

# Fall 2021 Course Syllabus

## ISCI 3103: Natural History of Georgia for Middle Grades Education Majors Department of Biology, College of Science & Mathematics, Valdosta State University

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Student Hours will be in Room 1043 BSC:

Monday 1:00-2:00 in 1043 BSC

Tuesday 11:00-12:00 in 1043 BSC

Graduate Teaching Assistant: Gabrielle Frederick ([gafrederick@valdosta.edu](mailto:gafrederick@valdosta.edu))

### **FYI:**

I set the bar high in my courses because I know you can learn science. I also want you to feel the satisfaction of achieving something that took resolve and hard work. You need to take the time to read this document because it spells out important information about the course. If you do not try to apply these guidelines, you are putting yourself behind everyone in the class who does so because they will understand more than you about what to expect within the nontraditional format of the course...

### **Purpose of the Course:**

This science content course provides an overview of Life Science in preparation for teaching science at the Middle School grade levels. The Next Generation Science Standards will be covered in lessons that allow Education majors to learn science in the non-traditional ways they will eventually be expected to teach in their own classrooms.

### **Instructional Philosophy:**

*ISCI 3103* will bridge the gulf between scientific and educational disciplinary training by allowing future teachers to learn new scientific information through a variety of instructional innovations. The course employs methods that enact the rhetoric of science education reform. By teaching for constructivist learning, emphasis will be placed on the acquisition of conceptual understanding of scientific information rather than mere memorization. An alternative assessment strategy will be used this semester. This nontraditional approach to college science helps preservice teachers make connections between methods of teaching and learning science.

### **Nontraditional Assessment:**

There will be no tests. I am making a default assumption that you are in college to get professional training for a career as a teacher. Becoming an educated person takes work, and I expect you to make a sincere effort to learn. The most important contribution to your success will be your personal work ethic because the grade will be based on assignments that will be consolidated in your final Electronic Journal. Every assignment has been developed to help you build a deeper understanding of the scientific content that is presented in the class sessions. You are expected to show conceptual knowledge, which requires far more depth than just memorizing factoids. I want you to learn both the scientific content and various possibilities for presenting this to your future students.

### **Course Format:**

This is an Inquiry-Oriented course which will start with a participatory lab that is followed by a lecture on the subject. You are welcome to tape the lectures. You are responsible for documenting the lab and scientific content in the Day2Day section of your electronic journal. Attendance is mandatory and will seriously impact your grade because these labs can't be repeated. If you miss class, you are expected to send me an email in Blazeview stating the reason, preferably before the meeting. You also have the responsibility of making up the work by speaking to your classmates. Dentist/doctor's appointments should not be made during class – tell them you can't afford to miss. If you must quarantine for Covid, contact a classmate and try to keep up with the work.

## 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 do various types of natural Evolution explain the history of different aspects of the universe?  
 How does pedagogy centered on the absence of testing, influence the teaching and learning of science?  
 What influence did assessment with an Electronic Journal have on your understanding of Nature & Science?

### Basic Knowledge & Skills Students Will Acquire:

Strategies for Teaching 7<sup>th</sup> Grade Life Science Based on the Georgia Standards of Excellence for Science  
 The Natural World as Seen from a Personal and Scientific Perspective  
 The Nature of Science as both a Body of Knowledge and Set of Processes  
 Evolutionary History of the Natural World, especially how Biodiversity resulted from Common Ancestry  
 Essential Subject Matter Covered in the 7<sup>th</sup> Grade Life Science Content Section of the NGSS

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

- I. **Display** a collection of information documenting personal growth through course experiences
- II. **Describe** the distinction between the Natural World and the Nature of Science
- III. **Compare & Contrast** the 6 Realms of the Natural World and the 6 Basic Natural Sciences
- IV. **Indicate** the possession of conceptual understanding the 5 Life Science Content NGSS
- V. **Characterize** the influences personal growth & learning in a science content course

