ISCI 2001: Exploring Our Ecosphere:
Life & Earth Science for Early Childhood Education

Department of Biology, College of Science & Mathematics, Valdosta State University

Spring 2021 Course Syllabus

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Student Hours will be in Room 1043 BSC:
M W 2:00-2:30
T R ~3:30-4:00

1.Course Format: **Attendance is Mandatory, and absences will seriously impact your grade.**

This is a Face to Face course. The entire class is required to attend lecture on both Monday & Wednesday in the 1011 auditorium of the BSC unless you are under quarantine. These lectures will be projected synchronously and recorded on *Collaborate Ultra* which can be found in the Content section of Blazeview.

Due to the need for social distance, each person will attend one live lab per week in room 1043 of the BSC. On Monday, half of the class (with surnames in the first half of the alphabet) will attend lab at 10:00 or 11:00 and the rest of the people will attend on Wednesday. The second lab will be an independent online activity.

Absences for quarantine relating to Covid will only be excused after an official notice from the Dean of Students Office. Everyone should be prepared incase circumstances make it necessary to the entire class move to remote learning. We could move very quickly to computer delivery depending on what happens with the Pandemic. If we are forced to be online, all labs will become virtual and lecture attendance will still be mandatory.

2. A Very Important Message to Students:

I am making a default assumption that you are in college to get an education. Becoming an educated person, and especially a good teacher, takes work. I expect you to make a sincere effort to learn. In college, you are expected to spend two hours working for every credit or actual hour you spend in class.

The most important contribution to your success will be your personal work ethic because your grade will be based on an eJ Electronic Journal that demonstrates whether you learn the material. These will 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 for any test. I set the bar high in my courses because I know you can learn science. I want you to learn both the scientific content and the satisfaction of achieving something that took resolve and hard work.

You should read this entire 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 review it because they will understand more than you about what to expect within the nontraditional format of the course…

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

My VSU email: *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.

4. Deportment:

Since this course is part of the preparation for the Elementary Education program, I will expect everyone to maintain a high level of decorum. Since teachers cannot be late for school, tardiness will not be excused and will also count against your grade. Teachers need to be in the habit of using good grammar, speaking formal or standard English, and refraining from swearing in front of their students, so this is a good place to start. In schools, teachers need to collaborate and be team players, so please help your classmates to be successful.

Online Etiquette: The remote sessions will be presented through *Collaborate Ultra* in Blazeview. Given the limits to the VSU bandwidth, if you join the class online, please mute your microphone and turn off your camera.

5. Personal Responsibility –

You must keep track of all assignment deadlines because late work will not be accepted!! If you miss a deadline, think about how you can prevent missing anymore deadlines. Your grades will be posted in Blazeview all semester so that you will know where you stand. If that is not the grade you want at the end of the semester, make more effort to succeed!

ISCI 2001 - Tentative Course Schedule and Plan for Instruction

Dates	Lecture Topics	Live Lab Activities	Assignments
1.	**The Natural World**		
Jan	11 – Opening Class	Card Sorting	Student Info Sheet
	13 – Levels of Organization		Alphabetical Lists
2.	**Exploring Our Ecosphere**		
	18 – HOLIDAY in Honor of MLK		Readings in BV
	20 – Electronic Journals & Petals	Open Labs for Links & eJ Help	Link & 42 Thumbnails
3.	**Patterns in Nature**		
	25 – Colors, Shapes, Forms, & Causes	Leaves & Cones	Photos & Hundred Sheets
	27 – Algebraic & Geometric		Readings in BV
4.	**Natural or Not**		
Feb	1 – The Anthropocene	Classification & Dichotomy	Two Keys of a Natural Category
	3 – Equilibrium & Balance		**First Journal Grade**
5.	**Origins**		
	8 – Types of Evolution	Human Skin Colors	Historical Timeline of Nature
	10 – Changes over Time		
6.	**Energy**		
	15 – Types	Transformations	Sustainable Sources
	17 – Food Webs		
7.	**Matter**		
	22 – Natural Resources	Soil Types	Carbon Cycle
	24– Biogeochemical Cycles		
8.	**Space**		
Mar	1 – "Big Bang"	Parallax & Lunar Cycle	Solar System
	3 – Cycles & Timing		
9.	**Earth**		
	8 – Climatic Regions	Rocks & Landforms	Rock Cycle
	10 – Tectonic Plates		
10.	**Abiotic Spheres**		
	15 – Atmos, Hydro, Litho	Open Makeup Lab	3 Sphere Pages
	17 - Wellness Day Off		
11.	**Life**		
	22 – 5 Features	Microscopy	Cell Metaphor
	24 – Biodiversity		**Second Journal Grade**
12.	**Habitats**		
	29 – Biomes & Ecosystems	Critter Art	Georgia Ecology
	31 – Symbiosis		
13.	**The Sciences**		
Apr	5 – Human History	Scientific Processes	The Story of Engineering
	7 – Different Disciplines		
14.	**Reasoning**		
	12 – Inductive	Fish Lab	Cloud Types
	14 – Deductive		
15.	**Holism & Reductionism**		
	19 – Components & Systems	Water Properties	Covid Examples
	21- Emergent Properties		
16.	**Human Impact**		
	26 – Populations	4 Sphere Problems	Ecospheric Degradation
	28 – Elementary Education		

