



PHS 1010 – EARTH SCIENCE, ONLINE SUMMER 2022

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EARTH SCIENCE – PHS 1010

Harding University
College of Sciences
3 Credit Hours

Instructor: Melinda Huff

Phone (office): 501-279-4460

Phone (cell): 417-396-9260, text is fine

Email: mhuff2@harding.edu (preferred form of communication)

Course Location: online

Office Location: Science 125

Office Hours: posted separately on Canvas

Course Information

Course Communication Protocols

Announcements: In this course, I regularly make use of the Announcements in Canvas to communicate to the class in general. Even though a copy of each announcement is emailed to you automatically, you will need to check the announcements in Canvas every day. I sometimes amend or update the announcement after receiving questions from students. Unfortunately, Canvas does not send you an email for changes to the original announcement. I will highlight changes or additions to the original announcement, so you will know what is different. Please look through the daily announcements for any updates.

- Note: you can also download the Canvas student app and allow notifications to your phone to receive announcements that way if you do not regularly check your email.

Email: I also use email to communicate with individual students. Please feel free to send me an email with questions. I regularly answer emails during the day (except when I am in class or chapel), evening, and weekends (except when in church). I may not answer your email between 10:30 pm and 8 am each day, Wednesday evenings from 6-8 pm, or until 1 pm on Sunday mornings, but I will answer it promptly after that. If you have emailed me but have not received a reply within a couple of hours (or the next morning if sent over night), please resend it to me. Maybe I did not receive it.

By Phone: I have listed office phone in the contact information above for you to use if you prefer that over email. However, I will not receive any phone call after 3 pm or on weekends until the next school day..

Office Hours: I have posted my weekly schedule, which includes office hours, on Canvas as a separate file. It is color coded to make it easier to find when I am in my office and when I am in class. During this time of social distancing, I am flexible about office hours. I will be in my office during the designated times/days for my office hours. If my door is open, I am in the building and not far from my office. You are welcome to come to my office to get help, we can meet in a classroom, or I can email you a link to do virtual office hours. I will do which ever you are most comfortable. Making an appointment with me during my office hours will ensure that I am in my office and not meeting with another student. You will need to email me if you prefer to do a virtual session.

Assignment Turnaround/Feedback: All of your HW assignments will be graded via Mastering Earth Science, so answer will be immediate. Unit quiz grades and answers will be released after the due date.

Netiquette

As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. When it comes to our communication, let's remember the following: Harding University is a Christian university and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

I have posted, in a separate page, some common netiquette rules and guidelines in the Course Information section of this course. Please read those. I expect you to be respectful of your classmates for anything we do online. Everyone processes information differently, has a different perspective based on many factors, and is entitled to his or her own opinion. I expect you to be respectful and show grace to everyone in the class, including me. These are also great guidelines to apply in the classroom as well.

University Mission Statement

Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement

The Department of Chemistry and Biochemistry supports the mission of Harding University. We are committed to:

Model Christian professionalism in the way we teach and interact with students both in and out of the classroom.

Outfit our students with the necessary knowledge and skills through rigorous, challenging, and insightful instruction that they will need for successful careers in chemistry, education, health professions or allied disciplines.

Lead our students in developing their critical thinking skills and their oral and written communication skills. We will cultivate in our students the capacities and dispositions for reflective and critical thought, independent lifelong learning, ethical practices in science, and creativity and innovation to create scientific knowledge all within the Christian worldview. **Engage** our students in the scientific inquiry.

As teachers and scholars, the faculty of the department of chemistry and biochemistry are committed to providing quality instruction and ensuring the success of our students; enhancing the research environment; and developing the curriculum within our department to effectively serve our majors and ancillary students.

Catalog Description

Overview of geology, meteorology, and astronomy. Requirement as the liberal arts requirement for elementary and middle childhood education majors. This class may make use of the testing center and/or may give exams outside of regularly scheduled class hours. 3 credit hours.

Integration of Faith and Learning Statement

As in any course at Harding, this class will strive to integrate faith into learning of the course material. That can be accomplished in many ways: (1) through my faith during the lecture videos, (2) through the chapter scriptures, and (3) through each other in the unit discussion forums.

