disciplinary training by allowing future teachers to learn new scientific information through a variety of instructional strategies. The course has been designed to model methods that enact the rhetoric of the science education reform movement. This nontraditional approach to college science is structured to help prospective middle school teachers make connections between methods of teaching and the process of learning science.

**Work Ethic:** This course has an accurate reputation for being “a lot of work.” Effort required will be rewarded by gains in understanding of scientific information. Success depends on consistent effort and hard work. Grades are based on the quality of the product produced, not the time spent on assignments.

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 333-5463.

**Special Services:** Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with me at the beginning of the semester. Register with the Access Office, Farber Hall, 245-2498.

**Family Educational Rights & Privacy Act:** Grades cannot and will not be posted by Name, Social Security Number, or other Personal Identifiers. Grades and student work will not be given over the telephone, by email or to another student.

## SCI 3103 – Course Design: Guidelines for Content & Evaluation

### Enduring Understanding:

Science is the systematic study of the natural world which includes the totality of the physical and biological factors that have and continue to influence the evolution of living organisms.

### Essential Questions:

How does the Theory of Evolution explain the history of life?

How have significant features of physiogeography of Georgia influenced the vast biodiversity of the state?

How does Inquiry-Oriented, Activity-Based pedagogy influence the teaching and learning of Life Science?

### Basic Knowledge & Skills Students Will Acquire:

The Nature of Science as both a Body of Knowledge and Set of Processes

Principles of Ecology

Biodiversity: Taxonomic Classification, Functional Roles, & Patterns of Interaction

Evolutionary History of Living Organisms

Essential Subject Matter Covered in the 7<sup>th</sup> Grade Life Science Section of the GPS

Techniques & Standards for Field Study of Living Organisms

Strategies for Teaching 7<sup>th</sup> Grade Life Science Based on the Georgia Performance Standards

### Students in ISCI 3103 will be expected to:

I. Display a collection of information documenting personal growth through experiences.

II. Describe the evolutionary processes responsible for biodiversity and explain the characteristics of major Taxa.

III. Compare and contrast how the abiotic factors influence the biotic features of a community of ecosystems in Georgia.

IV. Characterize environmental issues in Georgia, with emphasis on land preservation & loss of biodiversity.

V. Indicate the possession of conceptual understanding of the Nature of Science & the Life Science GPS.

### Proof of mastery for each will be demonstrated by the knowledge & skill shown in:

I. Lab Notebook– A summative, comprehensive evaluation of Pedagogical Content Knowledge Based on Class Activities

II. Completion of LearnSmart – Adaptive Learning Activities associated with eBook

III. Sapelo Island Report – Visual & Narrative summary of Barrier Island Ecology

IV. Oral Presentations – Short PowerPoint Research Reports

V. Midterm & Final Exams - Based on Labs, Field Trips, eBook, LearnSmart & Trips

### The Georgia Standards of Excellence cover these topics and will be discussed:

S7L1. The diversity of living organisms and how they can be compared scientifically.

S7L2. How cell structures, cells, tissues, organs, and organ systems interact.

S7L3. How organisms reproduce either sexually or asexually and transfer genetic information.

S7L4. The interdependence of organisms with one another and their environments.

S7L5. The theory of evolution of living organisms through inherited characteristics.

### The following facets of understanding will be built into the course assessments:

Explanation – Description of subject matter and pedagogical practices

Interpretation – Demonstration of astute reasoning and ability to make meaningful connections between concepts

Application – Explanation of the links between subject matter and science instruction

Perspective – Identification of the nature of science in our formulation of an understanding of the natural world

Empathy – Indication of the recognition of the value and need to sustain state environmental resources

Self-Knowledge – Illustration of personal reflection on the process of learning and teaching science

