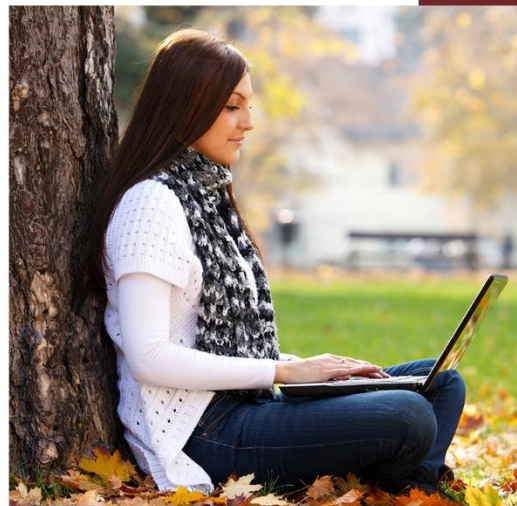
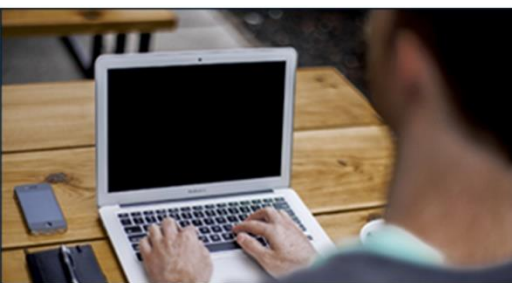


**CONSORTIUM**  
*of Adventist Colleges & Universities*

# SYLLABUS



**ANTH 200 Cultural Anthropology**  
**Fall 2020**

# ANTH 200 Cultural Anthropology

## Consortium of Adventist Colleges and Universities

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Descriptions

Comparative study of human diversity and of ways of being human. The concept of culture and ethnography as the primary tool of cultural anthropological research. Salient features of tribal communities, state level policies and modern network society. Globalization and its social, economic and environmental consequences. Understanding “ourselves” and those we call “others.”

### Required Text/Material

Hostetler, J. A., & Huntington, G. E. (1967). *The Hutterites in North America*. ISBN 978-0-534-44033-6

Robbins/Dowty *Cultural Anthro2* Belmont, CA: Wadsworth/Cengage Learning 2013

ISBN 10 1 133 60672 5

\*White, E. G. (2006). *Acts of the Apostles*. Pacific Press Publishing.

ISBN-10: 1145001300; ISBN-13: 978-1145001305

(\*PURCHASE UNNECESSARY -PDF version will be provided on Learninghub)

**NOTE:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

**Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a proximity 12 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided.

Readings: 2 hours

Lectures: 3

Interactive Discussions: 3 hours

Quizzes: 1 hour

Projects and Papers: 3 hours

**Institutional Outcomes:**

- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems. The identified transferable skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.
- 2.b. Pursue enduring questions through study in core fields and explore the connections between those fields.

**Student Learning Outcomes**

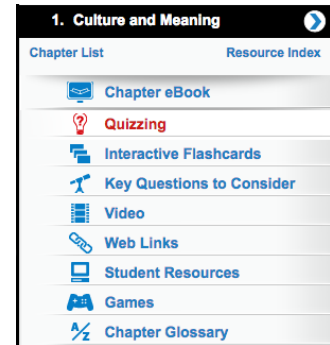
- SLO1 - Recognize the ways humans differ in their beliefs and behavior and describe ways that we can attempt to see the world through the eyes of others.
- SLO2 - Describe how human societies have transformed from small-scaled nomad bands to large-scale urban societies.
- SLO3 - Differentiate and distinguish the similarities and differences between the effects of globalization, neoliberalism, and the Nation-State.
- SLO4 - Critique various manifestations of ethnocentrism, imperialism and cultural relativism
- SLO5 - Investigate and hypothesize why people believe their worldviews is the only correct worldview.
- SLO6 - Access your ability to understand your own family dynamics and the family dynamics of other cultures.
- SLO7 - Investigate the relevance of cultural anthropology for constructing a Christian worldview.
- SLO8 - Identify underlying factors in the construction of social hierarchy and critique manifestations of inequality.
- SLO9 - Differentiate between the cultural factors present in peaceful societies and others where collective violence is found, and hypothesize what an ideal society would include.

## Cengage Online Resources

The *Cultural Anthro2* textbook comes with access to online student resources to help you learn information that will be in both assignments and exams. You will receive an access code when you purchase your book to create an account. Your instructor will provide you with your course code so you can sign up for the correct class. The website for the course is [cengage.com](http://cengage.com), a link will also be provided on learning hub for these resources.

