

New Course X Modification

Graduate or Undergraduate Course: Undergraduate

Prerequisites NONE

alternate _____

Textbook and/or materials planned (including electronic/multimedia):

Course Content: This is a cross-listing to reflect its use toward the anthropology minor. The change makes students aware that HIST 210 and ANTH 210 are the same course and credit cannot be given for both. The course content remains the same.

X New Course Modification

Catalog description: This course approaches Native American experience from a sympathetic yet unromantic cultural perspective. We begin with the premise that Native Americans were active agents in producing their history both before and after the European invasion of North America--not just victims of white oppression and/or abstract social forces. This is not an exhaustive history of Native Americans, and thus is selective in both scope and content. For instance, topics will include cultural diversity in North America on the eve of European colonization; the dynamics of early Indian-European encounters in different regions of North America; the role of slavery in Native American societies and in Indian-European relations; the political and spiritual dimensions of accommodation and resistance to Euro-American expansion in the eighteenth century; the construction and reconstruction of Indian identities in the era of the American Revolution; forced Indian Removal; and the nineteenth-century struggles for the Great Plains and the Great Basin. We will also discuss differing approaches to studying Native histories. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Purpose: 1. For Whom (generally?) Undergraduate students interested in the history of Native Americans.

2. What should the course do for the student? Teach students about certain Native American cultures, the interactions between those peoples and Europeans, the removal of Native Americans from their lands, and the efforts by America's indigenous populations to retain both their lands and their identity.

Teaching method planned: Combination of lecture and discussion.

Textbook and/or materials planned (including electronic/multimedia):

Three books will be used, including a textbook and a primary-source reader.

Course Content: This course will include lectures and discussions. Students will be assessed through participation in classes, a series of quizzes, two exams, a number of "source papers" that are based on the readings, and a set of reading questions that come from one of the books assigned.

HNRS 397H - Native American History and Culture
Fall 2019 T/Th 11:20am-12:35pm
LSF L205

Professor: Dr. Erica Johnson Edwards
Email: ejohnson@fmarion.edu
Twitter: @DrEricaJohnson

Office Phone: 843-661-1469
Office: Founders Hall 204

Course Description: This course approaches Native American experience from a sympathetic yet unromantic cultural perspective. We begin with the premise that Native Americans were active agents in producing their history both before and after the European invasion of North America—not just victims of white oppression and/or abstract social forces. This is not an exhaustive history of Native Americans, and thus is selective in both scope and content. For instance, topics will include cultural diversity in North America on the eve of European colonization; the dynamics of early Indian-European encounters in different regions of North America; the role of slavery in Native American societies and in Indian-European relations; the political and spiritual dimensions of accommodation and resistance to Euro-American expansion in the eighteenth century; the construction and reconstruction of Indian identities in the era of the American Revolution; forced Indian Removal; and the nineteenth-century struggles for the Great Plains and the Great Basin. We will also discuss differing approaches to studying Native histories.

Required Texts:

Colin Calloway, *First Peoples: A Documentary History of American Indian History*, 2007 (3rd Edition) ISBN: **9780312453732**

N. Scott Momaday, *House Made of Dawn*, 2010 ISBN: **9780061859977**

Oklahoma Indian Country: One State, Many Nations (on Blackboard)

Attendance: Students should make every effort to attend class. If you miss a class, you are responsible for getting the missed material (ask a classmate). I will answer specific questions, but I will not re-teach any lectures or provide any notes. I will take attendance daily for administrative purposes.

Technology in the Classroom: Do **NOT** use your cell phones (unless taking notes or accessing readings. Please silence your cell phones **before** class begins. If your phone goes off during lecture, I reserve the right to answer it or ask you to leave. Please let me know **BEFORE** class if there are extenuating circumstances to the cell phone policy (family emergencies, etc.). Limit use of laptops or tablets to taking notes – *not* surfing the internet. If you choose to use a laptop or tablet, please sit in the back of the room as not to distract your classmates. I reserve the right to ban any student from using a laptop or tablet if found abusing the privilege. You are **not** allowed to audio or video record my lectures without first obtaining my permission.

Blackboard and email: You must have access to Blackboard. On this site, I will post your syllabus, course assignments, quizzes, **grades**, and other information, as well as any announcements for the class (changes in test dates, sickness, etc.) It is **imperative** that you **check your email AND Blackboard regularly** since these will be the primary methods of communication in this class. **Please observe basic email etiquette.** All correspondence should include a greeting, a body with full sentences, and a salutation with your full name.

Student Conduct: *All* students are required to adhere to the provisions of the FMU student handbook. *All* forms of academic dishonesty (cheating, plagiarism, etc.) will not be tolerated and will result in the student receiving a zero on the assignment and may result in other disciplinary action against the student by the college. Collaboration is not permitted on any assignment. Any classroom activity which adversely effects the orderly teaching environment will not be tolerated and will result in the student being removed from the classroom. The most important principle in this classroom is **RESPECT**: for the historical content, for each other, for the instructor, and for yourself. It is especially important that you listen and wait for your turn when others are talking.

Office Hours and Appointments: I will have regular office hours 12:45pm-2:00pm on Tuesdays. You can drop into my office during these times without an appointment. In addition, each week, I will send out a link to an appointment manager for a 4-5-hour block on the Monday or Wednesday of the following week. This will allow you to schedule an appointment with me as needed outside of my office hours. If you make an appointment with me outside of office hours, you are expected to show up. You should contact me within 15 minutes of your scheduled time if you must miss an appointment (for an excused absence). I will note if you miss one appointment (without an excused absence), and you will be given a warning. If you miss any subsequent appointments, you will lose 20 points off your overall course grade for *each* offense.

Extra Credit: You can earn 10 extra credit points for attending one History Club/Phi Alpha Theta event anytime during the semester. I will announce the events on Blackboard and in class. You complete the form available on Blackboard. You must submit the completed form as a hard copy by **3:00pm on December 6, 2019**.

Grading and Evaluation:

3 - Online Quizzes (10 points each)	30 points
2 - Exams (100 points each)	200 points
6 - Source Papers (50 points each)	300 points
1 - Reading Questions (50 points)	50 points
1- Writing Center Visit (25 points)	25 points
Discussions/Participation	100 points
<i>Total Possible Points</i>	<i>705 points</i>

Online Quizzes: There will be **three** quizzes, administered via Blackboard *outside of the class*. The first will cover the course expectations, syllabus, & assignments explained & distributed on the first day of class. The second will cover the readings on plagiarism **AND** collaboration posted to Blackboard. The third will cover the readings regarding primary & secondary sources posted to Blackboard. You will only have 20 minutes to complete each quiz. ALL quizzes must be completed by **Tuesday, August 27 at 11:59 pm**.

Discussions: For each chapter in the textbook, we will have an in-class discussion of the assigned readings, *including* the primary sources.

- These discussions are required and account for your participation points.
- If you must miss class on the day of a discussion for an excused absence, please contact me with your documentation as soon as possible to schedule a one-on-one discussion with me in my office hours to make-up those participation points.

Reading Questions: You will have one additional book to read: *House Made of Dawn*. For this book, you will complete a set of reading questions posted to Blackboard. Dr. Jon Tuttle will provide instruction for this book during our class meetings on November 12 & 14. The questions are due at the beginning of class on November 12.

Writing Center: The FMU Writing Center is located in Founders Hall 114-C. Call 661-1528 for more information.

- You must make *at least* one visit to the FMU Writing Center for a consultation for **ONE** of the source papers for this class *before* the deadline. The trip is worth 25 points towards your overall grade. These are not extra credit points.

Readings: I expect each student to independently complete *all* of the assigned readings for the class as they are scheduled. Do not collaborate.

Source Papers: Each student must complete 8 source papers.

- There are eight chapters in the textbook. Each chapter includes multiple written and visual primary sources at the end. For **six** of the eight chapters - *of your choosing* - you will write a 1-2-page source paper. (Specific instructions will be available via Blackboard.)
- The primary sources in each chapter are subdivided by topic and/or document type. For instance, chapter one has 4 subdivisions: "A Navajo Emergence Story," "Corn and Game," "The Iroquois League of Peace," and "Early American Towns and Cities." For your source paper, you will discuss **one** of these subdivisions - *of your choosing*. Each of these subdivisions has "questions for analysis" following the primary sources. For your 1-2-page source paper, you should answer **at least one** of these numbered sets of questions, though you are encouraged to answer more than one if space permits. If there is only one source in a subdivision, you **must** answer **more than one** question. You should answer the question set *as completely as possible* using as much specific information for the sources as possible.
- You are **NOT** permitted to use any sources outside of those specified for the assignments. If you use any outside sources, you will automatically fail the assignment.
- The papers will be due on Thursdays unless otherwise stated in the schedule. You must upload your paper to Blackboard **before** class.

Exams: There are *two* exams, a midterm and a final.

- Each exam will include questions from lectures *and* the assigned readings in *First Peoples*. You will **not** be allowed to use class lecture notes or the textbook for either of these exams. A limited study guide will be provided on Blackboard for each of the exams.
- For both exams, after the first student to complete the exam has left the classroom, no other student will be permitted to begin the exam. Any student arriving after the first student completes the exam must provide proper documentation for their tardiness that qualifies them for a make-up exam. Any technology visible during exams will be considered an act of academic dishonesty and will result in a zero on the exam.
- Make-up exams are **ONLY** given in cases of emergency (illness, auto collision, death in the family, etc.) and with proper documentation. To receive a make-up exam, you must contact the instructor immediately.

Course Schedule:

Week 1: Introduction to the Course & Native History

August 20 Discuss Syllabus and Course Requirements

August 22 Read: *First Peoples*, 1-11 (no source paper)
Read: Benjamin J. Barnes, "Becoming Our Own Storytellers: Tribal Nations Engaging with Academia" (on Blackboard)
*Sign up for Response Papers

Week 2: Indians without Europeans

August 27 Online Quizzes Due

August 29 Read: *First Peoples*, 14-71
Read: *Oklahoma Indian Country*, 28

Week 3: Columbian Exchange

September 3 *Chapter 1 Source Paper Due

September 5 Read: *First Peoples*, 76-82

Week 4: Indians Encounter the Spanish

September 10 & 12 Read: *First Peoples*, 82-92, 108-119, 140-145
Read: *Oklahoma Indian Country*, 6, 11, 17

Week 5: Indians Encounter the French

September 17 & 19 Read: *First Peoples*, 92-97, 119-129, 140-145
Read: *Oklahoma Indian Country*, 10, 15, 23, 25, 32

Week 6: Indians Encounter the English

September 24 Read: *First Peoples*, 98-107, 130-139, 140-145
Read: *Oklahoma Indian Country*, 11-12

September 26 *Chapter 2 Source Paper Due

Week 7: Exchanges and Trades

October 1 **MIDTERM EXAM**

October 3 Read: *First Peoples*, 154-161
Read: Laura E. Johnson, "Of Records and Rituals: Native Americans and the Textile Trade"

Week 8: Diplomacy, War, and the West

October 8 **NO CLASS – FALL BREAK**

October 10 Read: *First Peoples*, 162-174, 182-196, 206-211
Read: *Oklahoma Indian Country*, 5, 11, 22

Week 9: American Revolutions

October 15 Read: *First Peoples*, 175-181, 197-205
Read: Zachary Conn, "Indian Peace Medals and Monarchical Symbolism in Early US Diplomatic Culture"

October 17 *Chapter 3 Source Paper Due

Week 10: Expansion

October 22 & 24 Read: *First Peoples*, 218-227, 266, 276-283
Read: *Oklahoma Indian Country*, 16, 22

Week 11: Indian Removal

October 29 Read: *First Peoples*, 228-243, 267-275
Read: *Oklahoma Indian Country*, 5, 7, 9-10, 13, 16, 21, 27, 31

October 31 *Chapter 4 Source Paper Due

Week 12: Indian and Civil Wars

November 5 Read: *First Peoples*, 290-364
Read: *Oklahoma Indian Country*, 8, 24, 28-30
*Chapter 5 Source Paper Due

November 7 **NO CLASS - SOUTHERN HISTORICAL ASSOCIATION**

Week 13: Americanizing Indians

November 12 Guest Instructor: Dr. Jon Tuttle
Read: *First Peoples*, 372-432
*Reading Questions for *House Made of Dawn* Due

November 14 Guest Instructor: Dr. Jon Tuttle
*Chapter 6 Response Paper Due

Week 14: Great Depression, Termination, and Upheaval

November 19 Read: *First Peoples*, 438-513

November 21 *Chapter 7 Source Paper Due

Week 15: Self-Determination and Sovereignty

November 26 Read: *First Peoples*, 520-611
Listen to: Dr. Kim TallBear, "Does a DNA Test Make You Indigenous?"
*Chapter 8 Source Paper Due

November 28 **NO CLASS - THANKSGIVING BREAK**

Week 16

December 3 **NO CLASS - READING DAY**

December 6 **FINAL EXAM – 3:00PM-5:00PM**

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

X New Course Modification

Department/School History Liberal Arts **Date** 10/28/19

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 310 **Title:** Representations of Race

Semester hours 3 Clock hours: Lecture X

Prerequisites 100 level history course

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Barton

Department Chairperson's/Dean's Signature _____

Provost's Signature Peter King

Date of Implementation Fall 2020

Date of School/Department approval 10/28/19

Catalog description:

- Purpose:
1. For Whom (generally?) Undergraduate students interested in the history of race in the United States and its representations in society.
 2. What should the course do for the student? Teach them to analyze historical movements and to critically think about the present day.

Teaching method planned: Lecture, with added artifact analysis in the Archaeology Laboratory.

Textbook and/or materials planned (including electronic/multimedia): All reading materials are posted on Blackboard.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

From classical Greece and Rome, who saw themselves under the siege by the “barbarian hordes,” to contemporary America and its war on “Islamic extremism,” from the *Birth of the Nation*, to *300*, Western societies have repeatedly represented a particular group of people as a threat to civilization. This course will examine a wide range of representations of non-White and/or non-Western people and cultures in film, literature, scientific and legal writings, popular culture, and artistic expression. What is behind this impulse to divide the world into “us” and “them”? How is it bound up with the distribution of power and resources? And what happens when the “barbarian hordes” talk back?

When completed, forward to the Office of the Provost.

HIST 318-02

Representations of Race

Monday, Wednesday, Friday

Founders' Hall

Christopher P. Barton, Ph.D.

CBarton@fmarion.edu

Office: FH 212

Phone: 843-661-1376

Office hours:

Monday, Wednesday, Friday

8:00-8:30am

12:30-1:00pm

other times by appointment

Course Objectives

Course Description:

From classical Greece and Rome, who saw themselves under the siege by the “barbarian hordes,” to contemporary America and its war on “Islamic extremism,” from the *Birth of the Nation*, to *Alien Nation*, Western societies have repeatedly represented a particular group of people as a threat to civilization. This course will examine a wide range of representations of non-White and/or non-Western people and cultures in film, literature, scientific and legal writings, popular culture, and artistic expression. What is behind this impulse to divide the world into “us” and “them”? How is it bound up with the distribution of power and resources? And what happens when the “barbarian hordes” talk back?

Required Reading: There are NO textbooks for this course, rather articles will be posted on the course’s Blackboard site. Readings for each lecture topic are noted on the attached schedule.

Course Format: This course is based on PowerPoint lectures, discussions, and films. Central to this course is that you engage with the materials and discuss your interpretations. You are required to complete the readings prior to every class.

Class Participation: The discipline of history is based research and collaboration; therefore, you must participate in classroom and small group discussions. This means that you must attend class and have fruitful conversations about the topics covered in the readings, lectures, and films. Please be on time to class and limit your distractions (i.e. cell phones, headphones, talking out of turn, etc.) If you become a distraction to others you will be asked to leave the classroom, and will be reported to the Dean of Students.