## Tentative Course Schedule for ISCI 3103

Dates	Topics	Assignments
<b>Nature of Science</b>		
<b>1. The Natural World</b>		
Aug	14 - Levels of Organization	Alphabetical Arrangements
	16 - Patterns in Nature	
<b>2. "Race" Has No Biological Basis</b>		
	21 - Scientific Racism	
	23 - Diversity of Skin Color	
<b>3. The Sciences</b>		
	28 - Processes	
	30 - Reasoning	LS Ch 1
<b>4. Ecology</b>		
Sept	4 - NO CLASS LABOR DAY	
	6 - Ecology	LS Ch 4
<b>5. Natural History</b>		
	11 - Natural vs Unnatural	NoS Practice Due (Best of 3 Attempts Counts Due 9/12)
	13 - TEST on Nature of Science	
<b>Abiotic Factors</b>		
<b>6. Lithosphere</b>		
	18 - Biomes	LS Ch 2 & 21
	20 - Xeric & Mesic	LS Ch 22
<b>7. Hydrosphere</b>		
	25 - Water	LS Ch 3
	27 - Aquatic & Hydric	LS Ch 6
<b>8. Atmosphere</b>		
Oct	3 - Temperature	LS Ch 5
	5 - Global Factors	LS Ch 23
<b>9. Assessment</b>		
	9 - NO CLASS FALL BREAK	
	11 - TEST on Abiotic Factors	
<b>Communities &amp; Ecosystems</b>		
<b>10. Energy Flow</b>		
	17 - Dynamics	LS Ch 7 & 17
	19 - Interactions	LS Ch 18
<b>11. Biogeochemical Cycles</b>		
	24 - Nutrients	LS Ch 19
	26 - Succession	LS Ch 20
<b>12. Interactions</b>		
	31 - Niches	LS Ch 8 & 13
Nov	2 - Interdependence	LS Ch 14 & 15
<b>13. Assessment</b>		
	7 - TEST on Communities & Ecosystems	
<b>Populations &amp; Species</b>		
	9 - Species	LS Ch 16
<b>14. Densities</b>		
	14 - Distribution	LS Ch 9
	16 - Dynamics	LS Ch 10
<b>15. Changes</b>		
	20 - Growth Models	LS Ch 11
	22 - NO CLASS - THANKSGIVING HOLIDAY	
<b>16. Survival</b>		
	27 -- Life Histories	LS Ch 12
	29 - TEST on Populations	
<b>17. Georgia Ecosystem Reports</b>		
Dec	4 - Presentations	

COMPREHENSIVE FINAL EXAM – Thursday, December 7<sup>th</sup> from (2:45-4:45)\*

## Class Protocols

### Class Sessions:

Most students come to class to learn and I will not tolerate behavior that disrupts the learning environment. Come to class prepared to concentrate & pay attention. Since some people may not know what is expected in a college classroom, the following rules should make this clear. If I have to stop class and speak to you about a disruption more than once, I will ask to see you after class, and if it happens again you will be dismissed from the classroom and sent to the Dean of Students Office.

### Class Rules:

1. Attend to your personal needs before class and do not get up and walk out of class unless it is urgent.
2. Class will start promptly at the designated time, please have your notebooks open and be ready to pay attention.
3. Once class begins, refrain from side conversations. If you are asking about a word in lecture, make it short & quiet.
4. If a classmate is being rude or distracting you, let them know or say "Shhhhhhhh" loud enough for me to hear.
5. The VSU rules are no eating or drinking in classrooms. Nothing is allowed in the Lab, but Water Bottles are fine in lecture.
6. You are welcome to have your laptops, pads, & phones in class to record lectures, look up terms, and photograph slides.  
However, this is not an invitation to skype, take calls, or read & send texts. If anyone is bothering you with such behavior, report them to me after class or by email. There will be grade penalties for this type of disruption.
7. Class will end at the designated time, unless you see "THE END" on a slide before, so do not rustle your packs before this.

### Attendance\*:

Since more than half of this course involves active experiences, it's extremely difficult to "make-up" missed material. Therefore, attendance is mandatory and will be taken each class period (Lab & Lecture are separate class). Three late arrivals to class will be counted as an unexcused absence. If you walk into Lab or Lecture class late, it is your obligation to see me and be sure I change the A to T in my gradebook or on the roster. There will be no recourse days later or at the end of the semester because I caught cheaters saying, "here are my notes for that day" and other students later reported that they were lying and had written notes from someone's recording of the lecture. If you are absent, you are still responsible for getting lecture notes from at least 2 other students to be sure you get it all. Any class absences still require assignment submissions by the deadlines. Lab & Lecture are counted as separate class sessions. Anyone who misses more than 20% of the class sessions will receive a failing grade for the course.

\* Here is how attendance will be calculated:

No Absences or Class Time Missed	125%
1 Absence or Some Class Time missed	100%
2 Absences	75%
3 Absences	50%
4 Absences	25%
More than 4	0%
Tardy & Other Missed Time	(will be calculated into this grade)

### Class Participation:

The learning environment has a very significant impact on the satisfaction and success of all students. Therefore, certain standards of decorum will be expected and maintained so that everyone can all enjoy being in the lab and learning as much as possible from lecture. All students start out with 100% as their participation grade. This can be elevated to as high as 125% for consistent positive contributions that enhance the experiences of other students. This grade will be reduced at the discretion of the instructor based on inappropriate conduct such as rudeness, lack of collegiality, or other negative behavior. You will be moved to another seat in either lab or lecture if I consider your behavior a problem. As future teachers, students are expected to exhibit a professional standard of decorum to be maintained in this classroom. Intemperate language, excessive slang, and poor grammar are not acceptable. We all must use grammatically correct English in the context of this class because schools will ask me if you speak well and I want to be able to verify that. If you know you need to work on this, make the effort. I expect you to correct yourself if mistakes are noticed by me or your classmates.