Prerequisites: None

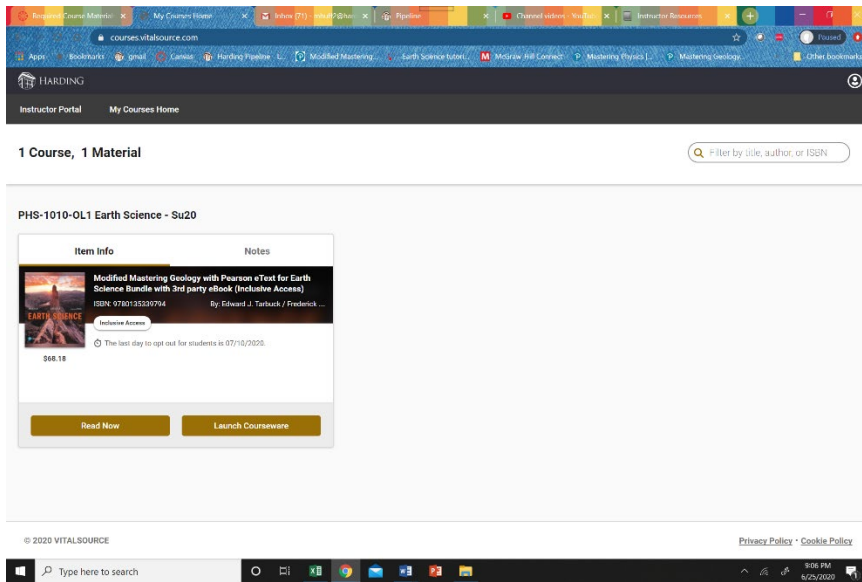
Course Rationale

As a liberal arts class, science is an essential class in a well-rounded liberal arts education. Science is broadly separated into two categories: life science and physical science. Earth Science is one course in the physical sciences. Science, in general, is important to understand the living and physical world we live in. In addition, it serves to help develop both reasoning and critical thinking skills that can be used in many aspects of daily life. Specifically, earth science serves to teach us about the earth God created, from the tiny microscopic to the earth as a whole and beyond the earth into space, and most importantly, the processes that He created to sustain the earth and life on it. Without these processes, the earth would not be able to support life.

Required Course Materials

1. Textbook: The textbook for this course will be an etext offered through Canvas with the HUDirectAccess link. The “start here” module contains a video that shows how to access it. If you need a refresher on that, there is also a separate document of information in the Course Information module on Canvas that details how to access the etext. At the beginning, you will need to make sure you can access the textbook. Please email me right away if you are having issues.

IMPORTANT: Make sure you do not opt out of the HU Direct Access because it also contains all of all of your chapter assignments. If you opt out, you will have no way to pass the class. This is the information you should see after clicking the HU Direct Access link:



"Read Now" is where you will access the etext - you will need to use that link to read the chapters.

2. Canvas: Since this is an online course, you will also be required to use Canvas.

Other Course Materials

3. Google Chrome: Even though there are many web browsers available, Canvas works best with Google Chrome. In addition, Pearson recommends using Google Chrome with the Mastering site. Some features will not work correctly if you use a different browser. If you do not have Google Chrome, you can find the free download [here](#).

4. Reliable internet connection: Since this is an online class, a good internet connection is important. I have posted lecture videos and videos within assignments that are critical to the assignment completion. Some files, like word and powerpoint files, can be downloaded to do offline. Part of the course materials will have to be completed while online.

5. Camera on your computer: this will be used for proctoring the final exam. If you need the virtual office hours, you will need it for that as well. For more information on proctoring for the final exam see: [Quizzes & Final Exam Information](#)

Textbook Rationale

It is often difficult to locate and select textbooks because many are either poorly aligned with the subject matter or become cost prohibitive. The choice of textbooks is not made without careful consideration of both the relevance of the text to the course objectives and the cost of the text to the student. This particular text was selected because of the Mastering site. Science involves reasoning and critical thinking skills to apply the knowledge learned within the chapters. The Mastering site allows for processing information by clicking and dragging terms to correct locations, for example. I have chosen to use HUDirectAccess because it offers the textbook at an affordable cost. I have chosen to use the Mastering site for chapter quizzes as well so that you get the most out of it. I know money is a precious resource, so I want to make sure you get your money's worth. The etext is a fully interactive text. You can click on links to animations, you can highlight, bookmark, add notes, etc. You cannot edit or change the text itself, so feel free to play around with it.