Assignments and Grading

Attendance and Participation: Attendance is taken at the start of every class. You cannot learn and we cannot move forward as a class without people attending (so get your money's worth). Participation is a little more difficult, I understand that in a large classroom setting that you have anxiety about speaking in front of everyone, but you have to overcome this fear to become a better student. People discussing the materials will make class more enjoyable for everyone. Mostly, this portion of the grade will be assessed on your participation within your groups and pop quizzes. Attendance and Participation will account for a total of 10 points.

Exams: There will be four in-classroom exams. The exams are based on our readings, lectures, and films. Prior to the exam day you will be given five to six open-ended questions to study over the weekend. On exam day three of the questions will be selected for you to answer. These exams are designed so that you understand the materials covered and can critically think about the topics covered in the course. Each question is worth five points for a total of 15 points per exam. The final exam is NOT cumulative.

Group Project: In honor of the 50 year anniversary of Francis Marion University we will be doing a group project that focuses on the history of the campus. This project will focus on three records; documentary history, oral history, and material culture. Throughout the semester we will use the knowledge we learn to create a public history project about the college. Your grade in this project will be based on your individual work in the group. This project will require that you complete group work outside of the classroom. We will discuss this in greater detail throughout the semester.

Research Paper: You will be asked to complete a research paper looking that focuses on the anthropology, archaeology, and history of an object. This paper will be no less than 1,500 words and will be turned in via SafeAssign on Blackboard. We will discuss this paper in greater detail throughout the semester.

Presentation: You will give a 5 minute presentation on your research paper. You will be grade on your content and delivery. These class presentations will be given during our scheduled exam sessions.

Makeups: Exams may be made up in extreme circumstances and only with proper documentation. A missed final exam will automatically receive a grade of 0.

Academic Integrity: Plagiarism or cheating in any form is unacceptable and will be dealt with according to the University's academic integrity policy. Please acquaint yourself with the policy as set forth in the student handbook. Note that plagiarism or cheating will **AT LEAST** result in failure on the assignment.

Attendance: Because of the participatory nature of the course, regular attendance, punctuality, and attentiveness are critical. Absences in excess of the limit set by University policy (4 absences, or twice the number of regular weekly class meetings) will **AT LEAST** result in the student's receiving a failing class participation grade and may, at the instructor's discretion, result in his or her removal from the class with a grade of F or W. Each tardy will be counted as 1/3 of an absence.

Disability Accommodations: If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing and contact me as soon as possible to discuss your accommodations.

University Athletics: Any student-athlete who will miss class due to competition schedules should provide a letter of verification from his or her coach as soon as possible. Such absences will generally not be counted against the total for the course, but responsibility for all coursework rests with the student-athlete.

Grading

Class attendance and participation	10
First exam	10
Second exam	10
Third exam	10
Research Paper	20
Presentation	10
Final exam	10
Group Project	20
TOTAL	100 points

Course Schedule

Week 1

Aug 21: Introduction to the Course

Review of Syllabus

Aug 23: The *Film 300*

Week 2: Human Variation

Aug 26: Ppt

Aug 28: Ppt

Read: Montagu
Aug 30: Lab Work

Week 3: Terms and Frameworks

Sep 2: NO CLASS

Sep 4: Ppt lecture

Read: Bonilla-Silva

Sep 6: Lab Work

Week 4: Slavery, Colonialism, and Enlightenment

Sep 9: Film *Racism*

Sep 11: Film Continued: Group Discussion

Read: Barton

Sep 13: Lab Work

Week 5: English Colonialization and Race

Sep 16: PPT lecture

Sep 18: Read: Epperson

Sep 20: First Exam

Week 6: Scientific Racism and Social Darwinism

Sep 23: Ppt Lecture

Sep 25 Read: Barton 2

Sep 27 Lab Work

Week 7: The Peculiar Institution

Sep 30: Ppt Lecture

Oct 2: Read Davidson

Oct 4: Group Project

Week 8: Race in the North

Oct 7: NO CLASS

Oct 9: The Irish Race

Read: Orser

Oct 11: Second Exam

Week 9: Race in Past and Present Popular Culture II

Oct 14: PPT lecture

Oct 16: Film: Cartoons and Race

Read: Barton 3

Oct 18: Lab Work

Week 10: Whiteness

Oct 21: What is the White Race?

Oct 23: Read: Roediger

Oct 25: Lab Work

Week 11: Structures of Inequality

Oct 28: PPT lecture

Oct 30: Film: 13

Read: Coates

Nov 1: Group Project

Week 12: Race in the City

Nov 4: Ppt Lecture

Read: Dixon

Nov 6: Third Exam

Nov 8: No Class

Week 13: Comparative Racial Formations

Nov 11: PPT lecture

Nov 13: Read: Brodtkin

Nov 15: Lab Work

Week 14: Persistent and Emerging Racial Formations

Nov 18: PPT lecture

Nov 20: Read: Serwer

Nov 22: Class Project

Week 15:

Nov 25: Film: Last of the Mohicans

Nov 27-29: NO Class

Week 16:

Dec 2: Final Exam

Final Exam

Dec 6 11:45-1:45: **Presentations**

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

 X New Course Modification

Department/School History **Date** 10/15/2019

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: 339 **Title** The Atlantic World

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 100-level History courseEnrollment expectation 15

Indicate any course for which this course is a (an)

Modification

substitute

alternate _____

Name of person preparing course description Erica Edwards

Department Chairperson's/Dean's Signature 17

Provost's Signature Peter King

Date of Implementation Fall 2020

Date of School/Department approval 10/27/19

Catalog description: This course is a study of the Atlantic World System (1450-1850). Atlantic World history refers to relationships and interactions between the peoples of the Americas, Africa and Europe, from the fifteenth through the nineteenth century, as these regions came to constitute a single, integrated system, joined rather than separated by the Atlantic Ocean. Its study focuses on themes such as migration and colonialism; the African slave trade, New World slavery and its abolition; trans-oceanic commerce and the development of history's first worldwide cash economy; violence, mixing and transculturation among Europeans, Africans and indigenous Americans; negotiation of knowledge about medicine, geography and the natural world; and the evolution of imperial systems and the wars of Independence. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

Purpose: 1. For Whom (generally?) Undergraduate students interested in the history of the interchange between peoples of the Americas, Africa, and Europe from the 1400s through the 1800s.

2. What should the course do for the student? Teach students the cultural, economic, political, and social impacts of the interactions that took place between the peoples of Europe, the New World, and Africa.

Teaching method planned: Combination of lecture and discussion.

Textbook and/or materials planned (including electronic/multimedia):

Several books and articles will be assigned, which will be assessed by the students through both discussion and response papers.

Course Content: This course will include lectures, readings, and discussions based on those readings. The students will be graded on their participation in discussions, two response papers, reviews of the books assigned, and two oral exams. The oral exams will constitute both the midterm and final for the course; the students will receive a rubric so that they are aware how they are graded on those exams.

HIST 318: Atlantic World

T/R 2:10-3:25pm

- Spring 2019

- Founders Hall 210B

Professor: Dr. Erica Johnson
Email: ejohnson@fmarion.edu
Office: Founders Hall 204

Office Phone: 843-661-1469
Office Hours: Tuesdays, 12:35-2:00pm
Or by appointment

Course Description: This course is a study of the Atlantic World System (1450-1850). Atlantic World history refers to relationships and interactions between the peoples of the Americas, Africa and Europe, from the fifteenth through the nineteenth century, as these regions came to constitute a single, integrated system, joined rather than separated by the Atlantic Ocean. Its study focuses on themes such as migration and colonialism; the African slave trade, New World slavery and its abolition; trans-oceanic commerce and the development of history's first worldwide cash economy; violence, mixing and transculturation among Europeans, Africans and indigenous Americans; negotiation of knowledge about medicine, geography and the natural world; and the evolution of imperial systems and the wars of Independence.

Required texts:

Judith Carney, *Black Rice*, 2009, ISBN: 978-0674008342

Jorge Canizares-Esguerra, *Puritan Conquistadors*, 2006, ISBN: 978-0804742801

Erik R. Seeman, *Death in the New World*, ISBN: 9780812221947

Technology in the Classroom: Do **NOT** use your cell phones (unless taking notes), MP3 Players, or iPods in class. Please silence your cell phones **before** class begins. If your phone goes off during lecture, I reserve the right to answer it or ask you to leave. Please let me know **BEFORE** class if there are extenuating circumstances to the cell phone policy (family emergencies, etc.). Limit use of laptops or tablets to taking notes – **not** surfing the internet. If you choose to use a laptop or tablet, please sit in the back of the room as not to distract your classmates. I reserve the right to ban any student from using a laptop or tablet if found abusing the privilege. You are **not** allowed to audio or video record my lectures without first obtaining my permission. Any technology visible during exams will be considered an act of academic dishonesty and will result in a zero on the exam.

Student Conduct: *All* students are required to adhere to the provisions of the FMU student handbook. *All* forms of academic dishonesty (cheating, plagiarism, etc.) will **not** be tolerated and will result in the student receiving a **zero** on the assignment and may result in other disciplinary action against the student by the college. Collaboration is **not** permitted on any assignment. Any classroom activity which adversely effects the orderly teaching environment will not be tolerated and will result in the student being removed from the classroom. The most important principle in this classroom is **RESPECT**: for the historical content, for each other, for the instructor, and for yourself. It is especially important that you listen and wait for your turn when others are talking.

Blackboard and email: You must have access to Blackboard. On this site, I will post your syllabus, course assignments, quizzes, **grades**, and other information, as well as any announcements for the class (changes in test dates, sickness, etc.) It is **imperative** that you **check your email AND Blackboard regularly** since these will be the primary methods of communication in this class. **Please observe basic email etiquette.** All correspondence should include a greeting, a body with full sentences, and a salutation with your full name.

Attendance: Students should make every effort to attend class. If you miss a class, you are responsible for getting the material (ask a classmate). I will answer specific questions, but I will not re-teach any lecture or provide any notes. I will take attendance daily, primarily for administrative purposes.

Grading and Evaluation:

Class Participation/Discussions	50 points
2 - Response Papers (25 points each)	50 points
3 - Book Reviews (100 points each)	300 points
2 - Oral Exams (50 points each)	100 points
<i>Total Possible Points</i>	<i>500 points</i>

Extra Credit: There will not be any opportunities for extra credit in this class, so make every effort to complete the assignments by the scheduled deadlines. You will receive the grades you earn.

Academic Support Network: The Tutoring Center is a free service provided to students. It is located in the Study Hall of the Housing office Building. Call 661-1675 for information. The FMU Writing Center offers tutoring services and writing workshops. It is located in Founders Hall 114-C. Call 661-1528 for more information.

Appointments: If you make an appointment with me outside of office hours, you are expected to show up. You should contact me within 15 minutes of your scheduled time if you must miss an appointment (for an excused absence). I will note if you miss one appointment (without an excused absence), and you will be given a warning. If you miss any subsequent appointments, you will lose **20 points** off your overall course grade for *each* offense.

Readings: I expect each student to independently complete *all* of the assigned readings for the class as they are scheduled. Do not collaborate. See Blackboard for THOMAS mnemonic device.

Response Papers: For **TWO** of the weeks (weeks 2 & 4), you will be assigned specific articles to read (available on Blackboard). You must submit a written response of approximately 300-750 words for **BOTH** of those weeks (two responses total). You will need to be able to identify the author's argument, the author's sources, and analyze the strengths and weaknesses of each assigned reading. (See detailed assignment on Blackboard.) Late submissions will lose a letter grade per class period.

Book Reviews: You will complete **THREE** 5-7-page book reviews for this class.

- Detailed instructions for how to construct your book reviews are available on Blackboard.
- Under no circumstances should you consult any additional sources outside of those provided by the professor for this class. Doing so will result in a failing grade on the assignment.
- Plagiarism will not be tolerated. All book reviews must be submitted to Blackboard **BEFORE** the class period it is due. Late digital submissions will lose 5 points per calendar day.
- A hard copy is due in class on the date due. Late book reviews will lose one letter grade per class period, including those turned in after the class period on the date due.

Oral Exams: There will be two oral exams, a midterm and a final exam. I will provide a list of 10 topics to study, and we will discuss 3-4 of them in the oral exam. The exams will last approximately 15 minutes. Each student will be responsible for scheduling a time to meet with me one-on-one in my office during class time on the day of or during office hours the week of the midterm exam. We will schedule times for each student during the final exam period as well. Your exam score will be based upon preparation, articulation, analysis, accuracy, and examples. A rubric will be available on Blackboard to let you know how you will be evaluated specifically.

Class Participation/Discussions: You *cannot* earn these points simply by attending class. You must have completed the assigned readings and make an actual contribution to the class discussion that reflects comprehension and historical analysis of the course texts. For each book discussion, you will need to be able to identify the author's argument, the author's sources, and historiographical contribution. Further, as a class, we will work in the discussions to analyze the strengths and weaknesses of each assigned reading. See Blackboard for THOMAS mnemonic device.

** The instructor reserves the right to make changes to this syllabus, including the schedule of assignments, lectures, and the selected readings. Any changes will be announced in class and on Blackboard.*

COURSE SCHEDULE:

Week 1:

- January 8 Introduction to the course
January 10 What is the Atlantic World? What is Atlantic History?

Week 2:

- January 15 **Response Papers Due & Discussion of Articles**
 1) Alison Games, "Atlantic History: Definitions, Challenges, and Opportunities." *American Historical Review* vol. 111, no. 3 (June 2006): 741-757.
 2) Nicholas Canny, "Writing Atlantic History; or, Reconfiguring the History of Colonial British America," *Journal of American History* vol. 86, no. 3 (December 1999): 1093-1114.
- January 17 Africa before 1492

Week 3:

- January 22 Americas before 1492
January 24 Europe before 1492

Week 4:

- January 29 **Response Papers Due & Discussion of Articles**
 1) Peter A. Coclanis, "Atlantic World or Atlantic/World," *William and Mary Quarterly* vol. 63, no. 4 (2006): 725-742.
 2) David Eltis, "Atlantic History in Global Perspective." *Itinerario* [Netherlands] vol. 23, no. 2 (1999): 141-161.
- January 31 Christopher Columbus

Week 5:

- February 5 Columbian Exchange

February 7 Reformation & Counter-Reformation

Week 6:

February 12 Migrations and Settlement in the Atlantic

February 14 Evangelization in the New World

Read: Bryan Banks, "Huguenots in the Atlantic" (on Blackboard)

Week 7:

February 19 **Book Review Due & Book Discussion**

Jorge Cañizares-Esguerra, *Puritan Conquistadors: Iberianizing the Atlantic, 1550-1700*

February 21 **Oral Midterm Exam**

Week 8:

February 26 Atlantic Slave Trade

February 28 Slavery in the Atlantic World: Caribbean

Week 9:

March 5 Slavery in the Atlantic World: North and South America

March 7 Slave Culture and Resistance

Week 10: Spring Break - NO CLASSES

Week 11:

March 19 **Book Review Due & Book Discussion**

Erik R. Seeman, *Death in the New World*

March 21 Imperial Reforms

Week 12:

March 26 Enlightenments

March 28 Seven Years' War

Read: Elena Schnedier, "The Struggles of Cuba's Black Soldiers in an Age of Imperial Wars"

Week 13:

April 2 American Revolution

Read: Dane A. Morrison, "Exporting the Revolution: American Revolutionaries in the Indies Trade"

April 4 French Revolution

Read: Aurélia Aubert, "Challenging Lafayette's Legacy"

Week 14:

April 9 Haitian Revolution

Read: Micah Alpaugh, "The Friends of Freedom and Atlantic Democratization"

April 11 Independence in Spanish America

Week 15:

April 16 Abolition: The Long Goodbye

April 18 **Book Review Due & Book Discussion**

Judith Carney, *Black Rice*

Week 16:

April 23 Reading Day

April 30 **Oral Final Exam – 11:45AM – 1:45PM**

2. What should the course do for the student? Teach students why the French Revolution took place, why Napoleon Bonaparte was able to take power in

France, and effects—both short- and long-term—of these events inside and outside of France.