### Email:

We are going to use the **Blazeview email** for class. There is a certain standard of etiquette in higher education that is very different from the way you interact with your friends while texting. My VSU email is for emergencies.

My title is **Dr. Jones** and start any email with that included in a greeting

The first thing you should do is tell me **which of my classes you are in**

The next sentence should contain the **reason for your message**

After you explain yourself using **good grammar & spelling** – This is not a "text message"

**Proofread** – I do not expect garble from people who are looking for a college diploma

Close the message properly showing you know the **proper decorum to use with your professor**

Finally, if you are not polite, **do not expect a response from me** – I will be busy filing it in my "Rude Email" file, and I may enter it in the faculty contest for the "Rudest Email of the Year"

**Academic Honesty:** Members of the class are expected to maintain high standards of integrity. This course will use the VSU Handbook Code of Ethics as a basic standard of behavior, and everyone in the class is required to read the Biology Department Plagiarism Policy sign a statement verifying that these guidelines are understood. Evidence of dishonest conduct or cheating will result in no credit for the assignment and depending on the case, a grade of "F" for the course. Never copy text from a book or website and always cite sources unless it is very general or commonly known scientific information. Do not share your work with other students because both people will be held responsible. When students work together on projects or assignments, each person is responsible for submitting completely individual, distinctly different products. Do not expect lenience for claims that on the grounds of not knowing better. You will be reported to the Dean of Students and employers such as school systems do call that office at VSU to check on whether you have a record of infractions.

#### Assessment:

LearnSmart	10%
Lab Notebook Grade - Formative & Summative Evaluations	10%
Class Participation, (Oral Reports) & Blazeview Assignments	10%
Attendance	10%
Midterms (Each Test = 10%)	40%
Final Exam	20%

**Reading & Adaptive Learning:** This introductory ecology textbook is unique because there are reading objectives throughout the chapters to focus attention on important content. Reading for science is very different from other types of reading. Science teachers need to be prepared to teach students to read different sources of information. Concentrate on the reading objectives, complete the LearnSmart assignments by the deadlines, and demonstrate the comprehension of these topics with reading notes on the chapters or the summaries at the end of each chapter. Concentrate on doing selective reading which means there is no need to spend time on information that goes into detail over subjects that were not covered in class. You are responsible the chapters in the text, and there will be test questions based on the information in the book.

The *LearnSmart* (LS) prompts are lower order questions that drill on vocabulary and basic concepts. Think about the questions when you read the prompts. Think about what the answer is. Indicate how confident you really are. If you get the question wrong, ask yourself why you did not know it. That type of thinking is the best thing you can do to improve your learning. If you look back and it is right in the book, consider the fact that you might need to read more carefully. You can start as early as you want for all of the chapters in each unit to be sure you get the chapters completed on time. You will find the lectures much easier to understand after finishing these exercises. As you do *LS*, jot down words on questions you miss so that you can be sure to look for those explanations in lecture. If something is still unclear, be sure to ask. Do not expect questions like these on the test because those will be conceptual and require higher order thinking.

*LearnSmart* is an adaptive program. The number of points you get and the number of times you see a topic depends on getting the correct answer and how certain you are that you know the answer. Be sure to use the Confidence prompts carefully. You get the most points if you say you are "sure" and get the answer correct. You will also finish faster if you do that. However, if you say you are "sure" and get it wrong, you lose points. If you get it wrong with one of the other prompts, the penalty is not as bad. You will get other questions on that topic or the same question until you master it.

If you have problems, YOU must call McGraw Hill's Customer Support! Get the Case Number and if they do not help you, then email me in Blazeview and be sure to send me the case number so I can try to do something about it. So that you can prepare for the tests and exam, there will be a *Connect Practice* activity for each unit.

#### For McGraw Hill Customer Support: Call (800) 331-5094

As we finish each unit, you should go to the reports page to see which topics were a problem for you. The reports even show which *LS* questions you missed the first time. You can go back and drill on *LearnSmart* as often as you want, but you only get credit for completing *LS* before the lecture deadline. There are over 80 students in this class, so it is your responsibility to log on and learn to use the *Connect* programs after I explain them in class. Find your Metacognitive score and compare it to the grade you want on a test because there is usually a high correlation between these and how people score on the tests.