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

- I. **Short Assignments** to be submitted in Blazeview
- II. **Familiarity with the 7<sup>th</sup> Grade Life Science Content Standards** - (NGSS & GSE)
- III. **Demonstration of Basic Graphic Arts Competence** - Using PowerPoint
- IV. **Oral Participation** – Regular Attendance, Active Efforts in Class, and Several Reports
- V. **Electronic Journal** – A summative, comprehensive evaluation of Pedagogical Content Knowledge

### These Facets of Understanding Are Built into the Course Assessments:

- Explanation** – Description of subject matter and pedagogical practices  
**Interpretation** – Demonstration of astute reasoning & 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 of efforts to work toward social justice  
**Self-Knowledge** – Illustration of personal reflection on the process of learning and teaching science

### 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

Link to GACE Prep: [https://study.com/academy/goal/professional-licensure/teacher-certification/gace-georgia-assessments-for-certification-of-educators.html?src=adwords\\_gdn&rcntxt=awc&rt=244316913308&kwd=ckwd&kwid=aud-400845132854&agid=51178074856&mt=&device=c&network=d&devicemodel=&placement=www.horsetalk.co.nz&glid=CjwKCAjwxo6IBhBKEiwAXSYBsxxInvJCKN1-CsPYwAYB24FIilwIoM6CHK7cTCPBXzDWU-oKA-48eBoCeyoQAvD\\_BwE](https://study.com/academy/goal/professional-licensure/teacher-certification/gace-georgia-assessments-for-certification-of-educators.html?src=adwords_gdn&rcntxt=awc&rt=244316913308&kwd=ckwd&kwid=aud-400845132854&agid=51178074856&mt=&device=c&network=d&devicemodel=&placement=www.horsetalk.co.nz&glid=CjwKCAjwxo6IBhBKEiwAXSYBsxxInvJCKN1-CsPYwAYB24FIilwIoM6CHK7cTCPBXzDWU-oKA-48eBoCeyoQAvD_BwE)

## ISCI 3103 – Fall 2021 - Tentative Weekly Outline

Topic	Lab	MG Stds
<b>1. Opening</b>		
8/16 – Introduction	Levels	
8/18 – Patterns	Petals around the Rose	
<b>2. Patterns</b>		
8/23 – In Nature	Cones & Numbers	
8/25 – In Color	Munsell Color Scale	
<b>3. Natural World</b>		
8/30 - Cross-Cutting Themes	Bee Lab	All
9/1 – Levels of Organization	Cards	A3
<b>4. Addressing the MG Standards</b>		
9/6 - <del>XXXXXXXX</del> - Labor Day		
9/8 - Performance Standards	eJ Slides	All
<b>5. Life</b>		
9/13 – Reductionism, Holism, & Emergent Properties	Water Properties	
9/15 – Defining Life	A,B,C	A1
<b>6. Cellular Composition</b>		
9/20 – Ultrastructure	Draw a Cell	A1, A2
9/22 – Uni & Multicellularity	Pond Water Microscopy	A2
<b>7. Reproduction</b>		
9/27 – Asexual & Sexual	Genetics	A4, C1, C2
9/29 – Sex & Gender in Humans	Mosaic of Quotations Lab	A8
<b>8. Midterm</b>		
10/4 – Slide Discussion	Standard Prompts	All
10/6 – Sexual Reproduction	Lecture	
<b>9. Homeostasis</b>		
10/11 - <del>XXXXXXXX</del> – FALL BREAK		
10/13 - Regulation	Body Systems	A3, A8
<b>10. Evolution</b>		
10/18 – Origins	The Evolution/Creationism Controversy	
10/20 – Evidence	Fossils	D1, D3
<b>11. Evolution</b>		
10/25 - Adaptations	Fish Lab	D2, D6
10/27 – Selection & Speciation	Fossils	D1, D4, D5
<b>12. Human Evolution</b>		
11/1 – History & Migrations	Primate Skulls	A5
11/3 – Variation	Inheritance of Skin Color & Race	D6
<b>13. Metabolism</b>		
11/8 – Matter	Biogeochemical Cycles	A7, B3
11/10 - Energy	Critter Art & Functional Roles	A6, A7, B3
<b>14. Habitats</b>		
11/15– Ecosystems & Communities	Diversity Index	B2
11/17 - Grand Bay Trip???		B2, B5
<b>15. Populations</b>		
11/22 - Carrying Capacities	Critter Report	B1, B4
11/24 - <del>XXXXXXXX</del> - Thanksgiving		
<b>16. Biomes</b>		
11/29 – Terrestrial	Latitude Lines	B2
12/1 – Aquatic	Reading Article from Science	B5
<b>17. Ecosphere</b>		
12/6 – Pedagogical Content Knowledge		