Teaching method planned: Combination of lecture and discussion.

Textbook and/or materials planned (including electronic/multimedia):

Several books and articles will be assigned, which will be assessed by the students through both discussion and response papers.

Course Content: This course will combine lecture, readings (both a textbook and articles), and discussion. The students will take several quizzes, write a series of response papers, and turn in both a research topic and an annotated bibliography related to that topic.

HIS 7513-318: French Revolution and Napoleon

TR 9:55am - 11:10am

Professor: Dr. Erica Johnson
Email: ejohnson@fmarion.edu
Twitter: @DrEricaJohnson
Office Phone: 843-661-1469

Office: Founders Hall 204
Office Hours: Mondays & Wednesdays, 8:30-9:25am; Tuesdays, 11:15am-12:00pm; and by appointment

Course Description: This course surveys the transition from the Old Regime to the Modern Age in Europe from 1789-1815. The focus of the course will be the culture of politics, including the practices of modern democracy, nationalism, imperialism, authoritarianism and the language of human rights took root during this time, as well as the means of resistance to these ideologies. Experiments in political culture during the French Revolution still inform politics today.

Required text:

- *A Companion to the French Revolution*, Peter McPhee, ed. (Wiley Blackwell, 2015) ISBN: 978-1-118-97752-1

Appointments: If you make an appointment with me outside of office hours, you are expected to show up. You should contact me within 15 minutes of your scheduled time if you must miss an appointment (for an excused absence). I will note if you miss one appointment (without an excused absence), and you will be given a warning. If you miss any subsequent appointments, you will lose 20 points off your overall course grade for *each* offense.

Technology in the Classroom: Do **NOT** use your cell phones (unless taking notes), MP3 Players, or iPods in class. Please silence your cell phones **before** class begins. If your phone goes off during lecture, I reserve the right to answer it or ask you to leave. Please let me know **BEFORE** class if there are extenuating circumstances to the cell phone policy (family emergencies, etc.). Limit use of laptops or tablets to taking notes – *not* surfing the internet. If you choose to use a laptop or tablet, please sit in the back of the room as not to distract your classmates. I reserve the right to ban any student from using a laptop or tablet if found abusing the privilege. You are **not** allowed to audio or video record my lectures without first obtaining my permission. Any technology visible during exams will be considered an act of academic dishonesty and will result in a zero on the exam.

Student Conduct: *All* students are required to adhere to the provisions of the FMU student handbook. *All* forms of academic dishonesty (cheating, plagiarism, etc.) will **not** be tolerated and will result in the student receiving a **zero** on the assignment and may result in other disciplinary action against the student by the college. Collaboration is **not** permitted on any assignment. Any classroom activity which adversely effects the orderly teaching environment will not be tolerated and will result in the student being removed from the classroom. The most important principle in this classroom is **RESPECT**: for the historical content, for each other, for the instructor, and for yourself. It is especially important that you listen and wait for your turn when others are talking.

Blackboard and email: You must have access to Blackboard. On this site, I will post your syllabus, course assignments, quizzes, **grades**, and other information, as well as any announcements for the class (changes in test dates, sickness, etc.) It is **imperative** that you **check your email AND Blackboard regularly** since these will be the primary methods of communication in this class. Please observe basic email etiquette. All correspondence should include a greeting, a body with full sentences, and a salutation with your full name.

Extra Credit: There will not be any opportunities for extra credit in this class, so make every effort to complete the assignments by the scheduled deadlines. You will receive the grades you earn.

Grading and Evaluation:

Class Participation/Discussions	50 points
5 – In-Class Quizzes (25 points each)	125 points
5 - Response Papers (50 points each)	250 points
1 - Research Topic & Questions (25 points)	25 points
1 - Annotated Bibliography (100 points)	100 points
<i>Total Possible Points</i>	<i>550 points</i>

Quizzes: There will be **six unannounced** reading quizzes administered in the classroom, and I will drop the lowest of your quiz grades at the end of the semester. These quizzes will be specifically regarding the in-class lectures. Though attendance is not required, you can only take these quizzes if you attend regularly. If you must miss class for an excused absence, please contact me with your documentation as soon as possible for a make-up quiz.

Readings: I expect each student to independently complete *all* of the assigned readings for the class as they are scheduled. Do not collaborate.

Response Papers: Each week, you will be assigned specific readings. You must submit a written response of approximately 300-750 words for **five** of those weeks, and you will need to sign-up for your preferred weeks by January 14, 2018. These should **not** be simple summaries of the readings. You should make connections between the assigned readings for the week, as well as relate them to previous readings, lectures, and discussions from this course. Double-space your papers, and use 12-point Times New Roman as your font. These papers should be well organized and thoroughly proofread for accuracy, spelling, and grammar. These papers will be due to Blackboard on Thursdays at the beginning of class, except for Week 10 (due Tuesday, March 13). Late submissions will lose a letter grade per calendar day.

Discussions: *Most* Thursdays we will discuss the weekly readings. These discussions are required and account for your participation points. While attendance does not have direct weight on your course grade, you cannot fully earn the participation points if you do not attend regularly. If you must miss class for an excused absence, please contact me with your documentation as soon as possible to schedule a one-on-one discussion with me in my office hours to make-up those participation points.

Research Topic and Historical Questions: In consultation with the professor, you will select a historical research topic and construct several historical questions associated with that topic. You should select a topic appropriate for your language capabilities. Before drafting your historical questions, I must approve your research topic. Therefore, you should propose a research topic no later than one week before submitting your historical questions.

Annotated Bibliography: A bibliography is a list of sources for a research topic. An annotation is a summary and evaluation. For this class, you will identify and annotate ten examples of specific historical sources for your chosen research topic. You should strive to physically access as many of the ten sources as possible, so you can provide the best annotations. Therefore, you will need to become very familiar with the library resources, such as PASCAL and Interlibrary Loan. These resources are invaluable for research, but they do take time, so you cannot wait until the last minute to make use of them. For secondary sources, start here.

Academic Support Network: The Tutoring Center is a free service provided to students. It is located in the Study Hall of the Housing office Building. Call 661-1675 for information. The FMU Writing Center offers tutoring services and writing workshops. It is located in Founders Hall 114-C. Call 661-1528 for more information.

** The instructor reserves the right to make changes to this syllabus, including the schedule of assignments, lectures, and the selected readings. Any changes will be announced in class.*

Important Dates:

January 14	Sign Up for Response Papers
January 16	Response Papers Due
January 25	Response Papers Due
February 1	Response Papers Due
February 8	Response Papers Due
February 15	Response Papers Due
February 27	Library Tutorial
March 1	NO CLASS
March 6	Individual Meetings
March 8	NO CLASS
March 13	Response Papers Due
March 15	NO CLASS
March 19-23	SPRING BREAK
March 29	Response Papers Due
April 3	Topics & Questions Due
April 5	Response Papers Due
April 12	Response Papers Due

COURSE SCHEDULE:

Week 1:

January 9 Introduction to the class

January 11 Old Regime

Read: Jean-Pierre Jessenne, "The Social and Economic Crisis in France at the End of the *Ancien Régime*"

Robert Darnton, "Workers Revolt: The Great Cat Massacre of Rue Saint-Séverin" (PDF)

Week 2:

January 16 Enlightenment

Read: Sarah Maza, "The Cultural Origins of the French Revolution"

January 18 French Colonies in the Old Regime

Read: Miranda Spieler, "France and the Atlantic World"

Robert D. Taber, "The Mystery of Marie Rose"

Blake Smith, "The Citizen-Sultan?"

Week 3:

January 23 Origins of the French Revolution

Read: Peter Campbell, "Rethinking the Origins of the French Revolution"
Zachary M. Stoltzfus, "The Legal Origins of the French Revolution"

January 25 1789

Read: Michael P. Fitzsimmons, "The Principles of 1789"
Noelle Plack, "Intoxication and the French Revolution"

Week 4:

January 30 Monarchy to Republic

Read: Alan Forrest, "Reimagining Space and Power"

February 1 Regicide

Read: Barry M. Shapiro, "'The Case against the King,' 1789-93"

Week 5:

February 6 Religion in the French Revolution: Part I

Read: Bryan A. Banks, "The Limits of Religious Liberty"
Dale Van Kley, "The *Ancien Régime*, Catholic Europe, and the Revolution's Religious Schism"

February 8 Religion in the French Revolution: Part II

Read: Edward J. Woell, "The Origins and Outcomes of Religious Schism, 1790-99"
Xavier Marechaux, "Married Priests in France, 1789-1815"

Week 6:

February 13 Limits of the Revolution

Read: Serge Aberdam, "Whose Revolution?"
Noelle Plack, "The Peasantry, Feudalism, and the Environment, 1789-93"

February 15 Gender and the Revolution

Read: Anne Verjus, "Gender, Sexuality, and Political Culture"
Suzanne Desan, "The French Revolution and the Family"
Kate Marsden, "Making Modern Gender Roles"

Week 7:

February 20 Revolutionary Violence

Read: Donald Sutherland, "Urban Crowds, Utopia, and Massacres, 1789-92"

February 22 Counter-Revolution

Read: Jean-Clément Martin, "The Vendée, *Chouannerie*, and the State, 1791-99"
Peter M. Jones, "Choosing Revolution and Counter-Revolution"

Week 8:

February 27 Library Tutorial (*Meet in Library*)

March 1 **NO CLASS**

Week 9:

March 6 Research Topic Meetings (No Lecture)

March 8 **NO CLASS**

Week 10:

March 13 The Reign of Terror

Read: David Andress, "The Course of the Terror, 1793-94)

David Andress, "Navigating Feelings in the French Revolution"

March 15 **NO CLASS**

Week 11: SPRING BREAK, NO CLASSES

Week 12:

March 27 The Thermidorian Reaction: Part I

Read: Laura Mason, "The Thermidorian Reaction"

March 29 The Thermidorian Reaction: Part II

Read: Stephen Clay, "The White Terror: Factions, Reactions, and the Politics of Vengeance"

Week 13:

April 3 The French Revolution beyond the Metropole: Part I **(Topics & Questions Due)**

Read: Thomas E. Kasier, "A Tale of Two Narratives: The French Revolution in International Context, 1787-93"

April 5 The French Revolution beyond the Metropole: Part I

Read: Mike Rapport, "The International Repercussions of the French Revolution"
Ian Coller, "The Revolutionary Mediterranean"
Joshua Meeks, "Counter-Revolutionary Corsica"

Week 14:

April 10 The Haitian Revolution

Read: Frédéric Régent, "Slavery and the Colonies"
Marlene L. Daut, "'Genocidal Imaginings' in the Era of the Haitian Revolution"
Paul Clammer, "Touring the Haitian Revolution: A Photo Journal"

April 12 The Rise of Napoleon Bonaparte

Read: Richard J. Sieglar III, "Napoleon's Revolutionary Crown"

Week 15:

April 17 The Fall of Napoleon Bonaparte and the Restoration

April 19 Legacies of the French Revolution

Read: Pascal Dupuy, "The Revolution in History, Commemoration, and Memory"

Week 16:

April 24 Reading Day

Week 18:

April 26 **Annotated Bibliographies Due by 3:00 pm**

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

 New Course X Modification

Department/School Sociology Date 10/16/19

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: ANTH 100 Title Introduction to Anthropology

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites NONE

Enrollment expectation 30

Indicate any course for which this course is a (an)

Modification ANTH 200 (Changing course number from ANTH 200 to ANTH 100)

substitute

alternate

Name of person preparing course description Kiley Molinari

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Fall 2020

Date of School/Department approval 12/9/19

Catalog description: No changes are being made to the course description

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: This is a course number change to reflect its appropriateness for incoming freshmen students. The course content remains the same.

When completed, forward to the Office of the Provost.

X New Course Modification

Catalog description: An introduction to the subfield of biological anthropology. This course explores evolution, fossil hominins, primate behavior, and biocultural adaptations. Students will be provided the foundation on key concepts within the field, and introduced to current debates and topics within biological anthropology surrounding forensics, medical anthropology, genetics, and DNA.

Purpose:

1. For Whom (generally?)
Any undergraduate student interested in Anthropology.
2. What should the course do for the student?
 - Students will have a better understanding of thinking scientifically about the field of anthropology as well as current debates surrounding genetics, evolution, human variation, and nonhuman primates.
 - This course will give students an introduction into what the field of biological anthropology is and will allow students to have another way of looking at who they are as humans.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

- Larsen, Clark Spencer. *Our Origins: Discovering Physical Anthropology*. 4th Edition
- Additional readings and other media will be announced in class and uploaded on Blackboard.

Course Content:

1. Evolution
2. Genetics
3. Living Populations
4. Forensics and Medical Anthropology
5. Primates
6. Fossil Hominins
7. Agriculture and Bioarchaeology
8. Nutrition
9. Biocultural adaptations

When completed, forward to the Office of the Provost.

ANTH 205: Introduction to Biological Anthropology

Room: FH 251A

Instructor: Kiley Molinari

Email: Kiley.molinari@fmarion.edu

Email Policy: All pertinent student emails will be answered within 24-48 hours of their arrival, unless prior notice of a delayed response is provided.

- If you have questions about an assignment, please do not wait until right before it is due to email me. There is a chance I will not get to it in time.
- I expect you to check your emails! This is the main way I can communicate outside of our class time!

Office Hours:

Course Description:

An introduction to the subfield of biological anthropology. This course explores evolution, fossil hominins, primate behavior, and biocultural adaptations. Students will be provided the foundation on key concepts within the field, and introduced to current debates and topics within biological anthropology surrounding forensics, medical anthropology, genetics, and DNA.

Learning Outcomes:

- Students will have a better understanding of thinking scientifically about the field of anthropology as well as current debates surrounding genetics, evolution, human variation, and nonhuman primates.
- This course will give students an introduction into what the field of biological anthropology is and will allow students to have another way of looking at who they are as humans.

Required Textbook, Materials, and Software

Required Materials:

- Larsen, Clark Spencer. *Our Origins: Discovering Physical Anthropology*. 4th Edition
- There will also be readings passed out in class or uploaded onto Blackboard that you are responsible for throughout the semester.

Films, media, and additional reading materials TBD throughout the semester!

Computer/Software (Blackboard) www.blackboard.fmarion.edu

- Once you sign in you should see this course. Please check it frequently throughout the semester.

- In addition to the reading materials, you will need reliable Internet access in order to access the course on Blackboard. This is where I will post student's grades, upload readings, make any announcements about changes to the schedule, etc.

- You will need your email to work! This is the main source of communication I use when not in class!

Updated versions of Adobe Flash and Reader are also recommended.

Adobe Flash (<http://get.adobe.com/flashplayer>)

Adobe Reader: (<http://get.adobe.com/reader/>).

Course Assignments:

Required course work consists of:

- In-Class Discussions, or Discussion Posts
- Reading Assignments/Quizzes
- Classroom Activities
- Short Writing Responses
- Exams
- Final Presentation
- Final Paper

Grading Policies

All assignments are to be turned in on the due date. All late assignments are subject to a penalty of the loss of one letter grade for each day the assignment is late. **There will be no make-ups for missed exams.**

Final grades will *not* be curved; final grades within 1% of the next letter grade are eligible, but not guaranteed, to be "bumped" up. (Ex. 79.5% is eligible to be "bumped" to a B, but a 78.9% is not.) A student's overall performance will be used to consider "bumping" the final grade.

Monitor your grade! Grades for this course are regularly posted to Blackboard, allowing you to easily monitor your progress yourself. Don't wait until the last few weeks of the semester to suddenly become concerned about your grade.

