HIST 118 999 & 998 Civilization and Ideas II
Summer 2018
HIST 118 999 & 998 Civilization and Ideas II
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format with Wednesday/Friday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact
Instructor: Dr. Adam Fenner, PhD
Email: fennera@andrews.edu
Cell phone: (269) 408-6410: feel free to text me anytime, but I prefer email communication.

Other Assistance
<table>
<thead>
<tr>
<th>Assistance</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
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Part 1: Course Information

Course Descriptions
This course is a survey of the development of major world civilizations from the eighteenth century to the present-day, and includes explorations in their development, history of ideas, worldviews, political influences, religious institutions, social evolutions, economic realities, and physical environments.

Course Learning Outcomes
After completing this course, students should be able to:

1. Discover Divine Providence and Design within the human experience.
2. Identify critical key events, people, and historical forces impacting historical developments.
3. Determine the connections, similarities, and differences between historically significant characters.
4. Analyze key historical questions utilizing primary documents and secondary literature.
5. Utilize historical knowledge to inform current understanding of personal experiences and those around the world.

Required Text/Material

Special Note: This textbook is only available as an etextbook.
**Required Videos**

1. “Amistad” (1997)

**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

**Credit Hour and Commitment**

This class is designed to meet federal regulations and requires approximately 135 hours of learning time. This means for a 15-week course you’ll be spending approximately 9 hours learning in the course. If this is unacceptable for any reason please think seriously about your enrollment in this class. For each module, it is suggested you allocate your time learning in the following way:

- Textbook Readings: 2 hours
- Interactive Discussion on the Readings: 1 hour
- Primary Document Readings: 1 hour
- Quiz and Writing Assignments: 2 hours
- Online Activities: 2 hours
- Essay Writing and Studying for Exams: 1 hour

**Part 2: Course Methods and Delivery**

**Methods of Instruction**

This online course combines multiple learning exercises including short video lectures, textbook readings, primary source analysis, online activities, quizzes, two exams, and one essay. The video lectures will be consistent with the textbook but also provide additional information, so be prepared for exam questions covering both assignments and the textbook. The class will employ the use of film to help students visualize past peoples and events. Lastly, there will also be online discussion board interaction based on readings and online activities.

**Technical Requirements**

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

**LearningHub Access**

This course is delivered online through LearningHub at [http://learninghub.andrews.edu](http://learninghub.andrews.edu)

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

Please do this online here: [https://vault.andrews.edu/vault/pages/activation/information.jsp](https://vault.andrews.edu/vault/pages/activation/information.jsp) if you haven’t already. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call 269-471-3960.
Part 3: Course Requirements

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

Your Schedule
Please Be Advised: The schedule is provided in advance so you may read ahead of schedule. Your dedication, professionalism, and excellence in study skills habits are necessary. If you have any course content questions, please contact your professor. If you have technical questions, contact dlit@andrews.edu.

Assessment Descriptions

Assigned Readings: Readings are drawn from the textbook and other online sources. The course schedule below lists the reading assignments and their due dates.

Quizzes: Quizzes are a necessary evil when lengthy reading assignments are required, so each week a multiple choice and short answer quiz will be administered to demonstrate your mastery of the textbook material. There are a total of fifteen quizzes and they must be taken before the due date posted. Each quiz is worth 30 points.

Short Video Lecture Note Taking: For most learning modules you are required to watch and take notes on a short video PowerPoint lecture. Your notes are due on the designated date and must demonstrate a mastery of the information presented in the video in order to receive full credit. The point value of this assignment is noted on each module assignment sheet. You can expect exam questions to employ information from the video lectures, so plan accordingly.

Rubric for Grading Video Lecture Notes:

Characteristics of full credit are as follows:

1. Notes demonstrate information from the entire video lecture. In other words, they must show evidence of students having viewed the video lecture from beginning to end.
2. Notes need not be exhaustive, but they should be thorough.

Grading Scale

- 25-30 Points: Notes demonstrate appropriate information and are well organized.
- 20-25 Points: Notes demonstrate some of the appropriate information and are somewhat organized.
- 15-20 Points: Notes are missing important information and are disorganized.
- 10-15 Points: Notes are missing all-important information and are very disorganized.
- 0-10 Points: Notes were either not taken or nearly incomplete.

