



SYLLABUS

AU ANTH 200 Cultural Anthropology

202041

ANTH 200 Cultural Anthropology

Consortium of Adventist Colleges and Universities

Self-Paced Courses

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

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

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

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

Part 1: Course Information

Course Descriptions

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

Required Text/Material

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

Robbins/Dowty *Cultural Anthro2* Belmont, CA: Wadsworth/Cengage Learning 2013
ISBN 10 1 133 60672 5

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

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

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

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

Credit Hour and Commitment

This three credit course requires a total of 135 hours for course lectures, reading assignments, written assignments, and testing. Your time will likely be spent in the following manner: 20 hours on blog responses, 26 hours on lectures, 3 hours on assignments, 4 hours on exams, 4 hours on videos, 15 hours on practice/ study simulations (Cengage), 60 hours on reading assignments, and 3 hours on self-assessments. A suggested schedule to accomplish this work is included in this syllabus. 3 credits

Institutional Outcomes:

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

Student Learning Outcomes

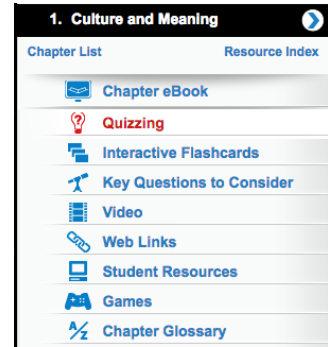
- SLO1 - Recognize the ways humans differ in their beliefs and behavior and describe ways that we can attempt to see the world through the eyes of others.
- SLO2 - Describe how human societies have transformed from small-scaled nomad bands to large-scale urban societies.
- SLO3 - Differentiate and distinguish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

Cengage Online Resources

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

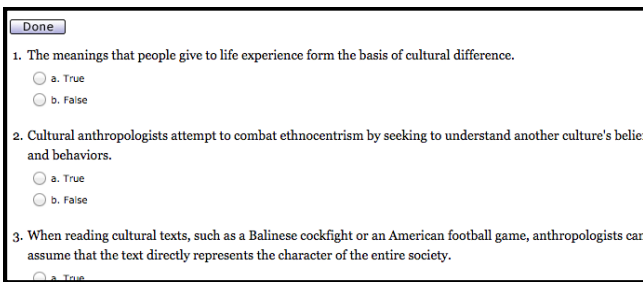
To create your account and access the resources you will go to *cengage.com* and click the “sign in” option. Then select the “New Student User?” option. From there you will enter your course key or access code that has been provided to you.

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

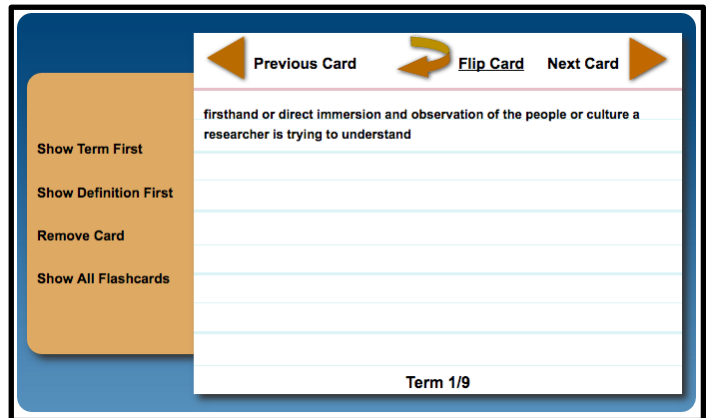


These resources will not only help prepare you for your midterm and final tests, but discussion forum assignments will also come from them.

Practice Quizzes



Interactive Flash Card



Key Questions

Key Questions to Consider

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

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

Web Resources

Weblinks

Alan Macfarlane - Reflections on Doing Fieldwork

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

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

Anthro Source

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

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

Blood and Incense

<http://www.youtube.com/watch?v=nTot00k1IOc>

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

Silicon Valley Cultures Project

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

Video Clips



Study Games

BEAT THE CLOCK

Chapter 1

Answer the questions by using your keyboard or by clicking your mouse. The quicker you answer, the higher your score will be. An incorrect answer choice will be removed after 75% and 50% of the time has expired. Be careful not to answer incorrectly or you will lose 50 points! You can skip a question by clicking the Skip button or let time expire without losing points.

Click the Start button when you're ready to begin. Start

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Chapter Glossary

Glossary

anthropological fieldwork

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

cultural anthropology

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

cultural text

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

culture

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

ethnocentric fallacy

Part 2: Course Methods and Delivery

Methods of Instruction

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

Technical Requirements

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

LearningHub Access

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

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

Please do this online here:

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

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

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Blog Responses counts for 25% of the final grade for the course. Thoughtful and complete responses to blog posts show your participation in the course.