-Extra Credit: Students can earn up to two extra credit assignments in this course by attending talks on campus, community events I okay, watching films I announce, etc. and writing a 2 page reaction paper to their experience. More details will be given as opportunities come up. Each is worth a possible 10 points, and will be added to your final points score at the end of the semester. **All extra credit must be turned in the last day of the semester. No exceptions!**

Points Breakdown

Final course grades are based on the following:

ASSIGNMENTS	POINTS
10 Reading Assignments @ 10 points each	100 pts total
3-5 Discussion Assignments	25 pts total
2 Midterm Exams	200 pts total
Final Exam	100 pts total
3 Short Papers @ 25 points each	75 pts total

Total Possible Points

- Grading Scale

A: 500 – 450; B: 449 – 400; C: 399 – 350; D: 349 – 300; F: 299 - 0

(If you receive a 67-69, 77-79, or 87-89 that will indicate a +)

Turn-around for Grades: The turn-around time for grades is as follows. For short assignments such as discussions and quizzes, 1-2 class periods. For exams and your papers you will receive feedback within 2-4 class periods of the assignment being closed.

Course and University Policies:**Posting Difficulties:**

Files which do not post correctly to Blackboard, or responses which do not correctly post on the discussion board, will not be accepted for a grade. If your file does not post (you are timed out, for example), becomes corrupted, contains a virus, or if your response is blank/partial, you should re-post prior to the deadline so that you may receive a grade. Always check to see that your response or file has correctly posted before you exit Blackboard. All files should be saved in doc, docx, ppt, or rtf. Blackboard and Turnitin do not support files saved in odt, pages, or wps. Install, update, and use an antivirus program consistently. Be sure to post in advance so that you have enough time to correct for any posting difficulties.

Special Accommodations:

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor directly as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.

As per FMU's website, <http://catalogs.fmarion.edu/Cat0304/services/serv2.htm>

"Reasonable accommodations are available for students with physical and learning disabilities. Appropriate documentation of each disability is required in the form of psychological evaluations and/or medical histories and should be provided to the Office of Counseling and Testing at least two weeks prior to initial registration of classes."

Religious Holidays:

It is my policy to excuse absences of students that result from religious observances and to provide, without penalty, for the rescheduling of examinations and additional required class work that may fall on religious holidays. I MUST be notified well in advance since these dates are already known.

Academic Integrity:

A particularly important responsibility has to do with students' academic integrity-- Absolutely no incidences of academic misconduct will be tolerated in this course.

As per the FMU Student Handbook (2018-2019: 60), all FMU students are "expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws."

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, etc.) on any graded work within the course will be given a 0 for the work and/or an F in the course. Students will also be referred to the Provost's Office. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on pages 60-61 of the FMU Student Handbook (2018-2019).

University Resources**Writing Center:**

"The Writing Center (FH 114-C) will open Monday, August 26, and our hours of operation are Monday through Thursday from 9:00 a.m. to 5:00 p.m., and Friday 9:00 a.m. to 1:30 p.m. We also have a tutor in the Tutoring Center (FH 220) Monday through Thursday 5:00-8:00 as well as online hours (available through our online scheduler) Sunday 4:00-8:00 and Monday through Thursday 5:00-8:00. Our last day is Monday, December 2.

Tutorials are available by appointment or on a drop-in basis. During busy periods, such as midterm week, we recommend that students prearrange their appointments. Any student who would like a tutorial should make an appointment online through our scheduler (<https://fmarion.mywconline.com/index.php>), call the Writing Center at 661-1528, or visit us in Founders Hall 114-C."

This is their website (www.fmarion.edu/academics/wcenter)

Tentative Course Schedule

*I reserve the right to change and/or add content throughout the semester; you will be notified.

****All readings must be completed by the beginning of class each Thursday, unless otherwise stated.** This means that you come prepared to talk about any readings or assignments that were due that day.

Additional required readings may be added and will be posted on the content page of the course on Blackboard and announced in class prior to them being due.

Unit 1:

August	What is Biological Anthropology?	Introductions
August	Evolution	Reading - Chapter 2
September	Genetics	Reading – Chapter 3 Short Paper 1 Due
September	Genes and Their Evolution: Population Genetics	Exam 1

Unit 2:

September	Biology in the Present: Living People	Chapter 5
September	Forensics and Medical Anthropology	UPLOADED
September	Biology in the Present: Primates	Chapter 6
October	Primate Sociality, Social Behavior, and Culture	Chapter 7 Short Paper 2 Due
October	Primate Origins and Fossils	Exam 2

Unit 3:

October	Fossils and Their Place in Time and Nature	Chapter 8
October	Early Hominid	Chapter 10
November	Early <i>HOMO</i>	Chapter 11

Unit 4:

November	Dispersal of Modern People	Chapter 12 Short Paper 3 Due
November	Agriculture, Bioarchaeology	Chapter 13 and UPLOADED
November	Today – Climate, Population, Technology, Nutrition	Thanksgiving Break Extra Credit Due by (Optional)

December	Final Exams
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Your Final Exam will be on the date scheduled by the FMU Registrar.

X New Course Modification

Graduate or Undergraduate Course: Undergraduate

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Enrollment expectation	<u>30</u>
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modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Kiley Molinari

Department Chairperson's/Dean's Signature Amica Duncanson

Provost's Signature Peter Kling

Date of Implementation Fall 2020

Date of School/Department approval 12/9/19

Catalog description: An introduction to linguistic anthropology with an emphasis on the cultural aspects of language use, thought, and learning. This course examines similarities and differences within societies, cultures, and languages around the world. By exploring the structure of language, different accents, dialects, and forms of communication, students will get a glimpse into the linguistic diversity that takes place not only in the United States, but also in other countries.

Purpose:

1. For Whom (generally?)
Undergraduate students who are interested in the intersection between language and culture. Or students who wish to earn a collateral or minor in anthropology once it is established.
2. What should the course do for the student?
 - Students will have a better understanding of thinking scientifically about the subfield of linguistic anthropology, as well as current debates surrounding language loss and the efforts taking place by Indigenous peoples across the world towards language revitalization and learning.
 - This course will give students an introduction into what the field of linguistic anthropology is and will allow students to have another way of observing language learning, thought, and communication in their daily lives.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

- Ahern, Laura M. Living Language: An Introduction to Linguistic Anthropology
- There will also be readings passed out in class or uploaded onto Blackboard that you are responsible for throughout the semester.

Course Content:

1. Life of Language
2. Research in Linguistic Anthropology
3. Language Acquisition and Socialization
4. Language, Thought, and Culture
5. Communities
6. Performance
7. Multilingualism
8. Language and Gender
9. Language and Race
10. Language Revitalization and Immersion Schools
11. Language and Class

ANTH 215: Language and Culture

Room: FH 251A

Instructor: Kiley Molinari

Email: Kiley.molinari@fmarion.edu

Email Policy: All pertinent student emails will be answered within 24-48 hours of their arrival, unless prior notice of a delayed response is provided.

- If you have questions about an assignment, please do not wait until right before it is due to email me. There is a chance I will not get to it in time.
- I expect you to check your emails! This is the main way I can communicate outside of our class time!

Office Hours: FH 241

Course Description:

An introduction to linguistic anthropology with an emphasis on the cultural aspects of language use, thought, and learning. This course examines similarities and differences within societies, cultures, and languages around the world. By exploring the structure of language, different accents, dialects, and forms of communication, students will get a glimpse into the linguistic diversity that takes place not only in the United States, but also in other countries.

Learning Outcomes:

- Students will have a better understanding of thinking scientifically about the subfield of linguistic anthropology, as well as current debates surrounding language loss and the efforts taking place by Indigenous peoples across the world towards language revitalization and learning.
- This course will give students an introduction into what the field of linguistic anthropology is and will allow students to have another way of observing language learning, thought, and communication in their daily lives.

Required Textbook, Materials, and Software

Required Materials:

- Ahern, Laura M. *Living Language: An Introduction to Linguistic Anthropology*
- There will also be readings passed out in class or uploaded onto Blackboard that you are responsible for throughout the semester.

Films, media, and additional reading materials TBD throughout the semester!

Computer/Software (Blackboard) www.blackboard.fmarion.edu

- Once you sign in you should see this course. Please check it frequently throughout the semester.

- In addition to the reading materials, you will need reliable Internet access in order to access the course on Blackboard. This is where I will post student's grades, upload readings, make any announcements about changes to the schedule, etc.

- You will need your email to work! This is the main source of communication I use when not in class!

Updated versions of Adobe Flash and Reader are also recommended.

Adobe Flash (<http://get.adobe.com/flashplayer>)

Adobe Reader: (<http://get.adobe.com/reader/>).

Course Assignments:

Required course work consists of:

- In-Class Discussions, or Discussion Posts
- Reading Assignments/Quizzes
- Classroom Activities
- Short Writing Responses
- Exams
- Final Presentation
- Final Paper

Grading Policies

All assignments are to be turned in on the due date. All late assignments are subject to a penalty of the loss of one letter grade for each day the assignment is late. **There will be no make-ups for missed exams.**

Final grades will *not* be curved; final grades within 1% of the next letter grade are eligible, but not guaranteed, to be “bumped” up. (Ex. 79.5% is eligible to be “bumped” to a B, but a 78.9% is not.) A student’s overall performance will be used to consider “bumping” the final grade.

Monitor your grade! Grades for this course are regularly posted to Blackboard, allowing you to easily monitor your progress yourself. Don’t wait until the last few weeks of the semester to suddenly become concerned about your grade.

-Extra Credit: Students can earn up to two extra credit assignments in this course by attending talks on campus, community events I okay, watching films I announce, etc. and writing a 2 page reaction paper to their experience. More details will be given as opportunities come up. Each is worth a possible 10 points, and will be added to your final points score at the end of the semester. **All extra credit must be turned in on the last day of class. No exceptions!**

Points Breakdown

Final course grades are based on the following:

ASSIGNMENTS	POINTS
10 Reading Assignments @ 10 points each	100 pts total
3-5 Discussion Assignments	25 pts total
2 Midterm Exams	200 pts total
Final Exam	100 pts total
3 Short Papers @ 25 points each	75 pts total

Total Possible Points

- Grading Scale

A: 500 – 450; B: 449 – 400; C: 399 – 350; D: 349 – 300; F: 299 - 0

(If you receive a 67-69, 77-79, or 87-89 that will indicate a +)

Turn-around for Grades: The turn-around time for grades is as follows. For short assignments such as discussions and quizzes, 1-2 class periods. For exams and your papers you will receive feedback within 2-4 class periods of the assignment being closed.

Course and University Policies:**Posting Difficulties:**

Files which do not post correctly to Blackboard, or responses which do not correctly post on the discussion board, will not be accepted for a grade. If your file does not post (you are timed out, for example), becomes corrupted, contains a virus, or if your response is blank/partial, you should re-post prior to the deadline so that you may receive a grade. Always check to see that your response or file has correctly posted before you exit Blackboard. All files should be saved in doc, docx, ppt, or rtf. Blackboard and Turnitin do not support files saved in odt, pages, or wps. Install, update, and use an antivirus program consistently. Be sure to post in advance so that you have enough time to correct for any posting difficulties.

Special Accommodations:

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor directly as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.

As per FMU's website, <http://catalogs.fmarion.edu/Cat0304/services/serv2.htm>

"Reasonable accommodations are available for students with physical and learning disabilities. Appropriate documentation of each disability is required in the form of psychological evaluations and/or medical histories and should be provided to the Office of Counseling and Testing at least two weeks prior to initial registration of classes."

Religious Holidays:

It is my policy to excuse absences of students that result from religious observances and to provide, without penalty, for the rescheduling of examinations and additional required class work that may fall on religious holidays. I MUST be notified well in advance since these dates are already known.

Academic Integrity:

A particularly important responsibility has to do with students' academic integrity-- Absolutely no incidences of academic misconduct will be tolerated in this course.

As per the FMU Student Handbook (2018-2019: 60), all FMU students are "expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws."

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, etc.) on any graded work within the course will be given a 0 for the work and/or an F in the course. Students will also be referred to the Provost's Office. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on pages 60-61 of the FMU Student Handbook (2018-2019).

University Resources**Writing Center:**

"The Writing Center (FH 114-C) will open Monday, August 26, and our hours of operation are Monday through Thursday from 9:00 a.m. to 5:00 p.m., and Friday 9:00 a.m. to 1:30 p.m. We also have a tutor in the Tutoring Center (FH 220) Monday through Thursday 5:00-8:00 as well as online hours (available through our online scheduler) Sunday 4:00-8:00 and Monday through Thursday 5:00-8:00. Our last day is Monday, December 2.

Tutorials are available by appointment or on a drop-in basis. During busy periods, such as midterm week, we recommend that students prearrange their appointments. Any student who would like a tutorial should make an appointment online through our scheduler (<https://fmarion.mywconline.com/index.php>), call the Writing Center at 661-1528, or visit us in Founders Hall 114-C."

This is their website (www.fmarion.edu/academics/wcenter)

Tentative Course Schedule

*I reserve the right to change and/or add content throughout the semester; you will be notified.

**All readings must be completed by the beginning of class each Thursday, unless otherwise stated. This means that you come prepared to talk about any readings or assignments that were due that day.

Additional required readings may be added and will be posted on the content page of the course on Blackboard and announced in class prior to them being due.

Unit 1:

August	Life of Language	Introductions
August	Research in Linguistic Anthropology	Reading - Chapter 2
September	Language Acquisition and Socialization	Reading – Chapter 3 Short Paper 1 Due
September	Language, Thought, and Culture	Exam 1

Unit 2:

September	Communities	Chapter 5
September	Multilingualism and Globalization	Chapter 6
September	Performance	Chapter 8
October	Language and Gender	Chapter 9 Short Paper 2 Due
October	FILM	Exam 2

Unit 3:

October	Language, Race, and Ethnicity	Chapter 10
October	Language Death and Revitalization, Immersion Schools	Chapter 11
November	Language, Power, and Agency	Chapter 12

Unit 4:

November	Language and Class	TBD
November	Final Presentations	Short Paper 3 Due No Readings
November	Wrap up and Review for Final Exam	Thanksgiving Break

December	Final Exams
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Your Final Exam will be on the date assigned by the FMU schedule.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

 New Course X Modification

Department/School Sociology Date 10/16/19

Graduate or Undergraduate Course: Undergraduate

Course No. or Level ANTH 230 Title Cultural Anthropology

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites NONE

Enrollment expectation 30


Indicate any course for which this course is a (an)

Modification ANTH 230 (Removing prerequisite of ANTH 200 from the course)

substitute

alternate

Name of person preparing course description Kiley Molinari

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2020

Date of School/Department approval 12/9/19

Catalog description: An introduction to the diversity of human behavior, organization, and worldviews, including religious practices, social organization, gender and kinship systems, art, and globalization. Students will learn to apply the theories and methods of anthropology to the identification of similarities and differences in humans across a variety of cultural groups. This course includes an ethnographic field research component.

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

Teaching method planned:

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

 X New Course Modification

Department/School Sociology Date 10/23/19

Graduate or Undergraduate Course: Undergraduate

Course No. or Level ANTH 300 Title Anthropological Focus

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 100, any 200-level anthropology course, or permission of the department

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification

substitute

alternate

Name of person preparing course description Kiley Molinari

Department Chairperson's/Dean's Signature Opria Dacca

Provost's Signature Pete King

Date of Implementation Fall 2020

Date of School/Department approval 12/9/19

Catalog description: This course serves as an in-depth study of one anthropological subject emphasizing the methodologies, interpretations, literature, and primary sources surrounding one of the four subfields. It may be taken twice for academic credit with departmental approval.

Purpose:

1. For Whom (generally?)
Undergraduates who are interested in focusing on one specific topic in anthropology for an entire semester.

