NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

GEO 102

The Surface of the Earth 4 credits

Course Description: This course will introduce you to processes that shape the earth’s surface, as well as a few of the tools used to study these processes. Topics include water resources, surface and groundwater flow, flooding, weathering and soils, landslides, glaciers, deserts, atmospheric circulation, the greenhouse effect, and climate change.

COURSE CREDITS:

(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:

There are no prerequisites for this course.

COURSE DESCRIPTION FROM CATALOG

GEO 102. THE SURFACE OF THE EARTH (4).

Processes that shape the earth's surface. Weathering mass movement, ice dynamics, biogeography, climate, surface and ground water flow. Use of maps and imagery. Lec/lab.

(Bacc Core Course)

Baccalaureate Core Course Attributes: Core, Pers, Physical Science

CONTACT INFORMATION:

Instructor: Rebecca Yalcin

Contact information: If something is unclear to you, it is your responsibility to ask questions about it. Questions about the course content, class structure, labs, etc are best posted to the discussion board in Canvas. This way, the entire class can benefit from the question being asked and the answer. Questions of an individual or private nature are best asked by sending an email – valcinr@onid.orst.edu

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Telephone: 800-667-1465
If I should need to contact you, I will use your ONID (OSU) email address – if you have not set up your ONID email account, please do so now at http://onid.oregonstate.edu/docs/gettingstarted/signup.shtml. If you do not regularly check your ONID email account, set it to automatically forward emails to your preferred email address (see frequently asked questions on the ONID web page).

For accuracy, please check the ECampus Schedule of Classes to see the most current information for the instructor of this course each term. You can also search for instructor contact information by name from the OSU Home Page.

LEARNING RESOURCES:

Canvas: This course is entirely online (including labs) and accessed by logging in to Canvas system. Details on how to access Canvas are available from Ecampus: http://ecampus.oregonstate.edu/services/start/canvas-login.htm. The course will only appear in Canvas to those who have registered for it. All course materials (lectures, assignments, exams) are distributed online via the Canvas system. For technical assistance, call 1-800-667-1465 or go to http://ecampus.oregonstate.edu/services/technical-help.htm.

Although every effort has been made to ensure that course materials are compatible with a variety of hardware and platforms, internet access and Canvas compatibility is the responsibility of the student. Extensions for missed deadlines due to personal computer or internet access issues will not be granted. If your computer or internet connection fails, simply go to a campus computer lab or your local library to access the course in Canvas.

Required software: To view the course lectures, you will need Microsoft Word and PowerPoint. Students will also need Word or access to a MS Office compatible word processing program. Alternatives to this are the free Microsoft PowerPoint Viewer for Windows and for MAC. Also available for free download is OpenOffice, a suite of productivity tools that reads and writes to Microsoft Office files and allows users to open and save Word and PowerPoint files on their preferred platform. A current version of the free Adobe Reader will also be useful for opening lab materials and other documents posted on Canvas as PDF files.

Recommended Textbook: Dynamic Earth, Fifth Edition, by Skinner, Porter, and Park, published by Wiley. (This textbook is also used for GEO 101 online). Students looking to save money on their textbooks may be able purchase an older edition of this textbook from Amazon at a good price or check out an introductory geology textbook from their local library. Other excellent introductory geology textbooks include Understanding Earth by Press and Siever and Earth: an Introduction to Physical Geology by Tarbuck and Lutgens. Corresponding page numbers in the textbook for each lecture are posted in the weekly module folders in Canvas.
NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

Outline of Topics Covered:

Week 1: Introduction to the Surface of the Earth; Maps
Week 2: Water Cycle; Streams
Week 3: The Oceans and their Margins
Week 4: Hydrologic Hazards: Flooding and Water Pollution
Week 5: Groundwater; Midterm Exam
Week 6: Weathering and Erosion
Week 7: Glaciers and Glaciation
Week 8: Deserts and Wind
Week 9: The Atmosphere and Greenhouse Effect
Week 10: Climate Change; Final Exam