## NGSS Middle Grades Life Science Performance Standards

### **MS-LS1 From Molecules to Organisms: Structures and Processes**

1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

### **MS-LS2 Ecosystems: Interactions, Energy, and Dynamics**

1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

### **MS-LS3-1 Heredity: Inheritance and Variation of Traits**

1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

### **MS-LS4-1 Biological Evolution: Unity and Diversity**

1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

## Personal Electronic Journal (eJ) Requirements

The reason you are creating these eJs is to articulate what you are learning in a way that is a radical alternative to the usual science tests. To ensure that you stay up to date with what we are doing in class there will be due dates for assignments that are submitted in Blazeview on a regular basis. The grades on these assignments will be an indication of how well you are doing. All it takes to pass this course is a solid work ethic and willingness to learn the science. If you do not remember much from your K-12 science classes, it does not matter. As long as you are willing to make an effort to do the work, you can succeed in this class. Each session constitutes one lesson and after the classes you need to ask yourself if you understand the subject we covered. If you do not feel confident that you grasp the scientific content, it is your responsibility to ask for help and work harder on this topic for your eJ entries. You will do well in the class if you keep up with the science and think about what and how you are learning it as we go along. Since there are no tests, you must document what you have learned from class, through web research, discussions with your classmates, or by asking one the instructor.

The eJ document will be one continuous PowerPoint that is constructed in Office 365. The first thing we will do is to demonstrate how to set up that file and submit the link to your file to the Blazeview dropbox in the course content section. These must be in landscape orientation and the widescreen (16:9) slide size format. The background will be white on most slides. You may select any reasonable, serif or sans serif font and should use only one for all captions throughout the entire presentation (unless you are doing something creative on a particular page). You may vary the size of the font in different places if it is fairly consistent, especially in the headings. Any long sections of text must be black type on the white background, with left-justification. Anything over 2-3 lines should not be centered. You can compose longer narratives in Word and insert them as text boxes on your slides. These must follow the Writing Guidelines that are in this syllabus.

You should have clear divisions for the different sections of the course and each of them should have both a photographic Cover Page with a paragraph (200-300 word) Summary that is written after the lessons for the unit evaluation. That summary should employ the new vocabulary words you have learned in defining sentences that are composed in your own words. Nothing needs to be cited in the text because it is all general information. We will use the performance outcomes in the NGSS - Next Generation Science Standards <https://www.nextgenscience.org/> that were the basis for and are similar to the GPS - Georgia Performance Standards for 7<sup>th</sup> Grade <https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx>

Since this science content course is part of the major in Middle Grades Education, students are expected to focus on the “art and science of teaching” as well as the scientific subject matter. Part of the purpose of this course is thinking about your own learning and working to develop the ability to translate scientific subject matter into interesting and effective lessons that are appropriate for young children which is known as Pedagogical Content Knowledge [PCK]. Discuss how the course content and lessons relate to Science Education. This section should indicate which of the Georgia Science Standards or NGSS National Standards are most closely related to what we did.