2. What should the course do for the student?

It will give students a better understanding and further their knowledge on one subject matter. This will allow students who wish to pursue a graduate degree in anthropology to be as best prepared as possible.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

This will vary from topic to topic.

- There will also be readings passed out in class or uploaded onto Blackboard that you are responsible for throughout the semester.

Course Content:

This will vary from topic to topic. See attached syllabus for a topic pertaining to Religion Around the World as an example of an anthropological focus course.

ANTH 300: Anthropological Focus
Room: FH 251A

Instructor: Kiley Molinari

Email: Kiley.molinari@fmarion.edu

Email Policy: All pertinent student emails will be answered within 24-48 hours of their arrival, unless prior notice of a delayed response is provided.

- If you have questions about an assignment, please do not wait until right before it is due to email me. There is a chance I will not get to it in time.
- I expect you to check your emails! This is the main way I can communicate outside of our class time!

Office Hours: FH 241

Course Description:

(Prerequisite: 100, any 200-level anthropology course, or permission of the department) This course serves as an in-depth study of one anthropological subject emphasizing the methodologies, interpretations, literature, and primary sources surrounding one of the four subfields. It may be taken twice for academic credit with departmental approval.

Required Textbook, Materials, and Software

Required Materials:

- Warm, Richard, James Garber and Jon McGee (eds.)
2003. *Sacred Realms: Essays in Religion, Belief, and Society*. New York: Oxford University Press.
- There will also be readings passed out in class or uploaded onto Blackboard that you are responsible for throughout the semester.

Films, media, and additional reading materials TBD throughout the semester!

Computer/Software (Blackboard) www.blackboard.fmarion.edu

- Once you sign in you should see this course. Please check it frequently throughout the semester.

- In addition to the reading materials, you will need reliable Internet access in order to access the course on Blackboard. This is where I will post student's grades, upload readings, make any announcements about changes to the schedule, etc.
- You will need your email to work! This is the main source of communication I use when not in class!

Updated versions of Adobe Flash and Reader are also recommended.

Adobe Flash (<http://get.adobe.com/flashplayer>)

Adobe Reader: (<http://get.adobe.com/reader/>).

Course Assignments:

Required course work consists of:

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Total Possible Points**- Grading Scale**

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University Resources

Writing Center:

“The Writing Center (FH 114-C) will open Monday, August 26, and our hours of operation are Monday through Thursday from 9:00 a.m. to 5:00 p.m., and Friday 9:00 a.m. to 1:30 p.m. We also have a tutor in the Tutoring Center (FH 220) Monday through Thursday 5:00-8:00 as well as online hours (available through our online scheduler) Sunday 4:00-8:00 and Monday through Thursday 5:00-8:00. Our last day is Monday, December 2.

Tutorials are available by appointment or on a drop-in basis. During busy periods, such as midterm week, we recommend that students prearrange their appointments. Any student who would like a tutorial should make an appointment online through our scheduler (<https://fmarion.mywconline.com/index.php>), call the Writing Center at 661-1528, or visit us in Founders Hall 114-C.”

This is their website (www.fmarion.edu/academics/wcenter)

Tentative Course Schedule

*I reserve the right to change and/or add content throughout the semester; you will be notified.

**All readings must be completed by the beginning of class each Thursday, unless otherwise stated. This means that you come prepared to talk about any readings or assignments that were due that day.

Additional required readings may be added and will be posted on the content page of the course on Blackboard and announced in class prior to them being due.

Week 1- Class Intro, Problems of Definition

Week 2- Origins of Religion and Theoretical Perspectives

Introduction: What is Religion? (SR) pp. x-xvi

The Origin of Religion, (SR), pp. 3-5; *How Religion Began* (SR) 6-13;

Explaining Religion Without Explaining it Away (SR) 14-28; *Body Ritual Among the Nacirema*, (SR), pp. 199-200.

Week 3- Shamanism and Healing

Cultural Ecology of India's Sacred Cow, (SR), 79-90

Ghost Illness, ON Canvas; *Effective Theories of Therapy from a Healers Perspective* (SR), 291-300; *Is It In The Spirit Or the Body?* (SR) 301-312

Week 4- Ritual & Liminality

film: *Between Two Worlds: The Hmong Shaman in America*

Ritual and Ceremony (SR). p. 166; *Betwixt and Between* (SR), 167-

174; *Play and Liminality in rites of Passage: From Elder to Ancestor in West Africa* (SR), 175-185

Week 5- Witchcraft, Sorcery, Magic

film: *Devil's Playground*

Rational Mastery by Man of His Surroundings (SR), pp. 28-32;

Baseball Magic, (SR) pp. 193-198; *Bewitching* (SR) 319-320;

Spirits, Shamans, and Nightmare Death (SR) 327-332; *The Goddess and Power* (SR), 398-403

Week 6- Witchcraft, Sorcery, Magic...Continued

Film- *Magic Among the Azande*

Exam I

Week 7- Death, Spirits and Ancestors and Religious Language-Sacred Speech/Methods

Whatever Happened to the American Way of Death? (SR), pp. 248-252; *Thus Are Our Bodies, Thus Was Our Custom: Mortuary Cannibalism in an Amazonian Society*, (SR), 253-270; *Killing Infants and the Aged* (SR) 271-277

Unaesthetic Imaginings -Canvas; *God the Stone/Rock*
Magical Literacy (SR) 333-346; Film: *Asmat*

Week 8- Myths & Conveying Religious Beliefs

Religion and Mythology-D2L; *A Jatipurana (Clan-History Myth) of the Gurav Temple Priests of Maharashtra*-Canvas

Film- *John Frum*

Week 9- Religion and the Environment: Sacred Places

Religion and the Environment (SR), 67-68; *Balinese Water Temples* (SR), 69-78; *Sacred Terrain* (SR), 90-100

Hallucinogenic Plants and their use in Traditional Societies, SR,

204-206; *The Old Woman and Her Gifts: Pharmacological Bases of the Chumash Use of Datura*, SR, pp. 207-216; *The Rave* (SR) 226-237;

Week 10- Drugs and Religious States

Hallucinogenic Plants and their use in Traditional Societies, SR,

204-206; *The Old Woman and Her Gifts: Pharmacological Bases of the Chumash Use of Datura*, SR, pp. 207-216; *The Rave* (SR) 226-237;

Exam II

Week 11- Religion, Identity and Social Boundaries

Hinduism (SR), 442-451

film: *Yidl in the Middle*

Week 12- Sacrifice, Pilgrimage and Religious Rules

Judaism and Christianity (SR), 459-487; *The*

Devil and the Saints in the Conquest of Mexico (SR). pp. 117-120

film-*Huichol Sacred Pilgrimage to Wirikuta*

Week 13- Saints, Visions & Prophets

Revitalization Movements (SR), 389-397; *Islam* (SR) 486-494;

Lubavitch (SR), 429-438; *Claiming Legitimacy Prophecy Narratives from*

Northern Aboriginal Women (SR), 144-154; *The Night I Saw the Holy Ghost*
(SR), 238-246

Film: *Our World: Islam*

Week 14- Religion, Politics and the Modern Nation-State

Religion and Politics (SR) 348-349; *Spiritual Aroma* (SR) 350-362;

Oracles, Divine Kingship and Political Representation in the Inka

State- D2L; Good Muslim/ Bad Muslim 376-386; film: *Gaza Strip*

film: *Jesus Camp. Christian Violence in America* (SR), 404-410

Week 15- Course Summation

Review for Final!

Your Final Exam will be on the date assigned by the FMU schedule.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

 New Course X Modification

Department/School Sociology Date 10/16/19

Graduate or Undergraduate Course: Undergraduate

Course No. or Level ANTH 320 Title Native Peoples of North America

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 100, any 200-level anthropology course, or permission of the department

Enrollment expectation 30

Indicate any course for which this course is a (an)

Modification ANTH 220 (Changing the course number to 320; change prerequisites to reflect change in course number from ANTH 200 to ANTH 100 and to allow more flexibility in prerequisites)

substitute

alternate

Name of person preparing course description Kiley Molinari

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Fall 2020

Date of School/Department approval 12/9/19

Catalog description: An examination of the history, culture, and contemporary lives of Native American and First Nations peoples in North America. This course explores decolonization through Indigenous film, music, art, and literature while studying contemporary issues facing Native American and First Nations peoples and their communities.

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

X New Course Modification

Date of School/Department approval _____

Catalog description: This course aims to explain the scientific principles and techniques behind the work of crime scene investigators (CSIs) and will be illustrated with various case studies. Topics will include crime scene investigation procedures and principles, collection and physical evaluation of evidence, fingerprint classification, blood analysis and much more. Labs will focus on method analysis of crime scenes. Current trends in forensic chemistry addressing scientific, technological, and societal effects will be explored. This course emphasizes the importance of investigation and the legal process through accurately questioning, hypothesizing, analyzing data, concluding, and communicating. Additionally, scientific processes will be applied in focused lab activities.

- Purpose:**
1. For Whom (generally?)
Students pursuing a chemistry major with forensic science option. Additionally, recommended for undergraduate chemistry and non-chemistry majors interested in forensic science.
 2. What should the course do for the student?
This course will provide non-chemistry majors an alternate chemistry course that can count towards a chemistry minor or serve as a general education science requirement for those that do not need Chemistry 101. Additionally, the forensic option in chemistry requires the completion of this course as part of the forensic science requirements.

Teaching method planned: This course will be conducted by lecture, laboratory experiments, problem-solving exercises, video-lecture demonstrations, live classroom discussions/demonstrations, PowerPoint slides, and models, displays, and exhibits.

Textbook and/or materials planned (including electronic/multimedia):

1. *Criminalistics: An Introduction to Forensic Science*, R. Saferstein. 11th Edition. 2015. Pearson.
2. *MyLab: Criminal Justice* online homework and tutorial program. Pearson.

Course Content: Introduces students to the general concepts of chemistry and focuses on the common chemical aspects of real world applications. This course will aid students in understanding how chemistry is related to everyday life and the natural world around them with a particular emphasis on forensic science and solving problems encountered in crime labs. Topics including criminalistics, collection and physical evaluation of evidence, and fundamental chemical principles such as atomic and molecular structure, stoichiometry, solution chemistry, and acid-base chemistry will be integrated throughout the course. Labs that focus on method analysis of crime scenes will be conducted. Current trends in forensic chemistry addressing scientific, technological, and societal effects will be implemented. Many of the lab assignments will involve actual adjudicated forensic cases. This course cannot serve as a prerequisite for any other chemistry course.

Rationale: This chemistry course would provide non-chemistry majors an alternate chemistry course that gives them an appreciation for issues in science surrounding crime scenes and forensic applications. It would also provide students pursuing a chemistry minor with an additional course to select from that would include a lab component. It would offer students the ability to learn about historical criminal cases. The labs will be designed to give students who have no science background a "hands-on" experience in forensic science and chemistry. This course could also serve as a general education science requirement for those that do not need Chemistry 101.

When completed, forward to the Office of the Provost.

Essential Forensic Chemistry: Understanding the Evidence

Chem 204

Course section #####

Lecture Syllabus

Spring 2019

Department of Chemistry

Francis Marion University

Florence, South Carolina

Lectures: Tuesday/Thursday, 9:55 – 11:10 am, Leatherman Science Facility (LSF), Room 304

Instructor: Dr. Jessica McCutcheon
Office 303A LSF
Phone number: (843)661-1715
Email: jmccutcheon@fmarion.edu
Office Hours: Monday, Wednesday, & Thursday 10:30-11:30 am
Tuesday 4-5 pm
Or by appointment

Prerequisites/Corequisites: You must also be enrolled in the Chem 204L laboratory course.

Texts and Materials:

Textbook: *Criminalistics: An Introduction to Forensic Science*, R. Saferstein. 11th Edition. 2015. Pearson.

Required: course slides and lab manual handouts.

Lab Splash Goggles (\$6)

A scientific/graphing calculator. A suggested model is the Texas Instruments TI-30X IIS (\$25)

Other books may be suggested

Chemistry Resources:

CASA Tutoring Center FH 220

Instructional Methodology: This course will be conducted by lecture, laboratory experiments, problem-solving exercises, video-lecture demonstrations, live classroom discussions/demonstrations, PowerPoint slides, and models, displays, and exhibits.

Note from Instructor:

Welcome to a new year and welcome back to Francis Marion University! I hope you are excited to begin Essential Forensic Chemistry, an introductory course to criminalistics which explores the history and scope of forensic science! I honestly cannot decide which I like better, to teach or to study chemistry. However, I believe that teaching science is synonymous to being a student of it. As your instructor, it is my privilege to be able to guide you as **successfully** as possible on this journey through the course material. As students, you should develop the **critical thinking skills** that will be required throughout your educational career.

I believe a teacher's role is to show students how to access information rather than only acting as a source of information. I strive to ensure that upon leaving my classroom a student is able to find a way to answer a question on their own. All of you have the potential to bring something unique and special to the classroom. Therefore, I want to encourage every one of you to go beyond what is offered in your textbooks.

I like to establish the pace and the style of the course from the first day. I stress **fair and consistent rules** and expectations from the beginning as well as emphasizing the importance of every piece of material given to you. I will also work with you and be as flexible as possible in my approach to teaching. I hope we all will enjoy this learning experience.

Study hard and have fun! **Please don't hesitate to see me if you need help.**

Jessica McCutcheon, Ph.D

Course Description: This course will focus on developing an understanding of fundamental chemistry concepts through forensic chemistry and is mostly taken from Chapters 1-10 of your text. Topics include criminalistics, collection and physical evaluation of evidence, and fundamental chemical principles. Current trends in forensic chemistry addressing scientific, technological, and societal effects will be discussed. The course will use both printed and web based resources to learn about the modern technology in forensic sciences. The co-requisite laboratories are designed to give students who have no science background "hands-on" experience in forensic science. Case studies, and many of the lab assignments, involve actual adjudicated forensic cases.

Course Objectives: To gain an understanding of the following:

- Use of the basic principles, concepts, and terms in forensic sciences
- The states of matter, significant figures and dimensional analysis
- Relationships between science, technology, and society as these affect forensic issues
- Various methods of chemical analysis
- Appreciation of the roles of chemistry in forensics
- Goal of physical evidence in the criminal justice system
- Identification of the capabilities of crime laboratories with regard to the examination and analysis of various types of physical evidence
- Recognition of the inter-relationships between criminalistics and criminal investigation

Grading:

Exams	40%
Homework/Assignments/Quizzes	10%
Laboratory	25%
Attendance/Participation	5%
Final Exam	20%

Final project: Each student is responsible for working with a group, and preparing and delivering a presentation on a topic in forensic science with an emphasis on the chemical aspects.

Details of this assignment will be provided separately.

The final exam will be given on _____.

Grading Scale:

A 90-100	D 60-69
B 80-89	F < 60
C 70-79	

Attendance: Due to the importance of obtaining the full experience of this course, attendance is required. It is the student's responsibility to attend all of the class meetings. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters, a grade of W or F will normally be assigned. The student is responsible for obtaining notes, handouts, or announcements missed due to absence, as well as making up missed homework, laboratory experiments or other assignments. If a student misses a lab session, it is **his or her responsibility** to contact the instructor within **48 hours** of the lab session. If this is not done, the student will receive a zero. Laboratory experiments will be made up at the discretion of your instructor.

Quizzes will be given mostly in class. **There will be no make-up quizzes.**

There are no make-up exams. If you have an excusable absence, your final exam will count as your missed exam.

Labs not attended or reports not turned in will count as zeroes. If three or more zeroes are recorded, a grade of zero will be reported to the lecture instructor which will result in **failing the lecture part of the course also.** Lecture and lab are not separate.

Course Withdrawal: _____ is the last day to withdraw from this course without academic penalty. The last day to withdraw from the course is _____.