Optional Materials

Zoom is an optional resource for virtual office hours. If I need to conduct virtual office hours via a different program, please email me and let me know. I will do my best to accommodate you. Zoom is a free program and can be set up easily. To download Zoom, click [here](#). You will need a webcam for it to work properly.

Learning Objectives

University Learning Outcomes (ULOs)

Title	University Learning Outcome
Biblical Knowledge and Application	ULO 1: Students will demonstrate understanding of Biblical content and interpretation and their applications in ethical decision-making.
Communication	ULO 2: Students will demonstrate effective communication (e.g. written, non-written, spoken).
Critical Thinking	ULO 3: Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.
Historical Perspective	ULO 5: Students will demonstrate a broad perspective on the context of the past and the development of ideas that enables them to understand and evaluate current issues.
Scientific Perspective	ULO 7: Students will identify and apply the principles and processes of scientific reasoning.

Program Learning Outcomes (PLOs)

PLO1 – Students will understand the harmony between science and Christianity and be able to defend evidences for God as the creator. (maps to ULO1)

PLO5 – Students will analyze data and scientific arguments in order to develop explanations to new situations. (maps to ULO3)

STUDENT LEARNING OUTCOMES (SLOs) – ONLINE SECTION

Upon completion of this course, students should be able to:

- SLO 1 - Demonstrate an understanding of basic geological, meteorological, and astronomical principles and how those principles have shaped our understanding of the earth through time. (ULO 5)
- SLO 2 - Interpret a question, figure, graph, scenario, or situation using reasoning and critical thinking skills to determine the correct answer. (ULO 5)
- SLO 3 - Identify, define, recognize, and correctly use the physical and chemical concepts and processes presented in class. (ULO 5)
- SLO 4 - Effectively communicate concepts learned in class to peers through written discussions. (ULO 3)
- SLO 5 - Articulate the connection of unit &/or chapter Scriptures to the course content. (ULO 1; PLO 1)

Module Learning Objectives (MLOs) and Chapter Learning Objectives (CLOs)

All module learning objectives are listed in canvas in one document aligned to the SLOs, PLOs, and ULOs. In addition, all module/chapter learning objectives are listed within each module in Canvas.

Grading and Assignment Details

Grading Information

Grades for this course will come from 5 categories that each represent a specific percentage of your overall grade. The 5 categories are HW assignments, unit discussions, unit quizzes, assignment portfolio, and a comprehensive final exam.

You will be given feedback during the duration of this course. Feedback may be in the form of question feedback on assignments and quizzes, grading comments for assignments/quizzes/discussions, or individual emails. The intent of this feedback is to inform you of how well you met the expectations for these components. Assignment and quiz question feedback is built into those assessments and requires you to review that feedback for each assignment and quiz.

Your final course average will be computed as a weighted percentage. The weighted percentage is calculated based on a percent of the total for each category.

Course grading: Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the percentages below:

BREAKDOWN OF GRADING

35% for unit quizzes

35% for HW assignments

15% for the comprehensive final exam

15% for unit discussions

Grade schedule:

A-	89.50-100
B-	79.5-89.49
C-	69.50-79.49
D-	59.50-69.49
F-	less than 59.50

Late penalties: Late work is not accepted because I will be releasing correct answers the day following the due date. However, I will drop the lowest HW assignment to compensate for this. If you have extenuating circumstances, please contact me right away.

Extra credit: there is one extra credit assignment due at the end of the semester (see the course summary extra credit assignment page in the course information module on Canvas for more information). There is also a small extra credit assignment the first day to get oriented to the homework site.

Course Assignment Details

This section contains specifics about how your grade will be determined for this course. In the Course Information module in Canvas, a separate file is posted on Canvas that includes the topics (chapters) we will cover, the reading schedule for the textbook, and all assignments. The file name is Course Outline & Timeline.

