

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

We propose **Anth 360 Applied Anthropology – Understanding and Addressing Contemporary Human Problems** for inclusion in the Social and Cultural subcategory.

2. How will this course meet the specific learning objectives of the appropriate sub-category? Please address **all** of the learning outcomes listed for the appropriate subcategory.

- Analyze the development of self in relation to others and society.

Anth 360 Applied Anthropology uses anthropological perspectives to evaluate the consequences of decision-making about solving human problems on local and global scales.

- Examine diverse values that form civically engaged and informed members of society.

Anth 360 Applied Anthropology identifies and evaluates ethical principles and issues in applied anthropology. It examines professional and scientific responsibility, advocacy, human rights, indigenous rights, researcher rights, and proprietary rights in the context of civic and professional engagement.

- Evaluate solutions to real-world social and cultural problems.

Anth 360 Applied Anthropology uses anthropological perspectives to evaluate solutions to real-world social, economic, ecological, and technological problems.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

Anthropologists demonstrate a particular capability in helping to solve human problems through building partnerships in research and problem solving; acknowledging the perspectives of all people involved; focusing on challenges and opportunities presented by biological variability, cultural diversity, ethnicity, gender, poverty, and class; and addressing imbalances in resources, rights, and power. As a discipline, anthropology has a long tradition of studying human problems and providing knowledge to help solve them, but the field has grown considerably over the last decades. Today the majority of professional anthropologists, especially those with BA and MA degrees, are employed in applied fields outside academia. As a result, it is important that anthropology students learn about potential careers in applied anthropology. Because of the interdisciplinary nature and breadth of applied anthropology, it is important for students in disciplines as diverse as agriculture, biology, education, business, political science, criminology, recreation, and nonprofit administration to understand how anthropologists can contribute meaningfully to development projects, policy formation, emergency responses, and a myriad of other applied initiatives. The topics covered in the Applied Anthropology course connect with a variety of disciplines, making the course relevant to students across campus.

4. Please identify any prerequisites for this course.

Anth 360 Applied Anthropology does not have prerequisites/corequisites.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Upon successful completion of Anth 360 Applied Anthropology, students will be able to:

- distinguish the differences between academic and applied anthropology.
 - explore the diverse ways that anthropology is applied across the subdisciplines (cultural anthropology, biological anthropology, linguistic anthropology, and archaeology).
 - use anthropological perspectives to evaluate solutions to real-world social, economic, ecological, and technological problems.
 - use anthropological perspectives to evaluate the consequences of decision-making about solving human problems on local and global scales.
 - identify and evaluate ethical principles and issues in applied anthropology.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Beyond student grades, assessment of learning objectives in Anth 360 Applied Anthropology will be accomplished in two ways.

Pre/Post Testing. At the beginning of the semester, students will complete a values and ethics assessment in relation to real-world social and cultural problems. At the end of the semester, students will retake the assessment. The assessment will be comprised of up to 10 hypothetical scenario essay questions developed by the anthropology faculty. Achievement of learning objectives will be indicated by improvement in the pre/post assessment for a majority of the students.

Concepts Assessment. At the end of the semester, students will complete an in-class assessment of their understanding of fundamental concepts related to course objectives. The assessment will be comprised of up to 20 multiple choice questions developed by the anthropology faculty. Achievement of learning objectives will be indicated by passing scores on the concepts assessment by a majority of the students.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Anth 360 Applied Anthropology provides a summative learning experience because students will use practical and intellectual skills gained in *Foundations* coursework to understand and evaluate the ways in which anthropology addresses contemporary human problems. In written assignments, class discussions, and class projects, students will

- write and speak clearly and effectively about anthropological terms and concepts and applied anthropology case studies;
- analyze and evaluate statements, assumptions, and conclusions about public policy formation and implementation;
- analyze and evaluate primary and secondary applied anthropology sources;

- critically evaluate different types of evidence about contemporary human problems and potential solutions;
- critically evaluate and interpret statistical data about impacts of and solutions to contemporary human problems;
- critically evaluate differing perceptions of diversity and the impact of those perceptions on public policy formation and implementation related to contemporary human problems;
- construct informed, ethical arguments about public policies for addressing contemporary human problems; and
- apply knowledge and methods of applied anthropology to address contemporary human issues in the local community.

8. How many sections of this course will your department offer each semester?

The Department of Folk Studies and Anthropology plans to offer at least one section of Anth 360 Applied Anthropology per year. Depending on student interest and demand, as well as faculty course rotations, the department may increase the number of sections offered each year.