Learning Outcomes: Upon completion of this course students will be able to:

1. Explain and apply the scientific method to earth science.
2. Define key terms used by scientists to describe the earth’s surface, processes, and techniques used to study the earth’s surface.
3. Compare and contrast mechanical and chemical weathering and describe the climatic conditions where each type would be most effective
4. Discuss the types of mass wasting in terms of controlling factors and processes
5. Describe stream action as it applies to landscape development, including sediment transport
6. Explain why groundwater is a critical natural resource and indicate how porosity and permeability influence groundwater movement, pollution, and erosion
7. Define alpine and continental glaciation and contrast the associated erosional and depositional features of each
8. Apply concepts of earth science to daily life and interpret the Pacific NW landscape.
9. Make observations, analyze data, and draw conclusions.
10. Understand concepts and evidence regarding major processes, such as climate change.
As a baccalaureate core course in physical science, students taking this class will be expected to:

1. **Recognize and apply concepts and theories of basic physical science.** You will learn how process operating on the Earth surface such as weathering and erosion, streams, glaciers, and deserts, shape the world around us. You will learn how modern understanding of Earth processes has led to a shift in the way we view the Earth, the processes that shape it, the resources those processes provide us, and the limitations we must live with to ensure the continued availability and protection of important earth resources such as soil and water.

2. **Apply scientific methodology and demonstrate the ability to draw conclusions based on observation, analysis, and synthesis.** Science is the methods we use to gain knowledge by making observations, evaluate and analyze that evidence, hypothesize or develop explanations, identify assumptions, distinguish verifiable facts from speculation, and recognize inconsistencies in evidence and reasoning. In the geosciences the need for evidence is made more acute by the fact that earth processes often operate too slowly for direct observation. These limitations require us to be more creative and deductive in how we gather our evidence. The skills needed to make observations about the natural world are stressed in lecture and lab, and you will be asked on exams to synthesize these observations as evidence of how Earth processes operate using the clues these processes leave behind. You will also learn how observations can be used to make estimates or predictions for how these Earth processes affect us or may behave in the future.

3. **Demonstrate connections with other subject areas.** Geoscience is an integrated and applied science with widespread connections to the basic sciences (chemistry, biology, physics, and mathematics). We will see many examples of intersections between these subject areas in this course. Throughout the course, we also emphasize the application of geologic knowledge to living with potentially hazardous geologic processes of societal interest in the Pacific Northwest, such as landslides, flooding, and climate change. Students will also develop an understanding of the occurrence and distribution of earth resources, and how we use geologic knowledge to meet society’s need for resources and the limitations that exist in these resources. This knowledge has implications in fields ranging from economics to public policy.

**Course Organization:** Students in GEO 102 will work through 10 one-week lessons. Each lesson includes reading, taking notes, and answering review questions on two lectures and assigned portions of the text, a set of laboratory exercises (there is no lab the last week of classes), and a Canvas quiz over that week’s material that includes both multiple choice and essay questions (no quiz the week of the midterm exam). Students will also participate in four discussion boards, each open for two weeks, and take a midterm (end of Week 5) and cumulative final (during Finals Week) on Canvas. Exams are proctored, timed and only available for a limited time through Canvas (see course schedule). **You must arrange for a proctor in order to take the mid-term and final exam.** Permission to take an exam outside of the scheduled window must be arranged well in advance. Proctors are not needed for the weekly quizzes.

Each week will end on Sunday at 10 pm (Pacific Time). All assignments must be submitted through Canvas by 10 pm Pacific time on the Sunday ending the week they are assigned (see class schedule).