Cell Phones and Electronic Devices: To minimize classroom/laboratory disruptions and protect the integrity of lectures and tests, activated electronic communication devices such as pagers and cellular telephones are not permitted. All electronic communication devices must be silenced or turned off and put away **before** entering the classroom.

If an electronic communication device is activated and rings during a lecture class, laboratory, or exam, the student/owner may be **dismissed from class** and counted absent

for that class period or the device may be taken until the end of class. If a student has an electronic communication device on their desk or table during an exam, he/she will **receive a zero for that exam**. No electronic devices other than a calculator will be allowed on quizzes or tests.

Academic Dishonesty: All forms of academic dishonesty, including, but not limited to, cheating on tests, plagiarism, and falsification of information will be subject to disciplinary action. If a student has committed an act of cheating or plagiarism, they will receive a zero for their work. The Provost's Office will be notified in writing of the violation. Additional penalties may be imposed by the Provost's Office. By cheating, the student forfeits any and all benefits, extra credit, bonus, etc.

Cheating is defined to include, but not limited to, the following:

1. Copying another student's work or test
2. Using unauthorized materials during a test
3. Collaborating with another during a test or on self-assignments
4. Knowingly abating, using, buying, selling, transporting, or soliciting in whole or in part contents of a test or other work
5. Bribing another person to obtain tests or information about tests
6. Substituting for another student, or permitting another to substitute for oneself

Plagiarism is defined as the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.

Falsification of Information is defined to include, but not limited to the following:

1. Forgery, alteration, or misuse of college documents, records, or identification
2. Destruction of evidence with the intent to deny its presentation to the appropriate hearing or panel

Please refer to your Student Handbook for campus policies regarding Academic Integrity.

Disability Accommodations: If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing. If you would like to use your accommodations, please contact me as soon as possible! Accommodations will be provided at the discretion of your instructor.

Note: This syllabus is a tentative guide for the class and is subject to change by your instructor. If any change is made, you will normally be notified during class or through online announcements/emails.

Essential Forensic Chemistry: Understanding the Evidence

Chem 204L

Laboratory Syllabus

Spring 2019, Section

Co-requisite: This lab must be taken in conjunction with the Chem 204 lecture.

Laboratory: Meets in LSF 304 (prelab); MSB 302 on Tuesdays from 12:45 - 3:45 pm

Instructor: Dr. Jessica McCutcheon

Room 303A LSF

Phone number: (843)661-1715

Email: jmccutcheon@fmarion.edu

Office Hours: Monday, Wednesday, & Thursday 10:30-11:30 am

Tuesday 4-5 pm

Or by appointment

Web Page: <http://www.fmarion.edu/academics/Chemistry>

Blackboard: <http://blackboard.fmarion.edu>

Texts and Materials:

- Required: Lab manual slides/handouts
- Lab Splash Goggles (\$5)
- A scientific/graphing calculator. A suggested model is the Texas Instruments TI-30X IIS (\$25)
- Laboratory Notebook (your preference)

Evaluation Method:

The laboratory grade is a component of the lecture grade and is not reported separately. A numerical (percent) grade is reported to the student's lecture instructor and constitutes 25% of the overall grade. The parts of the laboratory grade are:

laboratory reports, prelab exercises & laboratory notebook	70%
participation	5%
laboratory final exam	25%

1. Reports can be turned in only for experiments actually performed by the student.
2. Some Reports are **due on the day of performance** of the lab (longer labs will be turned in by appointment) and points will be deducted for those turned in late at the rate of 10% per day. Reports turned in after 10 days will receive a grade of zero.
3. For web based labs, lab sheets are to be turned in usually the following week
4. No grades will be dropped. Labs not attended or reports not turned in will count as zeroes. If three or more zeroes are recorded, a grade of zero will be reported to the lecture instructor which will result in **failing the lecture part of the course** also. Lecture and lab are not separate.
5. Academic dishonesty on any lab will result in a grade of zero for that report. Repeated violations will result in dismissal from the university. An example is coming to lab with data already in data tables in your notebook.
6. Anytime a problem is worked, the answer alone is not sufficient, you must show the calculations.

Objectives for the Course:

The laboratory section of this course emphasizes the concepts introduced in the lecture portion of the course and is concerned with how facts are established. The labs are designed to give students who have no science background "hands-on" experience in forensic science. Many of the lab assignments involve actual adjudicated forensic cases. In the laboratory the student is expected to

1. Apply knowledge of chemical and physical properties of substances to experimental investigation in forensic science.
2. Be able to use several items of equipment, including, but not limited to the top-loading electronic balance, analytical balance, and other items of forensic applications.
3. Demonstrate and apply an understanding of the scientific method using observation, inquiry, hypotheses and experimentation to explain forensic evidence.
4. Balance equations for reactions performed in the lab.
5. Demonstrate common laboratory skills and techniques for performing qualitative and quantitative chemical procedures.
6. Describe and explain phenomena observed in the lab.
7. Understand the significance of physical evidence and crime scene investigations.
8. Be able to make measurements and handle numbers in the resulting calculations.
9. Understand the relevance of chain-of-custody and importance of sample integrity.
10. Use the computer in checking the mathematical calculations performed for the labs and to draw graphs based on experimental data.

Tentative Laboratory Schedule:

The laboratory experiments to be completed during the semester are listed opposite the scheduled week.

WEEK OF LABORATORY	EXPERIMENT NAME
Jan 23	1. Rules and General Laboratory Instruction 2. Personality Assignment (Forensic Psychology)
Jan 30	Practice in making lab measurements
Feb 6	Crime Scene
Feb 13	Serology
Feb 20	Fingerprint Characteristic & Classification
Feb 27	Latent Fingerprint Development
Mar 6	Toolmarks
Mar 13	Hair/Fiber
Mar 20	Spring Break
Mar 27	Drug ID/Toxicology
Apr 3	Ink Analysis/Handwriting
Apr 10	TBA
Apr 17	Laboratory Exam (This exam will count as 25% of the laboratory grade.)

See your lab instructor immediately if you miss a lab. You will still be responsible for the missed lab on the exam.

Notes: The following should be noted concerning the laboratory period.

A. Some medical conditions make exposure to certain chemicals unwise. If you are currently under treatment by a health professional and/or you have a concern about possible exposure to chemicals in the laboratory required for this course, please discuss this matter with your physician.

B. The three-hour laboratory period will usually be divided into a one-hour recitation or problem-working session with the remaining two hours for performance of the assigned experiment. All experiments are expected to be done individually and independently unless otherwise specified by the instructor. However, you will find it useful to find other students to discuss your reports for different perspectives on questions, etc.

C. Students are expected to be ON TIME for the laboratory period. ON TIME means to be in your seat when it is time to start the period. The prelab portion of the laboratory period is a required experience as is the actual performance of the experiment. Any student who is late for the prelab period may not perform the experiment during their scheduled laboratory period.

D. Before a missed laboratory can be made-up, permission to do so must be obtained from your regular laboratory instructor. If your excuse for missing your regular period is not acceptable, you will not be granted permission to make-up the experiment. You may appeal any decision to the department chairman. Extenuating circumstances will be considered. If approval is not given, a zero will be assigned for the experiment. Do not wait until the last minute to see your instructor.

E. The departmental policy concerning eye protection in the laboratory is as follows:

For proper eye protection ALL students enrolled in chemical laboratory courses are **REQUIRED** to purchase and wear **chemical splash goggles** (NOT GLASSES) which meet departmental requirements for impact and splash protection. The goggles must be worn by everyone including those who normally wear glasses and those who wear contacts. Those students who wear contacts but do not have eyeglasses may wear contacts in the laboratory with a **label** on the goggles so indicating. These labels are available in the lab.

F. All students must have on file in the department a **signed statement agreeing to abide by all departmental safety regulations** including clothing and to abide by the departmental eye-safety program.

Computer Lab

For your convenience we have a computer lab in LSF 310. This has twelve computers with Internet access, word processing, spreadsheet, molecular modeling and drawing and graphing programs. **Have a memory "stick" available.** You must **provide your own paper** in order to use the Departmental laser printers in L310. Do not attempt to install any software on the computers or remove any from them. A set of tables is also available for students studying together. We also have another computer center in MSB 315A.

Cell Phones and Electronic Devices: Please silence or turn off cell phones and electronic devices before entering the classroom. Use of electronic devices may result in **dismissal from class**. Also, your cell phone will not be used on quizzes or tests as a calculator.

Before coming to each lab you must:

1. look at handout (if applicable)
2. bring a separate notebook
3. be properly dressed
4. be prepared for wet-labs, dry-lab assignments, videos, discussions, or book readings

NOTE: Any aspect of this syllabus may be changed at the discretion of the instructor. If this happens, you will be sent an email notifying you of the changes.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Biology

Date October 29, 2019

Course No. or Level 400 Title Fisheries Science and Management

Semester hours 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites Biol 106 or 108 Math 132 or higher or permission of department

Enrollment expectation 12

Indicate any course for which this course is a (an) modification

None
(proposed change in course title, course description, course content
or method of instruction)

substitute None
(The proposed new course replaces a deleted course as a General Education or program
requirement.)

Alternate None

Name of Person preparing course description

Jason Doll

Department Chairperson's/Dean's Signature

Vernon W. Bauer

Provost's Signature

Peter King

Date of Implementation _____

Date of School/Department approval _____

Catalog description: The relationship of fisheries to other natural resources; a survey of aquatic habitats and the characteristics of fish that affect their management; basic principles, practices, and techniques of management of freshwater fisheries.

- Purpose:
1. **For Whom (generally?)** Biology Majors
 2. **What should the course do for the student?** Students will gain competency in three main areas of fisheries science and management; organismal, habitat, and human dimensions. Students will gain hands-on fisheries management experience through lab and research projects conducted at the Freshwater Ecology Center. Specifically, students will be able to 1) understand the basic concepts of fish age and growth, including modeling, 2) understand the basic concepts of fish length, weight and associated structural indices, 3) define the role of stocking/introductions in fisheries management, 4) understand sampling and sampling bias, 5) match habitat to fishery (e.g., coldwater), 6) define the role of in-water structures and access in fisheries management, 7) understand laws and regulations and their purpose, 8) understand the concept of public involvement in fisheries management, 9) improve their verbal and written communication skills. Many of these skills are transferable to the management of any fish and wildlife resource.

Teaching method planned: Three hours of lecture and three hours of lab each week. Lectures will be a combination of PowerPoint and classroom activities. Classroom activities will include discussion about fisheries issues affecting South Carolina residents (e.g., flathead catfish fishery vs redbreast sunfish fishery) and paper discussion of foundational fisheries management literature. Labs will consist of hands-on fisheries data collection at the Freshwater Ecology Center (e.g., electrofishing, habitat assessments, and phytoplankton surveys).

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks:

- Zale, A.V., D.L. Parrish, and T.M. Sutton, editors. 2013. Fisheries Techniques, 3rd edition. American Fisheries Society, Bethesda Maryland.
- Hubert, W.A., and M.C. Quist, editors. 2010. Inland fisheries management in North America, 3rd edition. American Fisheries Society. Bethesda, MD.

Suggested Textbook:

- Ogle, D.H. 2015. Introductory Fisheries Analysis with R. Chapman and Hall/CRC

Journal Articles:

- Guillera-Arroita, G., J.J. Lahoz-Monfort, D.I. MacKenzie, and M.A. McCarthy. 2014. Ignoring imperfect detection in biological surveys is dangerous: A response to 'Fitting and interpreting occupancy models'. PLoS ONE 9(7):e99571.
- Gurney, W.S.C., P.J. Bacon, E. McKenzie, P. McGinnity, J. Mclean, G. Smith, and A. Youngson. 2010. Form and uncertainty in stock-recruitment relations: observations and implications for Atlantic salmon (*Salmo salar*) management. Canadian Journal of Fisheries and Aquatic Sciences 67:1040-1055.
- Jones, C.M., and B.K. Wells. 2001. Yield-per-recruit analysis for black drum, *Pogonias cromis*, along the east coast of the United States and management strategies for Chesapeake Bay. Fisheries Bulletin 99:328-337.
- Then, A.Y., J.M. Hoenig, N.G. Hall, and D.A. Hewitt. 2015. Evaluating the predictive performance of empirical estimators of natural mortality rate using information on over 200 fish species. ICES Journal of Marine Science 72(1):82-92.
- Welsh, A.H., D.B. Lindenmayer, and C.F. Donnelly. 2013. Fitting and interpreting occupancy models. PLoS ONE 8:e52015.

Software:

In this class we will use R statistical software.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see attached syllabi

Fisheries Science and Management - Biology 400

Lecture Room:

Lab Room:

Instructor: Dr. Jason Doll

Office: MSB 301C

Phone : 843-661-1481

Email: jason.doll@fmarion.edu

Office Hours

T/TH 10:00am-11:00am

* and by appointment

Course Description: Biology 400 Fisheries Science and Management (4)
(Prerequisite: 106, Math 132 or higher, or permission of department) AS. The relationship of fisheries to other natural resources; a survey of aquatic habitats and the characteristics of fish that affect their management; basic principles, practices, and techniques of management of freshwater fisheries.

Course Objectives: When you complete this course, you should be able to:

Organism Area:

1. Understand the basic concepts of fish age and growth, including modeling
2. Understand the basic concepts of fish length, weight and associated structural indices.
3. Define the role of stocking/introductions in fisheries management
4. Understand sampling and sampling bias

Habitat Area:

5. Match habitat to fishery (e.g., coldwater)
6. Define the role of in-water structures and access in fisheries management

People Area:

7. Understand laws and regulations and their purpose
8. Understand the concept of public involvement in fisheries management
9. Improve your verbal and written communication skills

Required Textbooks:

- Zale, AV, DL Parrish, and TM Sutton, editors. 2012. Fisheries Techniques, 3rd edition. American Fisheries Society, Bethesda Maryland. ISBN: 978-1-934874-29-5
- Hubert, W.A., and M.C. Quist, editors. 2010. Inland fisheries management in North America, 3rd edition. American Fisheries Society. Bethesda, MD. ISBN: 978-1-934874-16-5

Suggested Textbooks:

- Ogle, D.H. 2015. Introductory Fisheries Analysis with R. Chapman and Hall/CRC.

ISBN: 978-1-482235-20-3

Journal Articles:

- Guillera-Arroita, G., J.J. Lahoz-Monfort, D.I. MacKenzie, and M.A. McCarthy. 2014. Ignoring imperfect detection in biological surveys is dangerous: A response to 'Fitting and interpreting occupancy models'. PLoS ONE 9(7):e99571.
- Gurney, W.S.C., P.J. Bacon, E. McKenzie, P. McGinnity, J. Mclean, G. Smith, and A. Youngson. 2010. Form and uncertainty in stock-recruitment relations: observations and implications for Atlantic salmon (*Salmo salar*) management. Canadian Journal of Fisheries and Aquatic Sciences 67:1040-1055.
- Jones, C.M., and B.K. Wells. 2001. Yield-per-recruit analysis for black drum, *Pogonias cromis*, along the east coast of the United States and management strategies for Chesapeake Bay. Fisheries Bulletin 99:328-337.
- Then, A.Y., J.M. Hoenig, N.G. Hall, and D.A. Hewitt. 2015. Evaluating the predictive performance of empirical estimators of natural mortality rate using information on over 200 fish species. ICES Journal of Marine Science 72(1):82-92.
- Welsh, A.H., D.B. Lindenmayer, and C.F. Donnelly. 2013. Fitting and interpreting occupancy models. PLoS ONE 8:e52015.

Software:

In this class we will use R statistical software. Detailed instructions will be provided in the appropriate lab.