Primary Source Readings

Primary sources can be any kind of information or artifact created during a particular time. Interpreting them allows historians to study topics that may be thousands of years old. Textbooks are simply overviews or summaries of what happened, but primary sources contain pieces of knowledge that allow us direct access to the past. Primary sources must be interpreted,
so you must ask questions of them before they can be of any use. In this course, you will be asked to read or examine a number of primary sources in each module and answer several corresponding questions. The point value of this assignment is noted on each module assignment sheet.

**Online Activities**

One of the best opportunities provided by an online course is ready access to the Internet. Online courses are not constrained by time and space the same way classroom courses are, so not utilizing this advantage would be a missed opportunity. Each week you are required to explore a number of websites dealing with worldwide historical topics. In order to assure you have completed these tasks you will need to answer the provided corresponding questions. The point value of this assignment is noted on each module assignment sheet.

**Discussion Board Interaction**

A fundamental part of this course is the online discussion forums the students and the teacher will take part in several times a week. This online interaction will allow participants to consider significant questions raised by the teacher, class content, and their fellow students. Think of the discussion board as an opportunity to learn from one another. A chance to share your thoughts and in the process have your perspective broadened. This weekly assignment is worth 30 points. Each week students are required to make at least five postings on the discussion board in accordance with the following parameters:

1. Respond to at least two of the questions posted by the teacher
2. Respond to at least two of the replies or questions made by other students
3. Post a question to be answered by both students and the teacher

Rubric for Online Discussion Board Participation:

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

If for whatever reason your post(s) on the online discussion board do not meet these criteria they will not receive full credit.
**Paper Essay**
There is ONE short paper required worth 250 points.

Your paper will address the following: **Choose any ideology, conflict, or world leader covered in the course textbook and explain why you were influenced by it or them.**

A successful essay will include direct links between you and the people you choose. Possible writing topics include: food, dress, religion, culture, and politics to name but a few. You can choose one topic to write on or many. Try to convince your reader that the people you choose really did impact how you live your life.

Feel free to contact your professor and ask them to review your thesis. Students that do so, are significantly more likely to receive higher marks, because they have a better tendency to write on the identified topic.

Your paper should include the following:

1. Title Page
2. Introductory paragraph, 1/2 to 3/4 page
3. Body of evidence that supports your thesis, 3-4 pages
4. Conclusion, 1/2 to 3/4 page
5. Bibliography
6. The paper must have proper grammar, punctuation, syntax, etc...
7. Due to the online nature of the course all of your sources can come from the Internet.
8. All evidence used to support your claims must be properly documented. **IN TEXT CITATION IS NECESSARY.** Either footnotes or endnotes are required for proper documentation. MLA, Chicago, APA, and Harvard styles of citation are all acceptable. One possible style for how to correctly document historical sources can be found at: [http://www.colorado.edu/history/undergraduates/paper-guidelines/referencing](http://www.colorado.edu/history/undergraduates/paper-guidelines/referencing)
9. Each paper is required to have a minimum of 6 different reputable sources. Wikipedia is not an acceptable source and therefore cannot be counted. A reputable source is one that is created either by a respected educational institution or expert in a particular field. If you have questions about a particular source please email the professor about your concerns.
10. The paper will have one-inch margins and be double spaced using size 12 font.

Your essay will be graded on not only how well you addressed your thesis, but also on how you fulfilled the guidelines above.

Here is a breakdown of how the paper will be graded:

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<tr>
<td>20%</td>
<td>Parts of Speech</td>
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Exams
Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions.

Please review the current policy on approved proctors before completing the exam request form, which is linked through your course space. It is your responsibility to make arrangements for an approved proctor (unless living near the main campus) and to complete the exam request form at least two weeks prior to each exam date. Bring an official photo ID to show the proctor at the start of the exam session.

There are a total of 2 exams for this course. The first exam covers material from the first 8 modules of the course and is worth 250 points. The second exam covers material from the last 7 modules of the course and is also worth 250 points. Both exams are made up of multiple-choice questions.

The midterm exam is worth 10% of your grade. You are allowed 150 minutes to complete this exam.

The final exam is worth 10% of your grade. You are allowed 150 minutes to complete this exam.