Wednesday, May 5th **Final Journal Deadline** with Overview of the Course & Elementary Education

ISCI 2001: Official Course Information

Course Objectives: This science content course provides an integrated overview of Life & Earth Science content in preparation for teaching science at the elementary school grade levels. Topics covered in both the K-5 Georgia Science Standards of Excellence and the Next Generation Science Standards will be addressed in lessons that allow Early Childhood Education majors to learn science in the non-traditional ways they will eventually be expected to teach in their own classrooms.

Instructional Philosophy: *ISCI 2001* 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 prospective elementary school teachers make connections between methods of teaching and learning science.

Grade Distribution:

Attendance	(Average of Lab & Lecture Grades)			10%
Blazeview Assignments		10 points each	Averaged for	10% of Final Grade
Electronic Journal (eJ) Grades*				30% of Final Grade
1: First	2/3	100 points		
2: Second	3/24	100 points		
Final eJ Evaluation	**5/5**	**100 points**		**50% of Final Grade**

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. 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.

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 & Director of the Office of Social Equity titleix@valosta.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.

ISCI 2001: Guidelines for Content

Learning Outcomes - Students in ISCI 2001 will be expected to:

I. Assemble & Display course content in an E-Journal showing recognition of the basic aspects of Life & Earth Science

II. Characterize the earth's Lithosphere, Hydrosphere, & Atmosphere & the place of our planet within the Solar System

III. Recognize how the abiotic factors influence the biotic features of representative global ecosystems

IV. Document recognition of select sections of the K-5 Georgia Performance Science Standards & NGSS

V. Indicate the possession of conceptual understanding of GPS K-5 content knowledge for Life & Earth Science

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

I. Short Assignments and Unit Summaries –applying the content covered in class

II. Oral Presentations in Class – short reports on various topics

III. Electronic Journal– Course work assembled into a single electronic presentation

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 scientific concepts involved in understanding the science for Elementary Education
Empathy –Discussion of appropriate interventions for underserved children
Self-Knowledge – Illustration of personal reflection on the process of learning and teaching science

*Attendance:

In this Face-to-Face course, you are expected to attend all class Lab & Lecture meetings in person. Being tardy or leaving early is counted as an unexcused absence unless you speak to me and have a very good reason. If you miss Lab or Lecture for illness, you should email me on Blazeview within 24 hours. I do not want the gory details, just say that you were sick. You will still be required to complete the Weekly Slide Set. Doctors and advising appointments should not be made during class. Tell them you can't make it because you have class! If you do miss lecture for any reason, you are responsible for viewing the recording on *Collaborate*. Anyone who misses more than 20% of the class sessions for either lab or lecture will receive a failing grade for the course. Here is how your grade will be calculated:

No Absences at ALL	**125%**
1 Absence	100%
2 Absences	75%
3 Absences	50%
4 Absences	25%
More than 4	0%
More than 6	**Course Failure**

I will be taking attendance just before Lab or Lecture. If you are late, it is your responsibility to see me after class to be sure the absence (A) is changed to a tardy (T). Two tardy marks are equivalent to an unexcused absence.

Expectations of Academic Integrity

Academic Honesty: Members of the class are expected to maintain high standards of integrity which specifically means doing your own homework and taking tests without assistance. You will be required to sign a pledge of Academic Integrity. Do not expect lenience for claims on the grounds of not knowing better.

VSU Student Code of Conduct

Section I. Academic Integrity Code

Academic integrity is the responsibility of all Valdosta State University employees and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in this Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold the highest standard of academic integrity.