To create your account and access the resources you will go to [cengage.com](http://cengage.com) and click the “sign in” option. Then select the “New Student User?” option. From there you will enter your course key or access code that has been provided to you.

On this site you will find a menu option where you can select an online version of your book as well as practice quizzes, flashcards, key questions, videos clips, web links, study games, and a chapter glossary. Each resource option is related to the chapter you select in the menu bar.



These resources will not only help prepare you for your midterm and final tests, but discussion forum assignments will also come from them.

## Practice Quizzes

- The meanings that people give to life experience form the basis of cultural difference.
 

☐ a. True
 ☐ b. False
- Cultural anthropologists attempt to combat ethnocentrism by seeking to understand another culture's beliefs and behaviors.
 

☐ a. True
 ☐ b. False
- When reading cultural texts, such as a Balinese cockfight or an American football game, anthropologists can assume that the text directly represents the character of the entire society.
 

☐ a. True
 ☐ b. False

## Interactive Flash Card

Show Term First

Show Definition First

Remove Card

Show All Flashcards

firsthand or direct immersion and observation of the people or culture a researcher is trying to understand

Term 1/9



## Key Questions

### Key Questions to Consider

In examining this problem, we will consider the following questions:

1. Why do human beings differ in their beliefs and behaviors?
2. Why do people judge the beliefs and behaviors of others?

## Web Resources

### Weblinks

#### Alan Macfarlane – Reflections on Doing Fieldwork

<http://www.alanmacfarlane.com/DO/filmshow/film30.htm>

Narrated by Alan Macfarlane, Professor of Anthropological Science at the University of Cambridge, this 53-minute film takes the viewer through the fieldwork endeavor, from leaving one's own country through to getting back to it after fieldwork. Students of anthropology about to embark on fieldwork are the target audience.

#### Anthro Source

<http://www.anthrosources.net/doi/abs/10.1525/tea.2003.10.1.22?journalCode=tea/>

You can find lots of resources on the Nacirema when you visit this website.

#### Blood and Incense

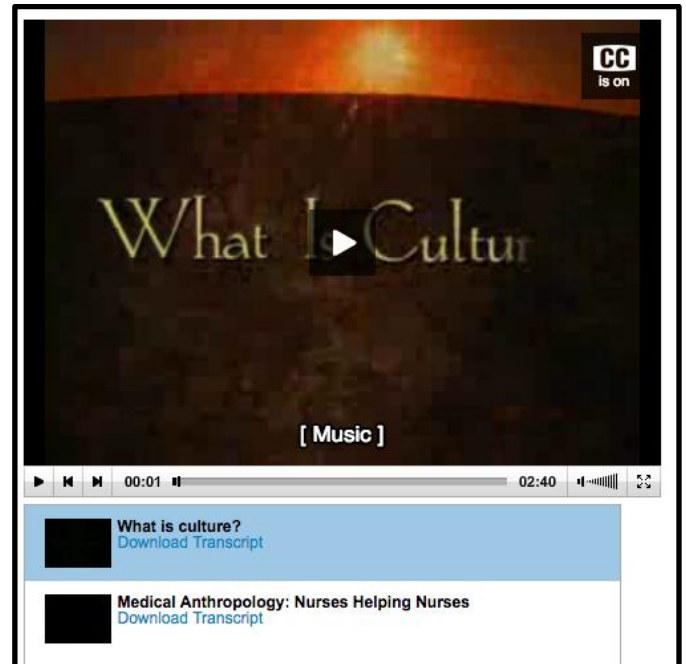
<http://www.youtube.com/watch?v=nTot00k1JOc>

If you'd like to see a cockfight, here is the trailer to *Blood and Incense*, a film about cockfighting and ritual in Indonesia.

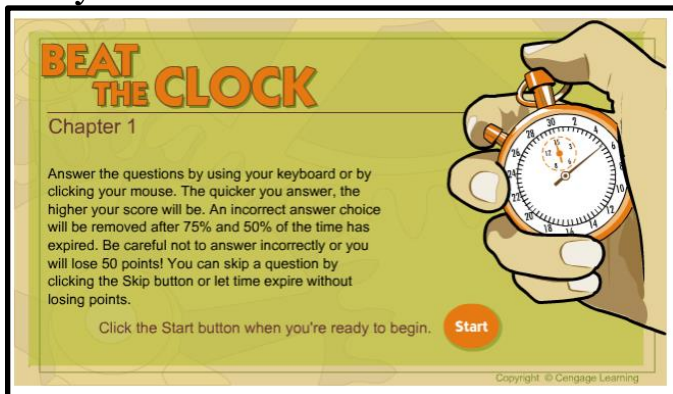
#### Silicon Valley Cultures Project

<http://www.sisu.edu/anthropology/>

## Video Clips



## Study Games



## Chapter Glossary

### Glossary

#### anthropological fieldwork

firsthand or direct immersion and observation of the people or culture a researcher is trying to understand