**See the Course Schedule for each term posted in the Start Here folder for all specific deadlines.** All deadlines are exact and late work is not accepted. For discussion board participation, no points will be awarded if not completed within the weekly time window for completion; in other words it is not possible to “make-up” discussion board participation. For labs, quizzes, and exams, permission for an extension must be arranged in advance (i.e., before the due date) with the instructor and will only be granted in cases where circumstances beyond the student’s control prevent timely completion of the assignment.

This course is offered through Oregon State University Extended Campus. For more information, contact:

*Web: ecampus.oregonstate.edu*  
*Email: ecampus@oregonstate.edu*  
*Telephone: 800-667-1465*
Course Requirements and Grading: There are nine weekly quizzes (no quiz the week of the midterm), nine labs, four discussion board topics, a midterm exam, and a cumulative final exam. These are weighted according to the following table:

Weekly Quizzes (nine @ 20 points each)  180
Weekly Laboratory Exercises (nine from 20 to 35 points each)  230
Discussion Board Participation (four @ 10 points each)  40
Mid-Term Exam  100
Final Exam  150
Total Points  700

Course Grades: Final grades are based on your point total according to the following scale:

A  \geq 92\% of points possible  B-  \geq 80\% of points possible  D+  \geq 68\% of points possible
A-  \geq 90\% of points possible  C+  \geq 78\% of points possible  D  \geq 62\% of points possible
B+  \geq 88\% of points possible  C  \geq 72\% of points possible  D-  \geq 60\% of points possible
B  \geq 82\% of points possible  C-  \geq 70\% of points possible  F  <60\% of points possible

COURSE CONTENT AND POLICIES:
Incompletes: Final grades are based on the work completed at the end of term. Students should not expect an incomplete if the course is not completed by the end of the term except in extreme and unusual circumstances and even then only if the following two conditions are met: 1) the student has a passing grade at the time the request for an incomplete is made and 2) the student has completed at least 75% of the coursework with a passing grade.

You will need to put effort into this class to do well. This class is designed for students who want to learn as much as possible about the subject matter, are willing to take responsibility for their learning, and understand how this course relates to their education, their degree program, and their personal goals. More information on what you need to do to complete each of the course requirements is found in the following sections.

Discussion Boards: Active participation in this course is an essential part of your grade, and is accomplished through the discussion board in Canvas. Discussion board participation is an opportunity for you to express ideas and information in a forum comparable to a classroom discussion. A discussion board question is posted every two weeks (Weeks 2, 4, 6, 8). You have two weeks to post comments and
respond to posted comments. You can earn up to 10 points per topic by posting an original contribution, asking insightful questions, or responding to your classmates posts.

The questions should be provocative enough that discussion occurs naturally, but in order to encourage participation every student will be required to (1) post an original response to the question by Sunday of the first week and (2) post at least two substantive responses to your classmate’s posts by Sunday of the second week. Your grade for each discussion is based on the degree to which your posts contribute to the class discussion. Although the discussion board is informal, please use proper spelling, grammar, and punctuation so that everyone can understand your ideas. Remember to always be respectful of the opinions and viewpoints of others.

Laboratory Exercises: Each week includes a set of laboratory exercises (no lab the last week of class). Instructions for the lab are provided through Canvas. There is no laboratory manual to buy. You will need a ruler, a scientific calculator, and a protractor for some of the labs in this course – buy these supplies today if you do not have already have them. Everything else you need to complete the labs is supplied through Canvas.

Labs are due on Sundays at 10 pm. Each lab includes instructions in PDF format and an answer sheet in Word document format for you to complete. Short video clips provide additional explanation or demonstration. You will submit your completed answer sheet electronically by uploading it to Canvas from the lab heading in each week’s folder. Save your work using your last name and week the lab was due as the file name (example: Smith Lab 1). Save a copy of your finished lab on your computer in case we have any trouble opening your file.