#### Other Reading:

Depending on your background, you may need to supplement the Ecology text. Every Biology textbook contains the same scientific information and usually the chapters are in the same order. Each author tells the story differently, and you may find the voice of and presentation by one author more effective than another. In short, you can use other textbooks to supplement your experience and ensure that you thoroughly understand the concepts covered in this course. Open Stax Concepts of biology is free online at:

<https://openstaxcollege.org/textbooks/concepts-of-biology>

Another excellent resource is [https://epd.georgia.gov/sites/epd.georgia.gov/files/related\\_files/site\\_page/B-114.pdf](https://epd.georgia.gov/sites/epd.georgia.gov/files/related_files/site_page/B-114.pdf)  
*The Natural Environments of Georgia* is an absolute classic! Compiled by Charles H. Wharton for the Georgia DNR in 1978, this is a very detailed record of the ecology of the state.

#### Examinations:

There will be four tests with 100 questions during the semester and a comprehensive final examination with 150-200 questions. These multiple-choice tests will consist of conceptual questions that probe understanding of the course material. This course will be taught in a way that requires students to demonstrate individual construction of knowledge and the questions on these assessments are written to judge the ability to apply the course information. Hard work on the LearnSmart is the best preparation for these exams. \*Since we actually meet for 2 blocks of time, we are using the exam slot for the second block of time. Otherwise, you would have had class on Monday, Dec. 4<sup>th</sup> and a comprehensive final exam the next day.

### Oral Reports:

During normal lab activities there will be regular opportunities to present your findings to your classmates. You will be expected to practice good speaking skills: Start & end with planned declarative sentences, speak up & speak clearly, and direct your comments to your classmates. There will be several assigned reports which you will be expected to present without any notes, so be sure you know the material.

### Voluntary & Service Activity:

This dimension of the course allows you to make decisions and enhance your grade. There will be several teaching opportunities that occur outside of class time. I also have ongoing projects building the displays in the Atrium. Each activity will count for a certain number of points at a rate of - 1 point/hour. In some cases, points will require written summaries. Sloppy or incomplete efforts will not be accepted. The single criteria for evaluation will be "evidence of a significant effort to enhance personal pedagogical knowledge." For some, reflection is expected as documentation of what was learned through these opportunities. Any additional projects that you might propose outside of those offered in the course must be approved in advance for credit.

### Lab Notebook:

This will be given a preliminary grade as formative assessment after the midterm and a full summative assessment after the final exam. Concentrate on demonstrating critical synthesis of every class activity. If any lessons are not completed and summarized, the notebook grade will not be any greater than a "C" regardless of other efforts. Top grades will be awarded for clear evidence of **Clear, Consistent, and Convincing** comprehension of the material. It is extremely important to focus on building a document that clearly demonstrates understanding of the course content. **The grade will be a reflection of the quality of the work presented. It will not be a measure of the amount of time spent on the assignments. Remember: the grade is based on a demonstration of what was learned; it is not given for the size of the Lab Notebook.** This Lab Notebook should be much more than a sterile display of coursework. As preparation for teaching science to young students, think about colorful ways to show understanding and appreciation of the information. Use Google or other engines to download images for visual displays. If you have a camera, take your own pictures and every image should have a detailed caption describing **WHAT YOU LEARNED**.

### Final Grading Contract for Lab Notebook:

#### For a C:

Every weekly lesson, trip, & reflection covered in Lab Notebook  
 Completion of LearnSmart Assignments >70%  
 Class Average 69-78%

#### For a B:

Good Visual Displays, Trip Summaries, & Teaching Reflections in Notebook  
 Decent Class Participation  
 Class Average 79-88%

#### For an A:

Excellent in Every Aspect of Course  
 Strong Cumulative Summary Statement  
 Class Average > 89-90%

### Georgia Ecosystem Report:

Each person in the class will select a topic from the list below, accumulate information on that ecoregion throughout the semester, and compile it in the Lab Notebook. As we address different principles of ecological science, they are to be explored in the context of these places. During the last class of the semester formal reports will be presented in both poster and oral forms.