The electronic format will give you a great deal of creative freedom. Slides should include substantial scientific terminology and show what you learned in the form of cell phone pictures or photos and diagrams from the web. Any image must be explained with a statement in your own words. We are going to evaluate your pedagogical content knowledge in these entries, so use first person and discuss teaching strategies related to the lessons. Read the page about writing in this syllabus carefully. If you are not a strong writer, get help from someone by asking them to read over what you have written.

### Electronic Journal Grading:

**Analytic Short Assignment Scores:** These 10 point grades will always depend partially on the effort you make and partially on the accuracy of the science. 10 = Excellent, 8-9 = Good, 7 = Adequate, <5 = Incomplete and Seriously Deficient 12 = Exceptionally Good

**Holistic Evaluation:** Every time you are required to submit your complete journal, the overall quality will be rated.  
 60's - Poor - Needed substantially more effort, thought, & synthesis - Lacking vocabulary, and/or scientific information  
 70's - Adequate - Every Day2Day lesson completed-with depth of thinking to show mastery of content  
 80's - Good Work - Substantial visual record of lab activities with detailed explanations  
 90's+ Great Effort - Polished consistent presentation throughout  
 125% - Above and beyond my expectations!!!

Serious Deficiencies:

0 - Any assigned slides missing or a sloppy overall presentation lacking effort  
 50's - Insufficient - Needs much more effort

**Make-Up for Absences** - For any class absence when the activity is missed, the eJ must contain: 1) A synopsis slide with the scientific content that was covered, 2) A Make-Up Slide with a report of 300 words on a topic that cites 2 websites.

### Final Grade Distribution:

Attendance: 20%

Short Assignments: 10% - Weekly Completion of Day2Day Assignments and Other Requirements

Midterm Formative Assessments will be part (25%) of the following final grades for each:

MG Standard Demonstration: 20%

Final Journal Grade: 50% - Summative Evaluation of eJ

## Official Information

**Attendance Policy:** Participation in class activities is crucial, therefore attendance will seriously impact the final grade. Tardiness causes problems for the entire class when you miss directions for lab, so being later than 10 minutes more than 3 times will be an unexcused absence. After that, any late arrivals over 15 minutes will be graded as an absence for the entire class. Excused absences must be made up but will not lower this grade. Attendance grades will be calculated as follows:

<b><u>No Absences at ALL</u></b>	<b>125%</b>
1 Absence	100%
2 Absences	75%
3 Absences	50%
4 Absences	25%
More than 4	0%
<b>More than 6</b>	<b>Course Failure</b>

### Emails: Please Use My Blazeview Email for All Class Matters!!!

My VSU email: [lesliesj@valdosta.edu](mailto:lesliesj@valdosta.edu) should only be used if it is urgent

*To be safe, you need to **Check Your Blazeview Email OFTEN** (several times per week) for updates*

Class emails are not text messages and are expected to be written coherently.

My title is **Dr. Jones** and you should 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** because I have several.

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

After you explain yourself, you should close the message properly.

**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: <http://www.valdosta.edu/colleges/arts-sciences/biology/documents/resources/PlagiarismPolicy.pdf> 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. Do not expect leniency for claims on the grounds of not knowing better. You will be reported to the Dean of Students and letter of concern documenting the problem will be sent to the College of Education. Be aware that employers such as school systems do call that office at VSU to check on whether you have a record of infractions.

**Statement of Student Support:** I support all students regardless of immigration status or country of origin. As a Dreamer Ally, I support Dreamer students and promote their sense of belonging and safety as they pursue their higher education goals. For more information and resources about higher education visit a website for another university until we have something this on our VSU website: [https://international.uoregon.edu/immigration\\_faq](https://international.uoregon.edu/immigration_faq). I commit to not sharing your status with anyone if you reveal it to me. I also remind you that **when interacting with faculty, staff, and offices around campus you are never required to reveal your immigration status**.

**Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

**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.

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

# Writing Requirements

**Objectives:** You will be required to produce at least one summary paragraph on each daily lesson, a composite paragraph for each weekly topic, and a comprehensive essay on the unit topic as part of each test. These assignments also have been designed to help you to learn, outside the classroom, through your own writing. Writing is an important way to learn because if you can construct sentences about something, it will organize your understanding in your mind or let you know that you need to seek more information about a subject. Notebook entries are also an opportunity to display your knowledge through more than just exams. These assignments also allow you to pursue the connections between your own personal interests and what we cover in class, so you should take pride in them.

**Focus:** Well-crafted writing always has a specific purpose. You can brainstorm ideas by writing down any of the terminology you can think of, or using the key words in your notes. Decide on a specific point or argument you want to make - before you start writing. Every composition should have a central idea that is contained in a thesis that should directly address the nature of the writing assignment. Write the thesis down, include it in your introductory & concluding sentences, and check throughout the writing process to be certain that the body of your work supports it. Starting a paper can be the hardest step, so if you feel blocked, try expanding your brainstorming with Google searches on the subject. Take a blank sheet of paper without lines, and just write down any ideas you have or do some reading in the text to get ideas. Then, create an original title for your eNotebook entry or test essay.

**Organization:** Before you begin to write, think through how you plan to develop your thesis and use an outline to structure your thoughts with a sequence that makes sense. An Introduction and Conclusion will be the first and last sentences or paragraphs, but they can actually be written last. Start paper with something catchy in the first sentence to interest the reader. Make it perfectly clear, in the introductory statement or 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. Quotations & Subheadings are not to be used in these short assignments; let the topic sentences of the paragraphs serve that purpose. Avoid using phrases such as "In this paper I will discuss..." since it is much more sophisticated to avoid this type of "crutch statement."

**Paragraphs:** These assignments will be single-spaced. 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 idea that is significant enough to be separated from the rest.

**Format:** Always have an original title on your paper, centered at the top of the page. Think of something that summarizes the unique slant you are taking because we have to read many of these. It should catch our interest. Your papers are to be typed using something comparable to 12-point Times New Roman type, single-spacing, and 1 inch margins. Other professors often expect double-spacing, but I prefer to read single-spacing and require your papers to be single-spaced. After a draft, 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 substantial text or no less than 800 words.

**Grading:** These short papers and test essays will each be worth 10 points. Outstanding papers will receive an additional 2-5 points. Assignments will be described in class, so listen carefully and be sure that you know what is expected or ask about anything that is unclear. There will also be a description on the Dropbox in Blazeview. 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 by other people who write well or even a visit to the Academic Success Center (ASC) in the library can also make a difference. You do not need a science tutor to read these papers. Ask for an English or Writing tutor at the ASC. Proofread your own work to avoid careless errors. Spelling, Punctuation, and Grammar do effect the quality of your work and your grade. These papers will be graded on Effort, Quality, Organization, Content, and whether or not you followed these directions. We will look specifically at your coverage of the topic and the clarity and thoughtfulness of your presentation. Do not complain about your grade because it is very unlikely that it will be changed. Instead, learn from the feedback and improve your next paper.

## Automatic Grade Reductions:

- Failure to single-space & Missing a clear thesis or title
- Lack of Organization (Equal Introduction & Conclusion) Solid Body with logical flow
- Poor paragraph structure - no topic sentences, uneven lengths, no transitions
- Lack of focus, failure to compile a convincing argument, or make a good case
- Inaccurate or deficient scientific content
- Typographical Errors & Grammar, Spelling, & Punctuation (GSP) Mistakes
- Not the assigned length which will be from 1/2 to 2 pages, but is usually limited to 1 page (which is no less than 3/4)
- Failure to follow these writing instructions

## Requirements for Submission:

Submit your work on Blazeview in the designated assignment box as a PDF because this will ensure that the formatting will be preserved. The due date will be announced in class, is posted on the class schedule, and listed in Blazeview. If you fail to submit your work by the time the box closes, it will not be accepted FOR ANY REASON, so that is the reason to turn assignments in early. If you miss the final deadline, accept your penalty and do better next time!

**Please follow these guidelines in order to get the best grades.**