Unit Quizzes – 35% of your overall grade

- In place of unit tests, you will complete a quiz for each unit for the course.
- The point value for each quiz will vary based on the quantity of material within that unit.
- Each quiz is timed with just 1 attempt. (if you have a disabilities accommodation for extended test time, you are expected to communicate that with me on the first day of class and submit the proper paperwork.) The amount of time will depend on the quantity of questions, which is based on the quantity of material for that unit.
- Unit quizzes will be comprised of questions from the chapters designed to assess the chapter learning objectives.
- Unit quizzes will be administered via Canvas quiz tool and will consist of multiple choice, multiple select, fill in the blank, &/or short answer questions from the chapter material and chapter scripture.

- Each chapter will include a scripture, which you will have to articulate the relationship between the scripture and the chapter on the unit quiz. (SLO 6) More information is on Canvas.
- Unit quizzes will assess [SLOs 1,2,3,5](#) as well as chapter objectives listed within each chapter module.

You may use your notes and book for each unit quiz; however, you may **not** use any other person in any form (not verbal, no text, no social media, no one else's notes, etc) per the academic integrity policy. I also highly **discourage** looking anything up on the internet. I have chosen the specific material and textbook for a number of reasons. While the internet contains a great deal of information, you may not get the information that I will consider for a correct answer. I pray this makes sense.

Even though you can use your notes and book for each quiz, you will need to study for each one. Since each quiz is timed, you will not have time to look up every answer. I suggest answering the ones you know first. If you have time, you can go back and look up the answers to the others.

HW Assignments – 35% of your overall grade

- You will complete a homework assignment for each chapter plus the 2 day 1 assignments (course information and Introduction to Mastering); although CH 16 and 17 are combined into one assignment.
- The point value for each assignment will vary based on the quantity of material covered for each assignment.
- The lowest HW assignment will be dropped in lieu of not accepting late work.
- Each HW assignment is designed to provide more detailed information on a particular concept &/or assess your understanding of the material.
- Chapter HW assignments will assess [SLO 1,2,3](#) as well as a subset of the chapter learning objectives.
- All of the information needed to complete each assignment can be found within the course material for that chapter.
 - This does not mean the exact answers can be found there.
 - A large part of science is going through the investigation process. Most of the chapter assignments are meant to have you go through that process.
- Each assignment will be completed on the Pearson Mastering site delivered through Canvas.
 - You will get 3 attempts to complete each assignment.
 - Only the highest attempt will count toward your grade
 - They are not timed.

Comprehensive Final exam – 15% of your overall grade

- the final exam is comprehensive, so all 5 units

- you will need to study for it, but you have been doing some of that as we went along.
- it is worth 200 points and 15% of your overall grade.
- it is timed at 2 hrs (if you have a disabilities accommodation for extended test time, you are expected to communicate that with me on the first day of class and submit the proper paperwork.)
- A proctor is required, via Proctorio software built into Canvas. Harding requires each major point value tests to be proctored. More information about this is in the Quizzes & Final Exam Information page on Canvas.
- it is not open book - you cannot use your notes or any other resource to complete the final exam. Therefore, studying is important.
- the final exam must be completed to pass the course. If you fail to take the final exam, you will be given an F for the course regardless of what your overall percent is.
- The final exam will only be open and must be completed on the last day of the class.
- The final exam will assess [SLOs 1,2,3,5](#) as well as all chapters covered in this course.

Unit Discussions – 15% of your overall grade

- You will complete 6 discussions during the semester (1 for each of the 5 units listed within the course outline & timeline page on Canvas + your introduction (for the course information module).
- No unit discussion can be dropped since there are only 6 of them.
- Each discussion will be 10 worth points.
- Points will be determined based on your response to a question and a reply to another students post.
- Each discussion will have at least 3 questions posted. You must answer 1 question (5 pts). You must then reply to 1 student (can be for any other student for any of the questions) (reply = 5 pts).
- There is a separate page posted in the course information module that contains specific rules and guidelines for each post and a rubric for how your posts will be assessed.
- The unit discussions assess [SLO 4](#).