Disability Services: I am happy to make accommodations for students with special needs; however, you first must provide proper documentation from the Office of Counseling and Testing. You must also notify me of your needs one week prior to an assignment/quiz/test/etc. to allow time to arrange for the appropriate accommodations

Course Grade:

Tentatively, your course grade will be based on the following:

Lecture exams 3 @ 100 points	300 points
Assignments	200 points
Final research report & presentation	200 points
Total	700 points

Grades will be assigned according to the following scale:

4 = 90 - 100%	3+ = 87 - 89%	3 = 80 - 86%
2+ = 77 - 79%	2 = 70 - 76%	1+ = 67 - 69%

1 = 60 - 66% NC = below 60%
Grades will be posted on the course Blackboard site

Exams:

The three lecture exams will each be worth 100 points. The information included in each will come primarily from the lecture and the laboratory activities. However, some questions may come from the assigned reading that is not covered elsewhere. The final exam will be comprehensive.

Assigned Readings:

You are expected to read the appropriate chapters in the text and assigned journal articles prior to the lecture. Most of the assignments will require you to read the book prior to class time.

Attendance:

Attendance is required and you will be responsible for all material presented during lecture and lab sessions. The only effective way to learn the material is to attend all lecture and laboratory sessions. Failure to do so could seriously affect your grade. In-class assignments may not be made up. If, for some reason you can't attend an exam, please, contact me prior to the exam. Be prepared to document your absence.

Policy for Cheating and Plagiarism:

Students are encouraged to work together (NOT simply copying work) on regular homework assignments. Collaborative learning can be a great help for students who have trouble learning difficult concepts. However, exercises that appear too similar will be deemed plagiarism and all students involved will receive a ZERO grade for that exercise and a formal letter detailing your academic dishonesty will be forwarded to the appropriate university office for potential further action. If you are caught cheating on an examination you will receive zero points for that exam and a formal notification will be forwarded to the appropriate university office.

Field Trips:

We will be going on two or more field trips, depending on weather. Field trips will be coordinated with the South Carolina Department of Natural Resources and include observation of broodstock collection and egg take and tour of a fish hatchery. More details on all trips will follow.

Animal Collection Ethics:

The use and handling of fish or other animals for research and teaching necessitates the utmost respect for the animal and the researcher. We will follow standard animal care and use protocols during this course and practice good protocol outlined for the safe and ethical use of fishes in research and teaching as outlined by the American Fisheries Society, American Society of Ichthyologists and Herpetologists, and the Animal Care and Use Committee.

Research Project Information:

As scientists, we are constantly generating and testing hypotheses. This research project is your opportunity to describe and follow the process through! Come up with a question that you can effectively test using data collected from Goodson Pond during lab collections or outside of class (with me). Write a scientific paper (~4-6 pages single spaced) including an abstract, introduction, methods, results, conclusion, management recommendation, and literature cited section that can take a reader through your hypothesis, test, and conclusions. Research topics can include questions like: 1) What is the age and growth of Largemouth Bass in Goodson Pond?, 2) What is the condition of prey fish in Goodson Pond?, or 3) What is the population size of Largemouth Bass in Goodson Pond? This will effectively constitute one research report and help you to think critically about the fish collections and fisheries resource management decisions! Projects will be conducted in small groups. You must form your group and decide on a topic by the end of the 2nd week. You must present an outline to me by the end of the 3rd week. I will serve as an advisor to each group but remember that this is YOUR TOPIC and YOUR STAGE – so take time in what you are researching and convey your excitement and knowledge on the subject matter to the scientific community! Your results will be incorporated into the management recommendations for Goodson Pond.

Group Research Projects/Presentation Information:

The last week of the semester you will be presenting your research project to the class as a group. The purpose of this is so you can relate your findings of your research project to interested scientists. Each group will present a 15 minute platform presentation to an open audience during lecture.

Tentative Lecture and Lab Schedule
Fisheries Science and Management
Biology 400

Week	Lecture Topic	Chapters	Lab
1	Introduction to Fisheries Management	H&Q Ch. 1	Animal Ethics (IACUC)
2	History of fisheries, types of fisheries, and types of fisheries gear	H&Q Ch. 1 & 3 Z,P,&S Ch. 6-7	Introduction to R
3	Sampling	Z,P,&S Ch. 6-7	Estimating abundance
4	What are stocks? And stock/population dynamics	H&Q Ch. 2 & 13	Field Day
5	Gear bias, relative vs absolute abundance	Z,P,&S Ch. 6-7	Field Day
6	Estimating abundance, imperfect detection	Guillera et al. 2014 Welsh et al. 2013	Field Day
7	Estimating age (von Bertalanffy)	Z,P,&S Ch. 15	Field Day
8	Back-calculating length-at-age and growth	Z,P,&S Ch. 15	Fitting growth models
	Exam 1		Field Day
9	Length, Weight, and Asso. Indices;	Z,P,&S Ch. 14	Condition and maturity
10	Condition, GSI, maturation schedules	Z,P,&S Ch. 14	Catch curves
11	Mortality and Survival		Field Day
12	Fishing and Natural Mortality	Then et al. 2015	Fitting stock-recruitment models
13	Stock-Recruitment models	Gurney et al. 2010	Field Day
14	Yield-per-recruit models	Janes and Wells 2001	Field Day
15	Community analysis and indices	H&Q Ch. 14	Field Day
16	Management objectives, fisheries regulations	H&Q Ch. 7	Field Day
Final Exam: XXXX			

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School EMP Date 9/10/2019

Course No. or Level English 495

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Professional Writing majors must have at least 18 hours in English above the 299 level or take the class in the semester they complete the major. Professional Writing minors must have at least 12 hours completed towards the minor or take the class in the semester they complete the minor, or have permission of the instructor.

Enrollment expectation 12

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

Substitute ENGL 405 and ENGL 496 for Professional Writing majors
(English 405 for minors) (no course deletions)
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christine Masters

Department Chairperson's/Dean's Signature Berki Flann

Provost's Signature Peter King

Date of Implementation Fall 2020

Date of School/Department approval September 2019

Catalog description:

English 495 Professional Writing Capstone (3) (Prerequisite: Professional Writing majors must have at least 18 hours toward the major above the 299 level or take the class in the semester they complete the major. Professional Writing minors must have at least 12 hours completed towards the minor or take the class in the semester they complete the minor, or have permission of the instructor.)

Includes portfolio development, assessment of Professional Writing majors' and minors' knowledge of the discipline through client-based projects, and instruction in career search skills.

Purpose:

1. For Whom (generally?)

Professional writing majors, minors, and collaterals.

1. What should the course do for the student?

The course provides students with an opportunity to synthesize and apply what they have learned throughout their Professional Writing studies. Students will apply this knowledge to real-world, client-based projects. Students also will prepare and polish portfolios or writing samples and learn job search strategies for professional and technical communicators. These activities will build confidence in students and prepare them to enter the working world.

Teaching method planned:

Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

- *Solving Problems in Technical Communication* by J. Johnson-Eilola and S. Selber
- *Writing a Professional Life: Stories of Technical Communicators On and Off the Job* by G.J. Savage and D.L. Sullivan
- Online resources and PDFs related to career preparation strategies

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

See the attached sample syllabus.

English 495 – Professional Writing Capstone

Instructor: Dr. Christine Masters

Email: cmasters@fmarion.edu

Semester:

Class meets:

Office hours:

Required Texts

The textbooks used in previous Professional Writing courses are recommended as resources for this course. In addition, these books are required:

- *Solving Problems in Technical Communication* by J. Johnson-Eilola and S. Selber
- *Writing a Professional Life: Stories of Technical Communicators On and Off the Job* by G.J. Savage and D.L. Sullivan
- Web text links and PDFs available on Blackboard

Course Description & Goals

Capstone course in Professional Writing will ask you to expand upon work you have done in other courses to consider what it means to be a professional or technical writer. Course readings and assignments will ask you to contextualize existing work against different rhetorical frameworks and consider the role of writing in workplaces. In considering how writing works, you will develop and apply your knowledge of effective writing, organization, editing, and design to produce a client project, a portfolio, and carefully tailored job documents.

By the time you complete this course, you should be able to:

- Analyze the relationship between university education and professional vocation
- Assess rhetorical situations and craft writing for multiple audiences and exigencies
- Discuss the design and rhetoric of writings produced in/for different fields
- Generate arguments that are coherent, logically sound, and grammatically correct
- Manage, and articulate management choices for, workplace-oriented writing projects
- Articulate the specialized skills and experiences you have gained throughout your university coursework
- Produce a portfolio of writing and job documents that demonstrate your learning in the course and integrates knowledge, experience, and writing gained through other courses.

Assignments & Projects

Over the course of the semester, you will engage in assignments that help you articulate and practice what you've learned throughout your Professional Writing studies.

Blog Posts (30%)

This semester you will write five blog posts. These posts may be critical responses to our assigned readings or detail-oriented reflections on job research activities. These writing assignments help you to synthesize the key concepts that we encounter throughout the semester.

Client-based Project (30%)

You will choose a client and produce a professional document that your client can use in their day-to-day operations or apply to their purpose or mission. This project can be new or it can build on a previous project done for another Professional Writing course.

Portfolio and Job Documents (40%)

Throughout the semester, you will work on assembling, revising, and editing a professional portfolio that would aid you in a job search. As part of your portfolio, you will prepare several versions of your resume and cover letter tailored to specific jobs as well as appropriate writing samples.

Grading & Points

Below is a list of grade categories with their point values, followed by a grading scale for final grades.

Blog Posts	300
Client-based project	300
Portfolio	400
Total:	1000

F	0-599	C	700-769	B+	870-899
D	600-669	C+	770-799	A	900-1000
D+	670-699	B	800-869		

Attendance

You may miss four classes without penalty. If you have an excused absence (documented with a doctor's note or a notice of an official university activity), you must bring a written excuse within a week of the absence. Starting with the fifth absence, 100 points will be deducted from your overall course grade for every class you miss. **Arriving to class more than 10 minutes late or leaving more than 10 minutes early (or being gone at any time during the class period for more than 10 minutes) counts as an absence.** If you arrive late on a regular basis, even if you aren't more than 10 minutes late, points will be taken off your final course grade.

Late Work

The majority of missed assignments cannot be made up. If a serious and unavoidable problem arises, however, you should contact me in writing prior to the deadline to determine whether an extension will be granted.

Academic Integrity

Plagiarism is the use of someone else's words and/or ideas without attribution. All sources must be documented and cited properly. Plagiarism has serious consequences and can result in failing the assignment or being suspended from the university. Please see me if you have questions.

Students with Disabilities

If you have a disability that qualifies you for academic accommodation, please provide a letter of verification from the Office of Counseling and Testing (661-1840). If you would like to use your accommodations, please contact me as soon as possible.

Contacting the Professor

I am available to answer questions via email at cmasters@fmarion.edu. Keep in mind that this is a professional writing class and professional email etiquette should be followed. You should treat all emails that you send for this class as professional, workplace quality communication. I can also be reached at my office phone, (843) 661-1806. Email, however, is a more reliable way to contact me.

Course Schedule

The following schedule is subject to change. Check Blackboard for updates and assignment sheets.

Week	Course Schedule (subject to change—check Blackboard)
1 (actual dates TBD) Jan. 9, 11	Introductions and Planning Read chapters from <i>Writing a Professional Life</i>
2 Jan. 16, 18	Bring draft materials for portfolio construction Read chapters from <i>WPL</i>
3 Jan. 23, 25	Job research activity #1 Read assigned web text – What Can Students Expect in the Workplace? Blog Post #1 due
4 Jan. 30, Feb. 1	Identify your client and start project planning; meet with the client Read chapters from <i>Solving Problems in Technical Communication</i>
5 Feb. 6, 8	Discuss and refine a project plan Read chapters from <i>SPTC</i>
6 Feb. 13, 15	Create a first draft for the client and get feedback Read chapters from <i>SPTC</i> Blog post #2 due

Week	Course Schedule (subject to change—check Blackboard)
7 Feb. 20, 22	Work on revisions for the client project Read assigned web texts and PDFs on career transitioning
8 Feb. 27, Mar. 1	Present client with revisions; get their feedback Read chapters from <i>SPTC</i>
9 Mar. 6, 8	Job research activity #2 Read articles on career strategies Blog post #3 due
10 Mar. 13, 15	Portfolio and job document second drafts due Final client revisions due Read assigned chapters from <i>WPL</i>
11 Mar. 20, 22	SPRING BREAK
12 Mar. 27, 29	Get portfolio and job document feedback; revise Read assigned chapters from <i>WPL</i>
13 Apr. 3, 5	Job research activity #3 Portfolio and job document third drafts due Blog post #4 due
14 Apr. 10, 12	Get portfolio and job document feedback; revise Read PDFs and web articles on LinkedIn and networking
15 Apr. 17, 19	Mock interviews with local professionals Read PDFs and web articles on interviewing
16 Apr. 24, 26	Portfolio and job document workshop Blog post #5 due
16 FINAL EXAM	Final portfolios and job documents are due during exam time.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School EMP Date 9/10/2019

Course No. or Level English 317

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Grade of C or higher in English 102

Enrollment expectation 12

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute English 307
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christine Masters

Department Chairperson's/Dean's Signature Berrie Flannery

Provost's Signature Peter King

Date of Implementation Fall 2020

Date of School/Department approval September 2019

Catalog description:

317 Editing & Publishing (3) (Prerequisite: 102 with a grade of C or higher.)
Emphasizes analyzing professional writing to study how combinations of language, style, design, formatting, organization, punctuation, and grammar, among other features, affect professional documents. Students will gain extensive practice in careful proofreading, editing, and document design through creating client-based digital or print publications.

English 317 – Editing & Publishing

Instructor: Dr. Christine Masters Email: cmasters@fmarion.edu
Course #: Class meets:
Course site: [Blackboard Learn](#) Office hours: Founders Hall 102
MW 10:30-11:30 and by appointment

Required Texts

1. *Technical Editing: An Introduction to Editing in the Workplace* by Donald H. Cunningham et al, Oxford University Press, 2020
2. *Adobe InDesign CC Classroom in a Book 2019* by K. Anton and T. DeJarld, ISBN 978-0135262153

Overview & Objectives

Emphasizes analyzing professional writing to study how combinations of language, style, design, formatting, organization, punctuation, and grammar, among other features, affect professional documents. Students will gain extensive practice in careful proofreading, editing, and document design through creating client-based digital or print publications.

By the end of the course, you will accomplish the following objectives:

1. Understand best practices for professional writing, from invention to publication, and understand the role rhetorical theory can play in shaping those practices.
2. Learn common styles and conventions of publications, along with methods for developing, revising, and editing texts.
3. Apply proofreading and editing techniques to publications, gaining insight on how language, style, design, formatting, organization, punctuation, and grammar are rhetorical and impact the effectiveness of professional documents and publications.
4. Gain basic proficiency with desktop publishing software tools.

Assignments and Projects

Your final semester grade will be determined from the following assignments and projects.

Short Assignments (60%)

Each week you will be asked to write a variety of documents, both in-class and as homework. These will include but are not limited to: a) reading responses, b) document redesign exercises, c) proofreading and editing exercises, d) documents related to case study exercises. If you miss class, these assignments cannot be made up—in effect, these assignments document your participation in the course (we have no separate participation grade category).

Client Publication (30%)

Our class will negotiate a contract to produce several options for the layout and design of our client's literary journal. The client will approve one design, and as a class, we will work

collaboratively to insert the client's content into our templates before carefully editing and proofreading the content.

Portfolio (10%)

For the final exam, you will create a portfolio of your best work in this class. During the final exam time, we will meet to present and discuss portfolios.

Grading & Points

The following list of assignments defines their point values. The grading scale equates semester point values with final course grades.

Short Assignments	600
Client Publication	300
<u>Electronic Portfolio</u>	<u>100</u>
Total:	1000

F	0-599
D	600-669
D+	670-699
C	700-769
C+	770-799
B	800-869
B+	870-899
A	900-1000

Attendance

You may miss five classes without penalty. However, unless you have an excused absence (doctor's note, athletic documentation), you will not receive points for the short assignments due that day or done in class that day. Starting with the sixth absence, 100 points will be taken off your final course grade for each day that you miss. Arriving to class more than 10 minutes late counts as an absence. If you arrive late on a regular basis, even if you are not more than 10 minutes late, points will be taken off your final course grade.