#### Wetlands

Swamps  
 Fresh Water Marshes  
 Floodplains  
 Carolina Bays

#### Freshwater Aquatic

Blackwater Streams & Rivers  
 Mountain Springs & Streams  
 Large Alluvial Rivers  
 Bogs, Sag & Gum Ponds

#### Oceanic

Intertidal Beach Zones  
 Sponge & Coral Reefs  
 Open Ocean  
 Benthos

#### Coastal

Salt Marshes  
 Tidal Creeks & Rivers  
 Estuaries & Sounds  
 Dune Areas  
 Barrier Islands

#### Forests

Longleaf Pine Savannas  
 Piedmont Mixed Pine-Hardwoods  
 North Georgia Highlands & Valleys  
 Maritime Oak Forests  
 Coastal Plains Coniferous Forests

## Expectations on ISCI 3103 Writing Assignments

### Objective

Written assignments will reinforce class lessons and will help you to learn, outside the classroom, through your own thinking. Papers are an opportunity to display your knowledge through more than just exams or what you might or might not say in class. These assignments also allow you to show your own style of expression and personal interests, so you should take pride in them.

### Focus

Well-crafted writing always has a specific purpose. Every paragraph or paper should have a distinct thesis or central idea. Your thesis should directly address the nature of the writing assignment. Decide on the topic and a specific case you want to make before you start writing. Write the thesis or topic sentence down and check back throughout the writing process to be certain that the work supports it. Concentrate on demonstrating your understanding of the scientific information.

### Paper Organization

Before you begin to write, think through how you plan to develop your thesis and use an outline to structure the paper. An Introduction and Conclusion will be the first and last paragraphs of your paper. Start paper with something catchy to interest the reader. Make it perfectly clear, in this introductory section, what your point or central idea will be. Support that concept throughout the body of your paper. Paragraphs in the middle will be the Body of your text. Subheadings should be used for clarity. Your assignments in this class should usually be in first person. Avoid using statements such as "In this paper I will discuss..." since it is much more sophisticated to avoid this type of "crutch statement."

### Paragraphs

Divide the paper by major themes and make each of these a distinct paragraph. You should have at least 3 paragraphs on a 1-page, single-spaced paper. The first sentence of each paragraph is a topic sentence that shows what the paragraph covers. ONE SENTENCE IS NEVER AN ENTIRE PARAGRAPH because there should be at least 3 sentences elaborating any significant idea.

### Format

A header on the upper right should include the student's name and the date of submission. Each paper should have a creative title identifying the approach to the assignment. Since the course will be paperless, coversheets are not necessary. Your papers are to be typed using something comparable to 10-12 point Times New Roman type, single-spacing, and reasonable (0.5 to 1 inch) margins. Other professors often expect double-spacing, **I require single-spacing**. The lengths of these papers are stated in the assignments. After your draft your ideas, if the paper is too long, go back through and shorten it up by taking out the less important aspects. If it is too short, go back and incorporate more support or add more detail to what you are saying. When I say 1 page that means one sheet of paper that is full of text. Put your references and heading on that sheet. Use the word counting function on your word processor to be sure your text is 600-800 words per assigned page when single-spaced.

### References

Any very general scientific information does not need to be cited. We consider this common knowledge because the place you found it is not the original source of the information. How would you know? The answer is if you can find the same information in 2 or 3 books, it does not require a citation in the text or a reference at the end of the paper. However, you must be very careful about giving appropriate credit to the sources of any original outside information that you use. If you use original information, it should be cited in the text of the paper. You also should have properly formatted references at the end of the paper that include: Author (Last name, Initials), Year (In parentheses), Title, Place & Name of Publisher, Pages. Use the APA or American Psychological Association style and check the web if you want an example of this. Even WWWeb sources must be cited properly. Be sure to reword or paraphrase text from any of your sources to avoid plagiarism. Paraphrasing means changing more than 1 word in a sentence. Think about what something says and completely restate it in your own words. No direct quotes are allowed in papers for this course to prevent you from making your paper look like a mosaic of other people's ideas. The point of writing is to demonstrate your thinking, so first person is usually fine.

### Grading

Your assignments will be described in detail in lecture, so listen carefully and be sure that you know what is expected or ask about anything that is unclear. Grades will be docked for any failure to follow directions precisely. If you need more clarification than is given in the Blazeview description, contact your classmates by email, phone, or posting a question on the *Blazeview* discussion board. Focus on the objective of the assignment and address it clearly in thesis of your paper. You can dramatically improve your work if you critique your own rough draft and revise it at least once. Outside feedback can also make a difference. Proofread to avoid careless errors. Spelling, Punctuation, and Grammar do effect our impression of the quality of your presentation. These papers will be graded on Effort, Quality, Organization, Content, Proper citations and whether or not you followed these directions. I will look specifically at extent of your coverage of the topic and the clarity in your presentation of the material. If you need assistance with your writing, please see me for help and/or contact the Student Success Center. There will be a due date on the *Blazeview* assignments. If you miss that, you have 24 hours to submit the assignment late with a 10% reduction in the grade before you are locked out. I will not accept late work after that!