If you cannot take your exam within the period noted in the email regarding exam arrangements, email sdeexams@andrews.edu with the reason you cannot meet this deadline, and a proposed alternate time within a week, and prior to the course end date.

Completed exams are never available to you or your proctor. Instructors provide feedback on exams other than the final exam. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your IVUE page.
**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
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<tbody>
<tr>
<td>Intro</td>
<td>Orientation Writing Expectations</td>
<td>• Student Introduction • Academic Honesty</td>
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<tr>
<td>1 June 11-15</td>
<td>Global Connections and Religious Conflict</td>
<td>Chapter 20: The West in an Age of Religious Conflict and Global Expansion, 1500-1650</td>
<td>• Videos: “Historical Foundations” and “Transculturation” • Quiz 1 • Assignment Sheet 1 • Discussion Board Posts Due Wed, June 13, 11:55 p.m.</td>
<td>CO1, CO2, CO4</td>
</tr>
<tr>
<td>Asian Instability</td>
<td>Chapters 21 and 22: The Search for Stability in Asia, 1300-1800 Southern Asia and the Global Shift in Wealth and Power, 1500-1800</td>
<td>• Videos: “The Ottomans” and “Zheng He” • Quiz 2 • Assignment Sheet 2 • Discussion Board Posts Due Fri, June 15, 5:00 p.m.</td>
<td>CO1, CO2, CO3, CO4</td>
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<tr>
<td>2 June 17-22</td>
<td>Africa and Slavery</td>
<td>Chapter 23: Africa and the Atlantic Slave Trade, 1400-1800</td>
<td>• Video: “As Old as Civilization” • Quiz 3 • Assignment Sheet 3 • Discussion Board Posts Due Wed, June 20, 11:55 p.m.</td>
<td>CO2, CO3, CO4</td>
</tr>
<tr>
<td>Royal Power and Learning in Europe</td>
<td>Chapter 24: Absolutism and Enlightenment in Europe, 1600-1763</td>
<td>• Video: Absolute Monarchy • Quiz 4 • Assignment Sheet 4 • Discussion Board Posts Due Fri, June 22 5:00 p.m.</td>
<td>CO2, CO3, CO4</td>
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<tr>
<td>3 June 24-29</td>
<td>Connecting East and West</td>
<td>Chapter 25: Russia’s Eurasian Empire: Convergence of East and West, 1300-1800</td>
<td>• Video: The Historic Russian Experience with Foreigners • Quiz 5 • Assignment Sheet 5 • Discussion Board Posts Due Wed, June 27, 11:55 p.m.</td>
<td>CO1, CO2, CO3, CO4, CO5</td>
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<tr>
<td>A New World Order</td>
<td>Chapter 26: The North Atlantic Revolutions, 1750-1890</td>
<td>• Video: Napoleon • Quiz 6 • Assignment Sheet 6 • Discussion Board Posts Due Wed, June 29 5:00 p.m.</td>
<td>CO2, CO3, CO4</td>
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<tr>
<td>Birth of Modernity</td>
<td>Chapter 27: Industry, Ideology, and Their Global Impact, 1700-1914</td>
<td>• Video: “Scientific Revolution and the Birth of Ideas” • Quiz 7 • Assignment Sheet 7 • Discussion Board Posts Due Wed, July 4, 11:55 p.m.</td>
<td>CO1, CO2, CO3, CO4, CO5</td>
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<tr>
<td>Independence</td>
<td>Chapter 28: Nation Building in the Americas, 1789-1914</td>
<td>• Video: Manifest Destiny and the USA as Imperial Power • Quiz 8 • Assignment Sheet 8 • Discussion Board Posts Due Fri, July 6 5:00 p.m.</td>
<td>CO1, CO2, CO3, CO4</td>
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**MIDTERM EXAM**