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

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

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

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

Rubrics

Blog Response Rubric

Score: /35 = %

Criteria	Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (0)
Length	250 word minimum was reached. (10 points)	1-15 words short. (8-9)	16-35 words short. (6-7)	36-65 words short. (5)	66 + words short. (0-4)
Content	Each question was answered in a thorough and thoughtful manner. (20 points)	Each question was addressed but not answered thoroughly. (17-19)	A question remained unanswered. (13-16)	A question remained unanswered and answers given were not complete. (8-12)	Multiple questions remained unanswered or multiple answers did not pertain to the questions. (0-6)
Grammar/Punctuation	Proper grammar and punctuation were used. (5 points)	Only minor mistakes in punctuation or grammar occurred. (4)	A number of mistakes in grammar and punctuation occurred. (3)	Many mistakes in grammar and punctuation occurred. (2)	Poor grammar and punctuation were used, sentences were incomplete. (0-1)

Movie Responses

Score: /45 = %

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

Personal Network Project

Score: /60 = %

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

Cultural Encounter Project

Score: /55 = %

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

Exams

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

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

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

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

Suggested schedule for completion in 8 weeks:

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1 - Learn about the four major subfields of anthropology as well as the types of tools anthropologists use to study various cultures.	AA Ch. 1-2 & Hutterites Intro – Ch.3	Discussion One	SLO1
	Lesson 1 continued.	Watch <i>A Man Called "Bee"</i> Movie	Man Called "Bee" Movie Response	SLO1
2	Lesson 2 - Discover in depth how ethnography is done.	AA Ch. 3-4 & Hutterites Ch. 4-7 (Appdx)	Discussion Two Hutterite Movie Response	SLO1
	Lesson 3 - Learn how you can begin to understand beliefs and behaviors that are different from your own.	AA Ch. 5-6 & Cultural Anthro2 Ch. 1	Discussion Three Flash Card Interactive Activity	SLO1
3	Lesson 4 - Explain the transformation of human societies from small-scale nomadic bands of hunters and gatherers to large-scale urban-industrial states.	AA Ch. 7-8 & Cultural Anthro2 Ch. 2	Discussion Four Video Clips and Practice Quiz Interactive Activity	SLO2
	Lesson 5 - Define globalization and understand its effects on yourself.	AA Ch. 9-10 & Cultural Anthro2 Ch. 3	Discussion Five Practice Quiz Interactive Activity	SLO1, SLO2, SLO3
4	Lesson 6 - Understand how people can hold such differing beliefs so certainly that they believe all other world views are wrong.	AA Ch. 11-12 & Cultural Anthro2 Ch. 4 part 1 (pp. 82-92)	Discussion Six Practice Quiz Interactive Activity Mennohauf Reaction Paper	SLO4
	Lesson 7 - Understand the concept of cultural types, what kinds of worldviews are associated with each type, and how this influences the way people view and defend their own view	AA Ch. 13-14 & Cultural Anthro2 Ch. 4 part 2 (pp. 92-106)	Discussion Seven Web Resources Interactive Activity	SLO5
5	PROCTORED MIDTERM EXAM (Ch. 1-4)			
	Lesson 8 - Learn how to identify and diagram a kinship network	AA Ch. 15-16 & Cultural Anthro2 Ch. 5 part 1 (pp. 108-116)	Personal Network Project Key Questions and Flash Cards Interactive Activity	SLO5
6	Lesson 9 - Discover what you need to know before you can understand the dynamics of family life in other societies.	AA Ch. 17-18 & Cultural Anthro2 Ch. 5 part 2 (pp. 117-130)	Cultural Encounter Project Practice Quiz Interactive Activity Discussion Eight	SLO5, SLO6
	Lesson 10 - Learn how people determine who they are, and how they communicate who they think they are to others.	AA Ch. 19-20 & Cultural Anthro2 Ch. 6	Discussion Nine Flash Cards Interactive Activity	SLO1, SLO4, SLO5, SLO6
7	Lesson 11 - Explain why modern societies are characterized by social, political, and economic inequalities.	AA Ch. 21-22 & Cultural Anthro2 Ch. 7 part 1 (pp. 152-163)	Discussion Ten	SLO1, SLO8, SLO7
	Lesson 12 - Explain how a knowledge of other societies can be used to address problems in modern society	AA Ch. 23-24 & Cultural Anthro2 Ch. 7 part 2 (pp. 164-177)	Discussion Eleven Practice Quiz Interactive Activity	SLO1, SLO7
8	Lesson 13 - Understand how societies give meaning to and justify collective violence.	AA Ch. 25-26 & Cultural Anthro2 Ch. 8	Discussion Twelve	SLO1, SLO7, SLO9
	PROCTORED FINAL EXAM (Ch. 5 – 8)			