A. Academic Integrity Violations - Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of any class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination, or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the content of a class, including but not limited to tests, examinations, laboratory equipment, and class records.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Students should also check with instructors before submitting work written for another class or assignment. In some cases, instructors may consider this work unoriginal and therefore subject to academic integrity penalties. Some typical examples of plagiarism are:
   a. Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
   b. Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
   c. Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

Section II. Resolution of Academic Integrity Misconduct

A. Academic Integrity-Academic Response

Valdosta State University policy is that a violation of Appendix A, Section I Academic Integrity Violation may and should be handled by the course instructor, the student, and possibly the department head or academic dean concerned with the offense. Penalties for an academic integrity violation should be outlined in the course syllabus. Any faculty member who has documentation and/or suspects that academic dishonesty has occurred shall (1) gather all pertinent information, and (2) meet with the student or students involved, and (3) inform the student or students of the academic response to an alleged violation of academic integrity, and (4) a faculty member should create a Report of Academic Dishonesty (RAD) to document the resolution of the matter. The faculty member should notify his/her department head and/or dean of these decisions and should submit a Report of Academic Dishonesty (RAD) along with all supporting documentation to the Student Conduct Office. An online Academic Integrity Reporting form can also be found at: https://publicdocs.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=1.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity should follow the grade appeal process (Form available at the Registrar's site under "Forms" http://www.valdosta.edu/academics/registrar/forms/). Students should remember that they may not exercise the right to withdraw from a class to avoid academic dishonesty penalties.

B. Academic Integrity-Disciplinary Response

To initiate the disciplinary response process for an academic integrity violation, a faculty member should first submit a Report of Academic Dishonesty (RAD), http://www.valdosta.edu/academics/academic-affairs/vp-office/forms/academicdishonesty.pdf, along with all supporting documentation and an online report of Academic Integrity to the Student Conduct Office https://publicdocs.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=1.

This report shall be made part of the student's disciplinary record and shall remain on file with the Student Conduct Office in accordance with Board of Regents record retention policy. A student's file on academic dishonesty is not intended nor designed to allow access by faculty members seeking historical information concerning a particular student. The purpose of the file is for the Vice President of Student Affairs and Dean of Students Office to determine if multiple incidents of academic dishonesty have occurred during a student's academic career at Valdosta State University. If a student is found to have cheated/plagiarized and withdraws from the course prior to the awarding of a grade, the Report of Academic Dishonesty will still be placed on file in the Student Conduct Office.

After a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office, official charges will be drawn and the disciplinary matter may be referred to the Valdosta State University Conduct Committee. The Valdosta State University Conduct Committee will utilize the disciplinary procedures outlined in Appendix B, Sections II.-V. of 3 the Student Code of Conduct for adjudication. The most severe sanctions such as expulsion or suspension should only result from a Valdosta State University Disciplinary Committee hearing and can be appealed via Appendix B, Section V of the Student Code of Conduct.

Faculty members may request that a particularly serious violation of the Academic Integrity Policy (buying or selling papers, stealing an exam, taking an exam for another student, significant plagiarism at the graduate level, etc.) be referred directly to the Valdosta State University Conduct Committee. The Assistant Dean of Students and the academic dean of the student's major will consult concerning the referral of a particularly serious first offense to the Valdosta State University Conduct Committee.

Specific Policies of Dr. Leslie S. Jones in Biology 1010A

Penalty(ies) for an academic integrity violation for this course are:

1. You will lose credit for any assignment on which there is evidence of cheating.
   The same penalty for any student who knowingly enables or tolerates cheating by another student.
2. Depending on the offence, the final grade can be lowered by 10% or the result will be failure for the entire course.
3. Refusal to acknowledge personal responsibility for any dishonest content will result in the official report to the DOSO

Each student will acknowledge that they are aware of this expectation at Valdosta State University and the potential penalties for such action in this course by hand-transcribing and signing the Academic Integrity Pledge posted in Blazeview.

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 of the instructors.

The eJ document will be one continuous PowerPoint that is constructed in Office 365. The first thing you want to do is 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 colors should not detract from the images you display. 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 a 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 must have clear divisions for the different sections of the course and each of them should have both a photographic Cover Page followed by a one page (600-800 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. Use the GPS - Georgia Performance Standards for K-5 and connect how these relate to what we did in class: https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx OR you can look at the NGSS - Next Generation Science Standards for the same thing https://www.nextgenscience.org/

Since this science content course is part of the major in Elementary 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 Elementary 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: The overall quality will be rated as follows:

70's – Adequate – Every weekly Set of Slides Completed as Directed with Sound Content & Good Effort
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 eJ that falls behind or does not show completion of all weekly Slide Sets
50's- Poor or Insufficient -Needs substantially more effort, thought, & synthesis -
60's - More depth of thinking to show mastery of content - Lacking vocabulary, and/or scientific information

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 ½ 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.