#### cultural anthropology

an examination of the world of everyday experiences to discover the patterns and meanings that lie behind that world

#### cultural text

a way of thinking about culture as a text of significant symbols—words, gestures, drawings, natural objects—that carries meaning

#### culture

the meaning that people give to things, events, activities, and people

#### ethnocentric fallacy

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, discussion forum responses to questions related to the reading, two anthropology related projects, watching and responding to questions on two movies, and two exams. Regular participation in the course is essential to good performance.

### Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### Assessment Descriptions

#### Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned. This weekly assignment counts for 25% of the final grade for the course. Thoughtful and complete responses to discussion questions show your participation in the course.

**Rubric for Online Discussion Forum Participation:**

1. Submissions must be made on time to receive credit. If they are late, they will not receive credit unless a valid excuse is provided. Each posting is worth 6 points, so be sure you meet this requirement.
2. Posts and responses must be thoughtful and careful to include sufficient explanation. Stating simply that "I agree," or "I disagree," or "this is wrong" is unsatisfactory. Use examples, personal experience, and specific references to the course content to explain yourself. Remember, your fellow students will be reading your work.
3. All posts should be limited to one paragraph and be between 75 and 250 words long. Writing longer posts will not improve your grade but will not detract from it either.
4. All posts must address the question or questions posed. Writing on a completely separate topic will yield no credit. Likewise, if post content is inaccurate or irrelevant to the discussion at hand it will not yield high marks.
5. When appropriate refer to your personal experiences in your posts. If you have learned something about the world that is relevant to the topic at hand share it with us.
6. Posts should always be complete when posted and use proper grammar. No one likes to read anything riddled with mistakes.

If for whatever reason your post(s) on the online discussion board do not meet these criteria they will not receive full credit.

***The Personal Network Project*** counts for 10% of the final grade for the course. The project will be evaluated based on completeness, meaning that it includes an ego-centered family network diagram, an ego-centered friendship diagram, and written responses to all eight questions posed at the end of the Exercise 16 project description.

***Cultural Encounter Project*** counts for 10% of the final grade of the course.

***Movie Responses*** count for 5% of the final grade for this course. Two films will be viewed during this course, after each film you will be required to fill out short responses to questions on each film.

**Interactive Activities** are provided by the textbook publisher and are essential to your success in this class. The *Cultural Anthro2* book provides resources to help students prepare for tests. With each chapter please follow the instructions listed in your syllabus to use at least one Interactive Activity (Practice Quiz, Flash Card, Key Questions, Video Clips, or Web Resources) to help prepare you for your test. It is highly recommended that you practice until you are receiving 100% on the activities.

**Exams** count for 50% of the final grade for this course. The midterm and final exam will cover assigned readings, films, and materials given in the various modules. The midterm exam will cover all material given up to that point. The final exam will cover all material given from the midterm until the final. Both exams will include questions in multiple choice format as well short answer and essay questions.

## Rubrics

### Discussion Forum Response Rubric

Score:     /35 =     %

Criteria	Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (0)
<b>Length</b>	250 word minimum was reached. (10 points)	1-15 words short. (8-9)	16-35 words short. (6-7)	36-65 words short. (5)	66 + words short. (0-4)
<b>Content</b>	Each question was answered in a thorough and thoughtful manner. (20 points)	Each question was addressed but not answered thoroughly. (17-19)	A question remained unanswered. (13-16)	A question remained unanswered and answers given were not complete. (8-12)	Multiple questions remained unanswered or multiple answers did not pertain to the questions. (0-6)
<b>Community</b>	Responds to two or more peer posts in a way that advances discussion beyond the obvious, incorporate new ideas, asks further questions to expand the discussion, and use examples from reading, Web research, or personal experience (as appropriate),	Responds to two peer posts, shows attention to key ideas shared, to expand the discussion using examples and asking questions using examples from reading, Web research, or personal experience (as appropriate)	Responds to two peer posts, offers little interaction with other posts in the discussion. Mostly summarizes what others have said without adding to discussion.	Posts only once in the entire discussion/ misrepresent content of other posts.	Does not engage with others.
<b>Grammar/ Punctuation</b>	Proper grammar and punctuation were used. (5 points)	Only minor mistakes in punctuation or grammar occurred. (4)	A number of mistakes in grammar and punctuation occurred. (3)	Many mistakes in grammar and punctuation occurred. (2)	Poor grammar and punctuation were used, sentences were incomplete. (0-1)