Suggested schedule for completion in 8 weeks:

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1 - Learn about the four major subfields of anthropology as well as the types of tools anthropologists use to study various cultures.	AA Ch. 1-2 & Hutterites Intro – Ch.3	Discussion One	SLO1
2	Lesson 1 continued.	Watch <i>A Man Called "Bee"</i> Movie	Man Called "Bee" Movie Response	SLO1
3	Lesson 2 - Discover in depth how ethnography is done.	AA Ch. 3-4 & Hutterites Ch. 4-7 (Appdx)	Discussion Two Hutterite Movie Response	SLO1
4	Lesson 3 - Learn how you can begin to understand beliefs and behaviors that are different from your own.	AA Ch. 5-6 & Cultural Anthro2 Ch. 1	Discussion Three Flash Card Interactive Activity	SLO1
5	Lesson 4 - Explain the transformation of human societies from small-scale nomadic bands of hunters and gatherers to large-scale urban-industrial states.	AA Ch. 7-8 & Cultural Anthro2 Ch. 2	Discussion Four Video Clips and Practice Quiz Interactive Activity	SLO2
6	Lesson 5 - Define globalization and understand its effects on yourself.	AA Ch. 9-10 & Cultural Anthro2 Ch. 3	Discussion Five Practice Quiz Interactive Activity	SLO1, SLO2, SLO3
7	Lesson 6 - Understand how people can hold such differing beliefs so certainly that they believe all other world views are wrong.	AA Ch. 11-12 & Cultural Anthro2 Ch. 4 part 1 (pp. 82-92)	Discussion Six Practice Quiz Interactive Activity Mennohauf Reaction Paper	SLO4
8	Lesson 7 - Understand the concept of cultural types, what kinds of worldviews are associated with each type, and how this influences the way people view and defend their own view	AA Ch. 13-14 & Cultural Anthro2 Ch. 4 part 2 (pp. 92-106)	Discussion Seven Web Resources Interactive Activity	SLO5
9	PROCTORED MIDTERM EXAM (Ch. 1-4)			
10	Lesson 8 - Learn how to identify and diagram a kinship network	AA Ch. 15-16 & Cultural Anthro2 Ch. 5 part 1 (pp. 108-116)	Personal Network Project Key Questions and Flash Cards Interactive Activity	SLO5
11	Lesson 9 - Discover what you need to know before you can understand the dynamics of family life in other societies.	AA Ch. 17-18 & Cultural Anthro2 Ch. 5 part 2 (pp. 117-130)	Cultural Encounter Project Practice Quiz Interactive Activity Discussion Eight	SLO5, SLO6
12	Lesson 10 - Learn how people determine who they are, and how they communicate who they think they are to others.	AA Ch. 19-20 & Cultural Anthro2 Ch. 6	Discussion Nine Flash Cards Interactive Activity	SLO1, SLO4, SLO5, SLO6
13	Lesson 11 - Explain why modern societies are characterized by social, political, and economic inequalities.	AA Ch. 21-22 & Cultural Anthro2 Ch. 7 part 1 (pp. 152-163)	Discussion Ten	SLO1, SLO8, SLO7
14	Lesson 12 - Explain how a knowledge of other societies can be used to address problems in modern society	AA Ch. 23-24 & Cultural Anthro2 Ch. 7 part 2 (pp. 164-177)	Discussion Eleven Practice Quiz Interactive Activity	SLO1, SLO7
15	Lesson 13 - Understand how societies give meaning to and justify collective violence.	AA Ch. 25-26 & Cultural Anthro2 Ch. 8	Discussion Twelve	SLO1, SLO7, SLO9
16	PROCTORED FINAL EXAM (Ch. 5 – 8)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
25	Blog Posts
10	Personal Network Project
10	Cultural Encounter Project
5	Movie Responses
25	Midterm Exam
25	Final Exam
100	Total Percent Possible

Viewing Grades in Moodle

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

Letter Grade Assignment

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

Part 5: Course Policies

Withdrawal and Incomplete Policies

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

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.

Academic Accommodations

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

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu 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.

Commitment to Integrity

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

Commitment to Excellence

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

Honesty

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

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

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