The labs are learning activities. Plug and chug type problems are rare on the labs, and it is unlikely you will be able to find the answers anywhere. Internet searches will not be a productive use of your time on the labs as you will not find anything on the internet that is more relevant to the lab than what has already been provided in the Canvas lectures, lab instructions, and video clips. Instead, labs require a working understanding of the concepts covered in the Canvas lectures that week in order to apply those concepts to the problems in the labs. I am available for help on the labs via the Canvas discussion board. Make sure you start working on the labs before the due date so you can get help if you need it.

Viewing the Maps: Some labs make use of maps and imagery to investigate processes that shape the surface of the earth. Maps for use in the labs are supplied with the assignment materials in Canvas as a PDF file. To view the maps, right click “Save Target As” and save the map to your desktop or a folder on your computer. Then, open the file on your own computer (do not attempt to open the maps directly in Canvas). The maps will open using Adobe Acrobat Reader (if you don’t already have the reader it’s available as a free download from adobe.com). Adobe Reader includes the capability to magnify or zoom in on part of the map. The maps have been sized to print on a standard 8.5 x 11 sheet of paper if you prefer to work off a hard copy, though depending on the quality of your printer you may find them easier to read on your computer.

Teaching Assistant: Your labs will be graded by our teaching assistant, who will make comments on your labs and return your work to you through the Canvas gradebook. Once your lab has been graded, it will show up as a score in the Canvas gradebook. Access the Canvas gradebook by going to tools and then “my grades”. Click on the score for your lab, this will bring up a new screen where you can download your graded lab. If you have any questions about the grading of your lab, please direct them to your TA. Your TA will post an
announcement during the first week of class with their contact information. Question about any other aspect
of the course, such as the lab instructions, lecture material, quizzes, or exams, should be directed to the
instructor.

Weekly Quizzes: Every week (except the week of the midterm) there is a quiz on the current week’s lectures.
Quizzes consist of ten multiple choice questions and two essay questions. The quiz must be taken in Canvas
by 10 pm Pacific Time on the Sunday ending that week and has a 35 minute time limit. Quizzes are open
book/open note and are not proctored.

However, quizzes are not homework assignments. They are short exams. You are expected to have learned
the material before you take the quiz. You are not allowed to use your notes, the textbook, or the course
PowerPoints during an exam, and exams are proctored to prevent students from doing so. As a result, you
should take the quizzes the same way - otherwise your quiz scores would not reflect how you can expect to
do on the exams. Think of the weekly quizzes as short exams for that week's material. Practice answering the
review questions until you are confident in your ability to answer them without help from your notes, the
textbook, or the Canvas lectures. Only then are you ready to take a quiz.

You have 35 minutes to take a quiz. If you have any time remaining after answering all the questions, you may
refer back to your notes if you were unsure about any particular question. Just remember that any quiz
question that you find you need some help from your notes to answer is a question you were not prepared to
answer, and would likely get wrong on an exam. If you find that the time limit for a quiz makes you feel
rushed, make yourself better prepared for quizzes (see section on preparing for quizzes and exams) – with
more preparation the time limit will become less and less of a factor. Extra time on quizzes can only be given
to students with a documented need for extra time and must be arranged through the university’s DAS office
– see http://ds.oregonstate.edu/home/.

Turn in only your own work in your own words on all course assignments, including the quizzes. To do
otherwise is plagiarism and will not be tolerated. Plagiarism is reproducing (copying) material from any source
without changing the wording or phrasing of that source. This includes the course lectures and textbook.
Even if quotations are used it is still plagiarism because quizzes and exams are to be your own work, not the
work of someone else. Essays that are plagiarized will receive a zero for the question because they
demonstrate no knowledge of the material. On the second offense plagiarized responses will receive a zero
for the entire quiz. The third offense will result in an automatic F in the class. You would also be cheating
yourself of a valuable learning opportunity to get feedback on your comprehension of the material before the
exams.