Clarification: you do not have to post more than a sentence or two. I am not looking for any formal or long, in depth post. I just want to see that you are thinking about and engaging with the course material and with each other.

Practice Assignments – 0% of your overall grade

I have posted a practice assignment for each chapter. These assignments are optional (for practice only); therefore, they do not count toward your overall grade. The purpose of posting these is to give you extra practice with some of the material from the chapter. You may choose to do these before the HW assignments to help you better understand the material. If you find that you are struggling on the unit tests, attempting these practice assignments may help you with the material.

Attendance Expectations

You are expected to actively participate in all required instructional activities in this course. Online courses are no different in this regard; however, participation is defined in a different manner (see participation section below for how participation is defined for this course).

1. Each student is required to actively participate a minimum of 5 days a week.
 - a. Daily log into the course (M-S) and complete all assignments and tasks for that day. If you prefer to have a day off in the week, feel free to work ahead. You cannot work past the due dates though.
2. Any student absent 5 or more days of the online course, i.e., non-participatory during 1 or more weeks of a 4 week term, may receive an F for that course.
 - a. There will be firm due dates for all assigned work each day. You must pay attention to those dates to ensure you do not miss any points.
 - b. Failure to complete an assignment, quiz, or discussion by a due date will result in a zero. (reminder that only 1 HW assignment will be dropped, but 0 discussions & quizzes will be dropped)
 - c. Remember that we will be completing 16 weeks worth of material in just 4 weeks. This means that 1 week of this semester (6 days) is equivalent to 4 weeks during a normal 16 week semester.
3. Students who have a need for necessary absences must inform the teacher with as much advance notice as possible in order to make appropriate arrangements.
 - a. If you have extenuating circumstances, you must communicate that to me as soon as possible, preferably before missing an assignment, discussion, &/or quiz.
 - b. If you have a documented disability in which you will accumulate multiple absences, you must notify me the first day of the class. You must submit the appropriate paperwork within 3 days of the first day of class.

Participation Expectations

Participation in an online course is defined differently than a traditional course. In an online class, more of the course is placed on you to complete yourself. Participation for this course is defined by the following for each module:

- Watch all lecture videos – these take the place of traditional lectures to provide more information and explanations of the chapter material.
- Read the assign sections of the textbook – in addition to the lecture videos (which are based on the textbook material and images), the textbook presents the same material but in a slightly different way. The more you are exposed to the terms and concepts, the better you will perform on quizzes. This can be especially helpful if you are scoring lower than you want on the unit quizzes.
- Completely fill out the study guide: the study guide is based on the chapter learning objectives and lecture material. It is a way for you to summarize the terms and concepts for the chapter. This material will be assessed on the unit quiz.
- Complete all portions of the chapter HW assignment after completing the chapter material above: each assignment contains several parts and can be completed in any order, but it is a good idea to do them after watching the lecture videos. Make sure you complete all parts - there will be a green check mark next to the parts you completed. They do not have to be completed at the same time. You can do one part,

then come back later and do another part. Just don't forget to do all of the parts or it will negatively affect your grade.

- Extra study resources: the material within this section of each module can include the powerpoint that I used in the lecture video (you can use this to go back and fill out the study guide), external links or animations, additional documents, or practice exercises. It may also include a summary worksheet to test your understanding of how the material relates together. The extra study resources are not for a grade. They are there to help you if you need a little extra that what is required.
- Unit quizzes: these must be completed all at the same time because you only get 1 attempt and they are timed. The time and point value will vary depending on the quantity of material within the chapter.

Additional Class Expectations:

1. I expect you to adhere to the University's academic integrity policy.
2. I expect each person to do his/her own work (related to the academic integrity policy).
3. I expect you to be respectful of each other.
4. I expect you to fully participate in this course (see participation requirements above).
5. I expect you to fully read the instructions/directions associated with each assignment or questions, particularly to how an answer is to be formatted/entered.
6. I expect you to contact me when you have questions. I am here to help you. I encourage you to use me as a resource.
7. I expect you to complete the daily assignments. You can work ahead of schedule, but not after the due dates. If you know you will be really busy one day or out of town for a weekend, etc, I still expect you to get your work completed. You will need to do the work in advance. If you do not complete assignments for a given day, you will receive a zero for those assignments, but you are still responsible for knowing that material.