**Movie Responses**

Score:     /45 =     %

Criteria	Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (0)
<b>Word Count</b>	400 word minimum was reached. (15 points)	1-50 words short. (8-9)	51-90 words short. (6-7)	91-125 words short. (5)	126+ words short. (0-4)
<b>Content</b>	Each question is answered in a thorough and thoughtful manner clearly showing knowledge of the movie. (25 points)	Each question is answered but not in a thorough manner, knowledge from the movie was displayed. (17-19)	Knowledge in the movie was not clearly displayed or content is confusing/incomplete. (13-16)	Content shows a lack of knowledge in the movie or answers were very incomplete. (8-12)	Answers were incomplete and did not pertain to the questions. (0-6)
<b>Grammar/Punctuation</b>	Proper grammar and punctuation was used. (5 points)	Only minor mistakes in punctuation or grammar occurred. (4)	A number of mistakes in grammar and punctuation occurred. (3)	Many mistakes in grammar and punctuation occurred. (2)	Poor grammar and punctuation were used, sentences were incomplete. (0-1)

**Personal Network Project**

Score:     /60 =     %

Criteria	Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (0)
<b>Word Count</b>	400 word minimum was reached. (13 points)	1-50 words short. (8-9)	51-90 words short. (6-7)	91-125 words short. (5)	126+ words short. (0-4)
<b>Content</b>	Each question was answered in a thorough and thoughtful manner. (20 points)	Each question was addressed but not answered thoroughly. (17-19)	A question remained unanswered. (13-16)	A question remained unanswered and answers given were not complete. (8-12)	Multiple questions remained unanswered or multiple answers did not pertain to the questions. (0-6)
<b>Grammar/Punctuation</b>	Proper grammar and punctuation was used. (5 points)	Only minor mistakes in punctuation or grammar occurred. (4)	A number of mistakes in grammar and punctuation occurred. (3)	Many mistakes in grammar and punctuation occurred. (2)	Poor grammar and punctuation was used, sentences were incomplete. (1)
<b>Format (Drawing)</b>	A clear photo or scan of your personal network project was uploaded. The project was neat and easily understood. All instructions were followed. (20 points)	The project was easily understood but was not neatly done. (19-17)	The project was unclear in parts but understandable overall. Most instructions were followed. (14-16)	The project was sloppy and hard to understand. Instructions were not properly followed. (9-13)	The project was unreadable and disorganized and instructions were not followed. (0-8)
<b>Format (Question Responses)</b>	Questions were clearly labeled and uploaded in a separate word document. (2 points)		Questions were not clearly labeled. (1)		Questions were not labeled. (0)

**Cultural Encounter Project**

Score:     /55 =     %

Criteria	Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (0)
<b>Word Count</b>	200 word minimum was reached. (10 points)	1-10 words short. (8-9)	11-25 words short. (6-7)	26-45 words short. (5)	46 + words short. (0-4)
<b>Content</b>	Experience was clearly described, reflection was thorough and thoughtful, and comparisons were made between projects. (20 points)	The experience or reflection was not answered thoroughly or projects were not compared. (17-19)	Either the experience or reflection was not addressed. (13-16)	Reflections or experience was not addressed and responses given were not thorough. (8-12)	Directions were not followed or responses were confusing or incomplete. (0-6)
<b>Grammar/Punctuation</b>	Proper grammar and punctuation was used. (5 points)	Only minor mistakes in punctuation or grammar occurred. (4)	A number of mistakes in grammar and punctuation occurred. (3)	Many mistakes in grammar and punctuation occurred. (2)	Poor grammar and punctuation was used, sentences were incomplete. (1)
<b>Format (Drawing)</b>	A clear photo or scan of your participants' personal network project was uploaded. The project was neat and easily understood. All instructions were followed. (20 points)	The project was easily understood but was not neatly done. (19-17)	The project was unclear in parts but understandable overall. Most instructions were followed. (14-16)	The project was sloppy and hard to understand. Instructions were not properly followed. (9-13)	The project was unreadable and disorganized and instructions were not followed. (0-8)