Viewing results of quizzes and exams: After the due date for the quiz or exam has passed and the quiz or
exam has been graded, feedback will be made available through Canvas. You can see how you did on the quiz
or exam and what you missed by clicking on your score in the gradebook. The next screen shows when you
took the quiz. Click on your score again to open the quiz itself and view my comments on your work. The
gradebook is accessed by going to “My Grades” found under course tools in Canvas.

Exams: Exams are proctored, timed and only available for a limited time through Canvas (see
course schedule). You must arrange for a proctor in order to take the midterm and final exam.
The time limit for the midterm is 80 minutes, and 110 minutes for the final. Permission to take an
Exams are a mix of multiple-choice and essay questions. Exams are based on what we cover in lecture and do in lab. This means that if a topic in the textbook is not covered in the lectures, you will not be tested on it. Instead, the textbook is suggested as a resource to help you understand the lectures. Exams are closed book/closed note and you are not allowed to access the internet or any other part of the course in Canvas (such as the lectures) during the exam. The final exam is cumulative but most (~2/3) of the questions will be drawn from the material presented after the midterm.

Preparing for Quizzes and Exams: Take notes on the lectures, guided by the objective and review questions included with each lecture. Make sure your notes answer these questions. Then, practice, practice, practice for quizzes and exams until you are able to answer the objective and review questions in each lecture without help from your notes, the lectures, or the textbook. If you can answer the review questions without using your notes, the lecture slides, or textbook, you have mastered the material and will do well on the quizzes and exams. If you cannot, make sure you can do so before the quiz or exam if you want to do well in the class. When preparing for an exam also make sure to review your weekly quizzes. Post questions to the general discussion board.

Exam Proctoring Information: Proctored exams are necessary to ensure the integrity of assessments in courses such as GEO 102 where students are tested on the information provided in the course lectures. You must arrange for a proctor in order to access the exam. However, the proctoring process is straightforward and flexible.

First, identify a suitable proctor in your area and make an appointment directly with that person to take your midterm and final exam. Check the course schedule posted in Canvas once the term begins for the dates the midterm and final will be open in Canvas. Exams will be available for a minimum of three days and you may take the exam at any time during that window. Permission may be granted to take an exam on an alternate date in extenuating circumstances if arranged well in advance with the instructor.

Acceptable exam proctors include college or university testing centers, college or university instructors, public librarians, school teachers, administrators, or counselors, educational service offices on military installations, and work supervisors (if your employer is paying for you to take this course). Unacceptable exam proctors include co-workers, friends, and relatives. Students who can come to Corvallis can take their proctored exams during testing sessions provided by extended campus, while students elsewhere can use testing centers at their nearest university or community college (see list at http://ecampus.oregonstate.edu/services/proctoring/testsites.htm). Proctoring using a webcam is available through ProctorU, a pay service.

Once you have chosen your proctor and made an appointment with them, fill out the exam proctoring form at http://ecampus.oregonstate.edu/services/proctoring/. You will need to include the contact information for your proctor. This step is necessary so that ecampus can send your proctor the information for your exam, such as the access code. When you arrive for a proctored exam, your proctor will check you ID. You will then login to the course in Canvas, navigate to the exam, and your proctor will enter the password to open the exam. The exams in Canvas work the same way the quizzes do.
General Discussion Board: Please post questions about the course, labs, deadlines, content, etc. to the general discussion board if other students are likely to benefit from the answer to that question (otherwise, communicate with the instructor privately via email). I check the discussion board frequently and will reply by posting answers to your questions. This procedure allows the entire class to benefit from the questions and answers provided—chances are if you have a question others have the same question.

Other Questions? Contact your instructor by email (yalcinr@onid.orst.edu). Note: In past terms students have reported sending me emails from Canvas which I have not received. Students have also inadvertently sent emails to the entire class through Canvas that were best kept private with the instructor (such as grade concerns). For these reasons I have disabled the email feature in Canvas. Use your regular email account to send emails. My email address is on the first page of the syllabus and under “contacts” in the Canvas course menu.