(Midterm Exam needs to be completed by Monday, July 9, 11:59 p.m.)
<table>
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<tr>
<th>Week/Module</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
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</thead>
</table>
| 5 July 8–13 | Asia and Africa: Transition to Modernity | Chapters 29 and 30: New Connections and Challenges in Eastern and Southern Asia, 1800-1912 | • Video: Justifying Imperialism  
• Quiz 9  
• Assignment Sheet 9  
• Discussion Board Posts  
**Due Wed, July 10, 11:55 p.m.** | CO2, CO3, CO4 |
| | | New Connections and Challenges in West Asia and Africa, 1800-1914 | • Video: New Connections and Challenges in West Asia and Africa, 1800-1914  
• Quiz 10  
• Assignment Sheet 10  
• Discussion Board Posts  
**Due Fri, July 12, 5:00 p.m.** | CO1, CO2, CO3, CO4, CO5 |
| 6 July 15–20 | New Powers | Chapter 31: The Great War and the Russian Revolutions, 1890-1918 | • Video: Why was WWI so Terrible?  
• Quiz 11  
• Assignment Sheet 11  
• Discussion Board Posts  
**Due Wed, July 18, 11:55 p.m.** | CO1, CO2, CO3, CO4, CO5 |
| | New Ideas | Chapter 32: Anxieties and Ideologies of the Interwar Years, 1918-1939 | • Video: Karl Marx  
• Quiz 12  
• Assignment Sheet 12  
• Discussion Board Posts  
**Due Fri, July 20, 5:00 p.m.** | CO1, CO2, CO4 |
| 7 July 22–27 | World at War | Chapter 33: World War II and the Holocaust, 1933-1945 | • Video: Hitler  
• Quiz 13  
• Assignment Sheet 13  
• Discussion Board Posts  
**Essay Due Due Wed, July 25, 11:55 p.m.** | CO2, CO3, CO4 |
| | World at War Continued | Chapter 34: East Versus West: Cold War and Its Global Impact, 1945-Present | • Video: Our Second Greatest Threat  
• Quiz 14  
• Assignment Sheet 14  
• Discussion Board Posts  
**Due Fri, July 27, 5:00 p.m.** | CO2, CO3, CO4 |
| 8 July 29–August 2 | Understanding Present-day Asia | Chapter 35: The Upheavals of Asia, 1945-Present | • Video: India and WWI  
• Quiz 15  
• Assignment Sheet 15  
• Discussion Board Posts  
**Due Wed, August 1, 11:55 p.m.** | CO1, CO2, CO4 |
| | Understanding Present-day Latin America, Africa, and the Middle East | Chapters 36 and 37: Reform and Revolution in Latin America, 1914-Present  
Post-Colonial Challenges in Africa and the Middle East, 1939-Present | • Video: The Utility of History  
• Quiz 16  
• Assignment Sheet 16  
• Discussion Board Posts  
**Due Wed, August 1, 11:55 p.m.** | CO2, CO3, CO4 |

**FINAL EXAM**  
*(Final Exam needs to be completed by Thursday, August 2, 11:59 pm)*

**Completing Assignments**  
All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.
Part 4: Grading Policy

Weight of Final Grade for Course Activities

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<tr>
<td>10%</td>
<td>Midterm Exam</td>
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<td>10%</td>
<td>Final Exam</td>
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<td>Essay</td>
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<td>10%</td>
<td>Journal</td>
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<tr>
<td>15%</td>
<td>Quizzes</td>
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<td>Assignment Sheets</td>
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<td>Total Percent Possible</td>
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Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

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<td>F</td>
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Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at http://www.andrews.edu/distance/students/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Late Work
Late work will not be accepted. Timely completion of all assignments is an absolute necessity due to the nature of the online course. Unless a reasonable excuse is provided, all assignments are required to be turned in on the date indicated. Accordingly, all student assignments that are turned in by the designated time will be graded with corresponding feedback by the time the next week's assignments are due.

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

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

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

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

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

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

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

Changes on revised material depends much on meeting objectives, content development, editing, and following all the criteria for evaluation of an essay (as outlined in this syllabus). If your essay is not actually revised but merely edited (proofread with resulting minor surface-level changes), your grade will not reflect any significant percentage increase.

2. Please note that you cannot revise a paper you have not written. If you fail to turn in an assigned essay, you cannot submit a revision of that paper. You are encouraged to revise any paper with which you are not satisfied. Unfortunately you can only revise your essays. You cannot revise Journal postings, journal entries, midterm exam, or final exam.

**Commitment to Integrity**

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

[http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073](http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073)

**Commitment to Excellence**

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

**Honesty**

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

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