**Exams**

There are two exams in this course. The midterm exam covers material from modules 1-8 and is made up of definitions, short answer, short and long essay questions types and is worth 65 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. The final exam covers material from modules 9-16 and is made up of definitions, short answer, short and long essay questions types and worth 65 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24 - 27	Lesson 1. Learn about the four major subfields of anthropology as well as the types of tools anthropologists use to study various cultures.	AA Ch. 1-2 & Hutterites Intro Ch.3	Discussion One <b>Due Thurs, Sept 3, 11:55pm</b>	SLO1
2 Aug 28 – Sept 3	Lesson 1 continued.	Watch <i>A Man Called "Bee"</i> Movie	Man Called "Bee" Movie Response	SLO1
3 Sept 4 - 10	Lesson 2. Discover in depth how ethnography is done.	AA Ch. 3-4 & Hutterites Ch. 4-7 (Appdx)	Discussion Two Hutterite Movie Response	SLO1
4 Sept 11 - 17	Lesson 3. Learn how you can begin to understand beliefs and behaviors that are different from your own.	AA Ch. 5-6 & Cultural Anthro2 Ch. 1	Discussion Three Flash Card Interactive Activity	SLO1
5 Sept 18 - 24	Lesson 4. Explain the transformation of human societies from small-scale nomadic bands of hunters and gatherers to large-scale urban-industrial states.	AA Ch. 7-8 & Cultural Anthro2 Ch. 2	Discussion Four Video Clips and Practice Quiz Interactive Activity	SLO2
6 Sept 25 – Oct 1	Lesson 5. Define globalization and understand its effects on yourself.	AA Ch. 9-10 & Cultural Anthro2 Ch. 3	Discussion Five Practice Quiz Interactive Activity	SLO1, SLO2, SLO3
7 Oct 2 - 8	Lesson 6. Understand how people can hold such differing beliefs so certainly that they believe all other world views are wrong.	AA Ch. 11-12 & Cultural Anthro2 Ch. 4 part 1 (pp. 82-92)	Discussion Six Practice Quiz Interactive Activity Mennohauf Reaction Paper	SLO4
8 Oct 9 - 15	Lesson 7. Understand the concept of cultural types, what kinds of worldviews are associated with each type, and how this influences the way people view and defend their own view	AA Ch. 13-14 & Cultural Anthro2 Ch. 4 part 2 (pp. 92-106)	Discussion Seven Web Resources Interactive Activity	SLO5
9 Oct 16 - 22	<b>MIDTERM EXAM (Ch. 1-4)</b>			
10 Oct 23 - 29	Lesson 8. Learn how to identify and diagram a kinship network	AA Ch. 15-16 & Cultural Anthro2 Ch. 5 part 1 (pp. 108-116)	Personal Network Project Key Questions and Flash Cards Interactive Activity	SLO5
11 Oct 30 – Nov 5	Lesson 9. Discover what you need to know before you can understand the dynamics of family life in other societies.	AA Ch. 17-18 & Cultural Anthro2 Ch. 5 part 2 (pp. 117-130)	Cultural Encounter Project Practice Quiz Interactive Activity Discussion Eight	SLO5, SLO6
12 Nov 6 - 12	Lesson 10. Learn how people determine who they are, and how they communicate who they think they are to others.	AA Ch. 19-20 & Cultural Anthro2 Ch. 6	Discussion Nine Flash Cards Interactive Activity	SLO1, SLO4, SLO5, SLO6
13 Nov 13 - 19	Lesson 11. Explain why modern societies are characterized by social, political, and economic inequalities.	AA Ch. 21-22 & Cultural Anthro2 Ch. 7 part 1 (pp. 152-163)	Discussion Ten	SLO1, SLO8, SLO7

Week	Lessons	Readings	Assignments	Outcomes Met
14 Nov 20 - 26	Lesson 12. Explain how a knowledge of other societies can be used to address problems in modern society	AA Ch. 23-24 & Cultural Anthro2 Ch. 7 part 2 (pp. 164-177)	Discussion Eleven Practice Quiz Interactive Activity <b>Due Friday, Nov 27, 5:00pm</b>	SLO1, SLO7
15 Nov 27 – Dec 3	Lesson 13. Understand how societies give meaning to and justify collective violence.	AA Ch. 25-26 & Cultural Anthro2 Ch. 8	Discussion Twelve	SLO1, SLO9, SLO7
16 Dec 4 - 10	<b>FINAL EXAM (Ch. 5 – 8)</b> <b>(Needs to be completed by Wednesday, December 9, 11:59pm)</b>			

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
25	Discussion Forums
10	Personal Network Project
10	Cultural Encounter Project
5	Movie Responses
25	Midterm Exam
25	Final Exam
<b>100</b>	<b>Total Percent Possible</b>

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/mbc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***



**Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

**Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

**Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

**Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.