Attendance Policy: [Harding University Attendance Policy](#)

Submitting Assignments

All chapter HW assignments and practice assignments will be completed in Canvas on the Mastering site. The mastering site is integrated within Canvas. However, it generally takes some time for the gradebook in Canvas to be updated with the scores from the Mastering site. They are not immediately transferred, so you may see part of your score in Canvas even though you saw a different score as you completed the assignment. Give it some time (up to 30 minutes) to show up in Canvas. If it doesn't, please email me, and I will look into it.

Discussions and unit quizzes will be submitted directly in Canvas. I will grade the discussions and unit quizzes after the due date. I generally post an announcement when I have finished grading a discussion &/or unit quiz. The correct answers and feedback for a unit quiz will not be released until after I have finished grading them.

The final exam will also be in Canvas.

Emailing the Instructor

When sending emails about any content related to an assignment, do the following:

- Use a subject line that describes the content (consider this format) Course Name / Assignment / Topic. For example, if you have a question about HW 1, use a subject line of “Name of Course / HW 1 / Description of Problem”.
- Add URGENT to the subject line, only when necessary.
- Please provide enough detail so the response can be thorough.
- Remember while the writing in an email is not being graded, it should still be professional and courteous.

Rubric (Evaluation Criteria)

The only rubric used for this class will be for the unit discussions. That rubric can be found in the Discussion Information page posted in the Course Information module. It is also included within each discussion.

Technology Details

Technology Requirements

You are expected to use Google Chrome as your web browser to accurately view images within quizzes or the final exam. In addition, the Pearson Mastering site works best with Google Chrome.

You are also responsible for having a reliable computer and internet connection throughout the course.

You will need to have access to, and be able to use, the following:

1. Microsoft Office 365: specifically Word and Powerpoint.
 - a. All study guides are in Microsoft Word, but any word processing program is fine as these are just for you to use as a study tool. They will not be turned in for a grade.
 - b. PowerPoint files contain the slides with information that is presented within the lecture videos. These files are posted as a resource to use when filling out the study guide in case you do not want to watch the lecture videos more than once.
2. Adobe Acrobat for the occasional pdf file
3. Microphone and headset for Zoom office hours

4. Camera/webcam for the final exam and for any Zoom virtual office hour.
5. Pearson Mastering requirements:
<https://support.pearson.com/getsupport/s/article/MyLab-Mastering-System-Requirements>

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at
Phone: 501-279-5201
Email: elearning@harding.edu
Web: [E-Learning Web Address](#)
For Canvas assistance, search [Canvas Guides](#).

Pearson Mastering troubleshooting and diagnostics if something is not working:

<https://help.pearsoncmg.com/integration/cg/canvas/student/en/content/support.htm>

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Policies and Procedures

University Policies

Drop and Add Dates

The “drop and add” dates for the University for a 4 week summer session: Last day to add is the 1st day of class. Last day to drop is the 3rd day of the class. The [policy regarding drop/add](#) remains the same, although the specific dates vary by semester.

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Since some students in online courses will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at the [Student Life Disabilities Services Website](#). Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone

conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Since students on an international campus will not have access to the Office of Disability Services and Educational Access located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel) as well as intense academics the semester he/she is abroad.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

Academic Integrity Policy

The goal of academic integrity is to achieve the highest level of integrity without need to invoke procedures or sanctions. To approach that goal, faculty must communicate forthrightly and persuasively to students the importance of academic honesty. Please plan to spend at least a few minutes of your first class meeting each semester enunciating the basic principles you expect to see enacted, and please reinforce this message in your syllabus. A simple statement such as one of the following would suffice:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the [Harding University catalog](#).