Late Work

The majority of missed assignments cannot be made up. If a serious and unavoidable problem arises, however, you should contact me in writing prior to the deadline to determine whether an extension will be granted.

Academic Integrity

Plagiarism is the use of someone else's words and/or ideas without attribution. All sources must be documented and cited properly. Plagiarism has serious consequences and can result in failing the assignment or being suspended from the university. Please see me if you have questions.

Students with Disabilities

If you have a disability that qualifies you for academic accommodation, please provide a letter of verification from the Office of Counseling and Testing (661-1840). If you would like to use your accommodations, please contact me as soon as possible.

FMU Non-Discrimination Policy

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu).

Contacting the Professor

Email and Phone

I am available to answer questions via email at cmasters@fmarion.edu. I can also be reached at my office phone, (843) 661-1806. Email, however, is a more reliable way to contact me. Please keep in mind: I do not check my email after 5 p.m. I usually respond to emails within 24 hours.

Office Hours

My office hours are Mondays, Wednesday, and Fridays from 10:30 to 11:30 a.m. If you need to meet at a different time, please email me to arrange an appointment.

Course Schedule

The following schedule is subject to change.

Wk	Dates	Due Dates – Expect Additional Short Assignments Weekly
1		Course Introduction
2		Introduction to copyediting
3		Short assignment
4		Editorial style
5		Short assignment
6		Language editing
7		Layout / editing
8		Client publication design/layout proposals due
9		Layout / editing
10		Layout / editing
11		Proofs due

Wk	Dates	Due Dates – Expect Additional Short Assignments Weekly
12		Layout / editing
13		Client publication final due
14		Portfolio design
15		Portfolio draft due
16		Portfolio final due at exam time

Clock hours: 3 **Lecture** X **Laboratory**

Teaching method planned: Lecture, Flipped Class, Group.

Textbook and/or materials planned (including electronic/multimedia): Textbook and/or materials planned (including electronic/multimedia): Martin-Gay, Elayn (2016). *Intermediate Algebra (5th edition)*. NY: Pearson

Course Content

The student should be able to perform algorithms with algebraic expressions, and use a polynomial model to approximate data. The student should be able to factor trinomials and special expressions, solve quadratic equations by factoring, and model problems of the second degree.

The student should be able to graph rational functions, perform algorithms with rational expressions, find least common denominators, simplify rational and complex expressions, solve rational equations, model problems involving rational expressions, and solve variation problems.

Students should be able to graph the square root function and the cube root function, and use laws of exponents and radicals to compute, simplify, and solve equations involving radicals.

Students should be able to graph parabolas, solve quadratic equations and inequalities, other nonlinear equations, be able to model and solve problems involving quadratic equations, and solve maximum and minimum problems using quadratic functions. Graphs of Functions and Conic Sections Students should be able to find the composition of functions, and identify and graph elementary functions and conic sections.

Students should be able to graph exponential and logarithmic functions, find inverses of functions graphically and algebraically, use the laws of logarithms, evaluate logarithms, solve exponential and logarithm equations, and solve modeling problems of natural growth and decay.

When completed, forward to the Office of the Provost.

Math 111E Syllabus

WELCOME TO THE FMU MATHEMATICS LAB!! The Mathematics Lab features a mix of learning platforms to include lecture, flipped classes, video lectures, textbook, MyMathLab and lab support. A course in the Math Lab is a shift from a traditional lecture course. Students take responsibility for learning. Students should work outside of class **at least** six hours per week and reserve lab time for further study and to ask questions. Students are strongly encouraged to utilize resources such as additional classes, optional help sessions, Casa Tutoring Center, and instructor's office hours.

Required Text: Intermediate Algebra, 5/e by Elayn Martin-Gay ISBN: 9780134590981.

This bundle includes the textbook, MyMathLab access code and Video Organizer workbook. All three are **required**. Textbook, Video Organizer and paid MyMathLab access code must be obtained by the first class of second week of the semester.

Required Supplies: Laptop, tablet or written copy of online problems, highlighter, red ink pen for correcting work, two inch 3-ring binder with dividers, loose-leaf paper, pencil.

Recommended Supplies: TI-30XS calculator. *Students may NOT use a calculator on a cell phone.*

General Classroom Rules:

- Cell phones must be turned **off** and put away **before** entering the classroom and not taken out until after exiting the Math Lab.
- Students must have a printed copy of the Assignment Guide, and Supplemental Worksheets prior to the second class meeting. The Assignment Guide and Supplemental Worksheets are posted in Blackboard.
- Students are expected to remain in the classroom for the duration of class. Students should notify the instructor if they need to leave the classroom. Students are not dismissed instructor announces class is over.
- **Disruption to the Academic Environment include, but are not limited to, the following:**
 1. Coming to class without textbook and other required materials.
 2. Not working on course material.
 3. Visible or ringing/vibrating cell phone.
 4. Talking.
 5. Not treating instructors, tutors/proctors, and fellow classmates with respect and civility.
 6. Arriving late to class.
 7. Packing up before dismissed.
 8. Leaving class early.

Consequences: Dismissed from class and counted absent

Grades:

There are five test scores, five homework chapter averages and a final exam used to calculate the course average. The course grade will be 70% of the average of the five tests and 10% of the average of homework grades and 20% of the final exam (homework grades can come from: Video and questions, MLM assignments, MLM show your work, bookwork, Chapter Review, Chapter Test, Practice Test)

Average:	Grade:	Average:	Grade:	Average:	Grade:
90 – 100	A	75 – 79	C+	60 – 64	D
85 – 89	B+	70 – 74	C	0 – 59	F
80 – 84	B	65 – 69	D+		

A student, who wishes to be withdrawn without penalty, must give a withdrawal form to the instructor and submit it to the Registrar's Office on or before the campus Without Penalty date. After that day, withdrawals will be submitted as W only if the student's average grade is passing.

Testing Procedures:

A student is considered prepared if he/she has completed all assigned work for a test prior to the Scheduled Test date. Note: Show Your Work assignments are not accepted late or a grade.

A prepared student may test before or on the Scheduled Test date. A prepared student may retake a test by the Re-test date after completing the coversheet and schedule a retake outside of class time.

A student that has not completed all the assigned work prior to the Scheduled Test date does not have the opportunity to re-test.

If a test is not taken on or before the assigned test date a grade of 0 will be recorded. There is **ONE** opportunity to make up a test missed due to an emergency by the Re-test date. Students that have not used the emergency makeup may retake ONE test during the Make-Up-Testing days at the end of the semester if doing so could raise the course letter grade.

There are many rules regarding tests which must be strictly adhered to:

- a. Students should take nothing into the Testing Area except a pencil. If a student is planning to test into the next class period, then placing packed bag at front of Testing Room would be appropriate.
- b. Cell phones must be turned off, stowed and not visible ***before*** entering the testing area. Phones may be left with the test proctor. Cell phones may **not** be at the desk or under the desk when testing (see Academic Dishonesty). Only test related materials should be on the desk. Do not leave phone unattended on student desk.
- c. Some tests allow a calculator, as stated on the Assignment Guide. Calculators are available from the test Proctor with photo ID. Students may borrow a calculator prior to testing to become familiar with its functions. Students may purchase the same type calculator for use during class. The proctor cannot answer questions about the use of the calculator during the test.
- d. The proctor will issue scratch paper, which is to be turned in regardless of whether or not it is used.
- e. Tests must be completed in pencil! Space is provided on tests to show work. If work is provided on scratch paper, it must be organized and numbered.
- f. Tests must be completed in one sitting. Be sure to allow sufficient time.

Test Score and Review Procedures:

- a. Test scores should be posted the next school day in Blackboard. Official scores are recorded on Student Record cards kept by the instructor.
- b. During the next class following a test, students will be given a Cover Sheet with the type of missed problem marked. The form will also indicate if the student may retest. Students should review the type problems missed and other material in the textbook to ensure mastery of each concept.

Attendance Policy:

Attendance starts from the first day of class. Attendance will be taken every class. Students are expected to attend every class. In compliance with the University Attendance Policy, students who exceed the number of absences for any reason will be assigned a grade of F or W depending on their test average at the time. Under no circumstances are students allowed to accumulate a number of absences in excess of twice the number of weekly class sessions (3 or 2). Students admitted to the hospital should contact instructor as soon as possible. Absences in this situation are at instructor's discretion on make-up. A student that exceeds the max allow absences in one part of the course will be dropped from the other part as well. (Late Spring allows only one absence. Summer I/II sessions allow only 2 absences.)

Absence Make-Up/Bonus Points:

Students may attend extra Math Lab classes to make up absences, earn bonus points, get extra help, and have additional study time. An Absence Make-Up/Bonus Point Form is available at the front of the classroom. At the beginning of the extra class, students should request permission from instructor to attend the class and present the completed form. At the end of the extra class, students pick up the signed form and return it to his/her instructor at the next regular class. Absence make-ups and bonus points may not be earned during the last week of classes. Make-Up Absences are limited to a maximum of $\frac{1}{2}$ the total number of allowed absences. (3 or 2). Student may earn up to 12 Bonus Points to be added to a test grade or split between several tests.

Correct placement:

Every effort has been made to assure that students are registered in the appropriate course. If the course material seems too difficult or too easy, speak with the instructor for consideration of another course. This should be done as soon as possible.

Midterm:

First-semester freshmen will be assigned mid-term grades. The current average will determine the midterm grade.

Academic Dishonesty:

Honesty in academic work is a central element of the learning environment. The presentation of another individual's work as one's own or the act of seeking unfair academic advantage through cheating, plagiarism, or other dishonest means are violations of the University's Academic Conduct policies. Refer to the FMU's student handbook.

Academic Dishonesty Violations include, but are not limited to, the following:

1. Using a calculator on a non-calculator test.
2. Using a non-FMU proctor/teacher issued calculator on a test.
3. Possessing a cell phone and/or electronic devices while in the Testing Area.
Cell phones and electronic devices must be secured in a backpack/purse or left with the test proctor. A cell phone should never be visible in the Testing Area.

Any incident of Academic Dishonesty will be dealt with as follows:

1. Students will be given a 0 for the assignment. If incident occurs during a test, the grade of 0 cannot be replaced at the end of the semester.
2. A record of the incident will be reported to the Provost's Office.

See the instructor for any questions over the information provided in this document.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE


Department/School Mathematics Date 9/23/19
 Course No. or Level 111L Title Extended Studio II
 Semester hours 1 Clock hours: 3 Lecture Laboratory X

Corerequisites Math 111E

Enrollment expectation 100

Indicate any course for which this course is a (an)
 modification _____
 (proposed change in course title, course description, course content or method of instruction)
 substitute _____
 (The proposed new course replaces a deleted course as a General Education or program requirement.)
 alternate _____
 (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Kathy McCoy

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2020

Date of School/Department approval 11-19-2019

Catalog description: 111L Extended Studio II (1:3) (Corequisite: Mathematics 111E). Extended studio time and space for students enrolled in Mathematics 111E. The studio component complements the Mathematics 111E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing process and problem solving. Assessed as S (satisfactory) or U (unsatisfactory). To receive credit for Math 111L, students must receive a grade of C or higher in Math 111E; credit for Math 111L may only be earned once.

Purpose:

1. For Whom (generally?) Students seeking to satisfy the Mathematics requirement of the General Education requirements.
2. What should the course do for the student? Provide students extra preparation and application of College Algebra II topics.

Teaching method planned: limited lecture with demonstration/modeling, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia): Martin-Gay, Elayn (2016). *Intermediate Algebra* (5th edition). NY: Pearson

Course Content:

The student should be able to perform algorithms with algebraic expressions, and use a polynomial model to approximate data. The student should be able to factor trinomials and special expressions, solve quadratic equations by factoring, and model problems of the second degree.

The student should be able to graph rational functions, perform algorithms with rational expressions, find least common denominators, simplify rational and complex expressions, solve rational equations, model problems involving rational expressions, and solve variation problems.

Students should be able to graph the square root function and the cube root function, and use laws of exponents and radicals to compute, simplify, and solve equations involving radicals.

Students should be able to graph parabolas, solve quadratic equations and inequalities, other nonlinear equations, be able to model and solve problems involving quadratic equations, and solve maximum and minimum problems using quadratic functions. Graphs of Functions and Conic Sections Students should be able to find the composition of functions, and identify and graph elementary functions and conic sections.

Students should be able to graph exponential and logarithmic functions, find inverses of functions graphically and algebraically, use the laws of logarithms, evaluate logarithms, solve exponential and logarithm equations, and solve modeling problems of natural growth and decay.

When completed, forward to the Office of the Provost.

**Francis Marion University
Department of Mathematics**

MATH 111L: College Algebra II with Modeling

- | | |
|----------------------------------|------------------|
| • Instructor: | Office: |
| • Phone/Voicemail: | E-mail: |
| • Class Meeting Day/Time: | Location: |

Course Description

(Corequisite: Mathematics 111E). The studio component complements the Mathematics 111E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing process and problem solving.

Course Policies

Welcome to Math111! Math 111L and Math 111E are unique courses in which instruction features both hands on learning and a lecture. In Math 111L, students will practice topics and concepts in mathematics through limited lecture, group work, activities and projects. Those topics will reinforce the Math 111E component of the course.

Required Text: *Intermediate Algebra* by Elayn Martin-Gay, 5th edition.

Attendance:

Attendance and active participation is critical to student's success in this course. Attendance will be taken at every class meeting. Students should attend class regularly and miss no more than is absolutely necessary. Under no circumstance should students accumulate more than (4) four absences. Any student caught working on other courses, sleeping, using phones and/or any music device during class for any reason will be counted absent. It is student's responsibility to obtain and learn material missed due to any absence. No late or make up work will be accepted. Any assignment missed due to an absence will result in a grade of 0.

Video Organizer:

Videos that correspond to the assigned sections in the textbook will be assigned to watch in My Math Lab. The video organizer packaged with the textbook contains corresponding worksheets to fill in the blanks and take notes while watching the videos. These worksheets are to be turned in with the textbook problems for grading.

MLM:

There will be assignments to be done in MyLab Math (MLM) and they will be graded. Work completed late will automatically be marked down 20 percent.

Textbook Problems:

There will be assigned problems from the textbook that must be completed and turned in by the due date. No late work will be accepted.

Activities:

Activities will be assigned throughout the semester.

Academic Environment Disruptions:

Disruptions to the academic environment violations include, but are not limited to, the following:

1. Talking during the lecture.
2. Arriving late to class.
3. Leaving class before dismissal.
4. Ringing or vibrating cell phone.

Students are expected to treat instructors and fellow classmates with respect and civility. Failure to do so may result in students being asked to leave the classroom. Repeated offenses will result in student's dismissal from the course.

Academic Honesty

All students are expected to adhere to the Francis Marion University Honor Code. Upon enrollment at Francis Marion University, each student is subject to the provisions of the Honor system and has a duty to become familiar with the Honor Code and the provisions of the Honor system. Each examination, paper and other written or electronically submitted assignment is submitted pursuant to the Honor Code.

Accommodations

Student with a documented disability requesting accommodations in this course must register with the Office of Disability Services and provide the course instructor with an Access Plan letter outlining needed accommodations. Instructors will be glad to meet with students privately during my office hours to discuss student's special needs.

Blackboard

This course meets face-to-face and may also be partially facilitated through Blackboard. If students need assistance using Blackboard please refer to the website (<https://blackboard.fmarion.edu>).

MyLab Math

This course uses MyLab Math to assign homework.
(<https://www.pearsonmylabandmastering.com/northamerica/MyLabMath/>)