Because this is an online class, all communication will take place via the Canvas discussion board (a public forum open to everyone in the class) or private email and/or communication directly between student and instructor. I will respond quickly to email or the discussion board, usually within the same day or first thing the next morning. Office hours or on-campus help is not normally available to ensure equal access for all students in the course regardless of where they are located. If you have found that face to face interaction is essential for you to succeed in a course, then you should not take this course online. GEO 101 is offered on-campus during the fall term each year.

Email: I will use your OSU ONID email address to contact you should the need arise, such as a problem with your quiz or lab. If you have not done so, set up your ONID email account using your OSU ID number and pin at http://onid.oregonstate.edu/docs/gettingstarted/signup.shtml. If you do not regularly check your ONID email account, set it to automatically forward emails to your preferred email address (see frequently asked questions on the ONID web page).

Responsibilities of Students and Instructor: Teaching and learning is a partnership between student and instructor. Both student and instructor have certain responsibilities in this partnership that they must fulfill for the teaching (what the instructor does) and learning (what the student does) to be successful. If either student or instructor fails to carry out their responsibilities in this partnership, the student will not be successful in the class. Following is a partial list illustrating these responsibilities.

Responsibilities of Instructor:

• Make clear statements of course and lesson objectives
• Provide course materials (lectures, readings, etc) directly related to these objectives and keep the course materials as current as possible with ongoing revisions and updates
• Provide assessments (quizzes, exams) and other graded activities (discussion, writing assignments, etc) that have clear connections to the course objectives and provide students different ways to demonstrate the degree to which they understand the content covered in the course
• Provide feedback on graded work that is both useful and timely
• Be accessible and available to students who ask questions
Responsibilities of Students:

- Be familiar with the course structure and the policies by which the course is taught
- Become personally invested in their education (time, money, commitment) and accountable
- Dedicate regular amounts of time to the class on an ongoing basis throughout each week
- Complete all assignments on time and always put forth their best effort. Review the results of graded work and learn from both successes and failures.
- Ask the instructor questions when clarification is needed

Netiquette and Acceptable Use Policy: The same standards of civility and conduct that apply in a classroom environment also apply to online courses. In this class, Canvas is our classroom and you must interact with your classmates and instructors through Canvas in the same way you would interact in a classroom. In particular, the Canvas discussion board is a place to ask questions, not post complaints. The instructor will moderate student-student communication on Canvas. Any discussion board posts that, in the instructor’s judgment, do not contribute to a productive learning environment or maintain classroom standards of civility will be removed. In such cases the instructor will either communicate with the student privately via email or refer the student to ecampus. If a student has acted in a disrespectful manner towards other students, the instructor may penalize that student’s discussion board grade. First offense will result in loss of participation points for that discussion board topic. Second offense will result in loss of participation points for that discussion board topic and all future discussion board topics.

All use of Canvas for communication, whether with the instructor or with other students, will be transparent and take place in a public forum open to all – the Canvas discussion board. Private or offline communication through Canvas is not allowed because Canvas is our classroom for an online class – as such discussions must be open and accessible to the entire class including all students and the instructor. If you have a question or concern that you are not comfortable sharing with the class, please email the instructor directly. Please be aware that students in past terms have had trouble using the Canvas email tool – messages were not sent or inadvertently sent to the entire class when the student clearly intended to communicate only with the instructor, for example regarding personal issues or grade concerns. To prevent these problems, the Canvas email tool is not available in this class – email me directly using your preferred email account. I will do the same if a need to communicate privately with an individual student arises.

EVALUATION OF STUDENT PERFORMANCE:
In the OSU online catalog, refer to AR 18 and AR 19 regarding assignment of grades.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS.
Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE:

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Telephone: 800-667-1465
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

**TUTORING**

For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- Writing Center
- Online Writing Lab

**STUDENT EVALUATION OF TEACHING**

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.