For this course, Academic Integrity means:

- You may not Google (or other internet search) the information for this class as you may not get the correct information. All test questions are written by me to be specific to the content I have presented to you. We cannot possibly learn all there is to know about earth science in this course. Therefore, information gathered directly from the internet will not be allowed. I have specifically narrowed the breadth of information presented in this class because it works as a cohesive course. This also means that I may not cover everything in each chapter as well.
- You may not use another resource (person, internet, etc) for any quiz or the final exam. Violations will result in a zero for the assignment and potentially an F for the course per the information above.
- Do your own work. It is considered Academic Dishonesty for someone else to do your work &/or to submit another student's work in place of your own. Copying another student's answers/work is also considered Academic Dishonesty. You may collaborate on assignments, but you must be a participant in that collaboration.

Referencing Information

You will not be writing any papers within this course. All writing will pertain to specific questions that are directly related to the chapter material or are your opinions. You do not have to cite material that came from the resources I have posted or from the textbook.

If you chose to obtain other information for a discussion post, make sure you follow the following guidelines:

1. Try not to use questionable sources, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc.
2. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every discussion post you submit if it was not your own thoughts.
3. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct.
4. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.
 - [APA Resources](#)
 - [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Turnitin

During this course, the originality of the extra credit assignment will be checked via [Turnitin](#), an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is integrated with the assignment settings used by the instructor when preparing assignments in Canvas.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's [Academic Integrity Covenant](#)

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the [policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least 135 hours dedicated to the course.

- For the summer semester, we are completing 16 weeks worth of material in just 4 weeks.
- This means that are actually completing 4 weeks of material every week during this summer course.
- Those 135 hours completed in just 4 weeks, means you need to be spending 33.75 hours each week, or 6.75 hours each day (spread over 5 days) on this class.

Dress Code

You must adhere to the [dress code](#) for all work done in a course, where either a static or video image of yourself is submitted.

Course Policies

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas
7. *Lurking*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting [x] out of [x] days is essential to learning and to passing an online class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.
8. *Drifting*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to

take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

Canvas or Internet Outage Policy

As a learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor

If your instructor experiences power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interferes with communicating with students, adjustments to due dates will be made.

Student

If you experience power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outage or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent.

Testing Issues: for quizzes or final exam

If you experience issues with Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact your instructor who will provide you instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

Inclement Weather

Since this is a summer course, the only inclement weather we should have to deal with is severe storms. In case of a power outage, please contact me via phone immediately and keep me posted. We will make arrangements. If this happens, we will work around it.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

SUGGESTIONS TO SUCCEED IN THIS COURSE:

1. Watch all lecture videos and read the assigned text and documents on Canvas each day prior to doing the assignments. Even though there is not a direct grade for these tasks, they are a very important way for you to learn the material in place of a face-to-face lecture. The material does directly relate to the graded assignments.
 2. Use the Course Outline & Timeline page in the Course Information Module as a checklist to make sure you complete everything for each day.
 3. Fill out the study guide as you go through the chapter material. This will allow you time to study the day of the unit quiz rather than having to look up all of the information.
 4. Log into the class every day and make progress on the course work – class attendance is very important. This is especially true in a summer course with assignments due daily.
 5. Work through the ungraded/practice assignments when they are posted. Do not overlook them just because they are not graded. They are important as that information is likely to appear on a quiz or exam.
 6. Ask questions if the material is unclear (to me via email, text, or phone or on the discussion boards). I am here to help you learn. If I do not know where the problem is, I may not be able to help you, so communicating with me is essential if you are struggling. I have also provided discussion boards so you can help each other. So it is imperative to ask me when it involves directions or instructions for the course or if a link is not working properly so I can clarify or fix issues.
 7. Complete all assigned work turning it in ON TIME. The purpose of all assignments in this class is process the chapter material before the unit quiz. They are not meant to be busy work. The more varied ways that we process information, the better we learn it. The assignments are meant for you to exercise your reasoning and critical thinking skills while applying the terms and concepts learned in the chapter content.
 8. Complete all chapter quizzes, and on time. Since you only get one attempt on each quiz, make sure you study for them as well.
 9. Study for all chapter quizzes – use the study materials I give you to review through the material before starting a chapter quiz. Make sure you have all of the study guide answers in front of you before starting a quiz.
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Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

References

American Psychological Association Website. (2014). Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>