9. Please attach sample syllabus for the course. **PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**



ANTH 360 Applied Anthropology – Understanding and Addressing Contemporary Human Problems

Dr. Darlene Applegate • Spring 2014

FAC 239 • MWF 9:10-10:05 am

The printed syllabus distributed in class and posted on Blackboard is the official syllabus for the class and supersedes other syllabi available electronically, such as on Topnet.

Instructor Contact Information

Please call me Prof. Applegate, Dr. Applegate, or Dr. A.

Email: darlene.applegate@wku.edu *I do not check email on weeknights or weekends*

Office: Fine Arts Center FAC 280 270-745-5094

Course Objectives

Applied anthropology is the use of anthropological knowledge, methods, and theories to address contemporary human problems throughout the world. All subdisciplines of anthropology – cultural anthropology, linguistic anthropology, biological anthropology, and archaeology – have applied aspects. Anthropologists demonstrate a particular capability in helping to solve human problems through building partnerships in research and problem solving; acknowledging the perspectives of all people involved; focusing on challenges and opportunities presented by biological variability, cultural diversity, ethnicity, gender, poverty, and class; and addressing imbalances in resources, rights, and power. As a discipline, anthropology has a long tradition of studying human problems and providing knowledge to help solve them, but the field has grown considerably over the last decades. Today the majority of professional anthropologists, especially those with BA and MA degrees, are employed in applied fields outside academia. Applied anthropologists collaborate with professionals in many other disciplines.

ANTH 360 Applied Anthropology – Understanding and Addressing Contemporary Human Problems examines the history and development of applied anthropology emphasizing identification of and solutions to social, economic, ecological, and technological problems. Upon successful completion of ANTH 360 Applied Anthropology, students will be able to:

- distinguish the differences between academic and applied anthropology.
- explore the diverse ways that anthropology is applied across the subdisciplines.
- use anthropological perspectives to evaluate solutions to real-world social, economic, ecological, and technological problems.
- use anthropological perspectives to evaluate the consequences of decision-making about solving human problems on local and global scales.
- identify and evaluate ethical principles and issues in applied anthropology.

Course Materials

Students are expected to regularly access course materials, readings, assignments, announcements, and grades on the **course Blackboard site** at <https://ecourses.wku.edu/webapps/portal/frameset.jsp>. Students who have not used

Blackboard previously must complete online tutorials available on the WKU IT Academic Technology web site at <http://www.wku.edu/infotech/index.php?page=445>.

There are **two required textbooks**. One is John H. Bodley's *Anthropology and Contemporary Human Problems* (2012, 6th edition, Rowan and Littlefield Publishing, ISBN 978-0759111387). The other is Alexander Ervin's *Applied Anthropology: Tools and Perspectives for Contemporary Practice* (2004, 2nd edition, Pearson, ISBN 978-0205414093). They are available for rent at textbooks.com and amazon.com, and Bodley is available for Kindle on amazon.com. **Additional required readings** are case studies on applied anthropology, which are available as pdf documents on the course Blackboard site.

Course Schedule

Every attempt will be made to adhere to the following schedule, but I reserve the right to make adjustments as necessary. Changes to the course schedule will be announced in class.

WEEK	TOPICS / ASSIGNMENTS	READINGS
1	Applied Anthropology and Academic Anthropology History and Current Status of Applied Anthropology	Ervin Chapters 1-2
2	Anthropological Perspectives on Contemporary Human Problems	Bodley Chapters 1, 8
3	Ethics in Applied Research and Practice	Ervin Chapter 3
4	Policy Analysis and Practice in Applied Anthropology	Ervin Chapters 4-7
5	Midterm Exam 1 Human Dimensions of Global Environmental Change and Consumption	Bodley Chapters 2-3; Ervin Chapter 9
6	Human Subsistence and Sustainability	Bodley Chapters 4-5
7	Spring Break	
8	Garbology Project	Rathje and Murphy (2001)
9	Community Health and Population Problems	Bodley Chapter 6
10	Midterm Exam 2 Cultural Heritage, Identity, and Self-Determination	Bee (1992)
11	Human Rights, Social Injustice, and Conflict	Bodley Chapter 7
12	Community Project	
13	Business and Corporate Anthropology	Jordan (2002)
14	Educational Anthropology	Spindler (2000); Reagan (2005)
15	Communication and Advocacy Careers in Applied Anthropology	Ervin Chapter 10, 16, 17 Gwynn (2003); Sabloff (2000)

16	Final Exam	
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Course Information

Applied Anthropology is a three-credit-hour lecture course. There are no prerequisites for the course. The course is appropriate for all anthropology majors/minors regardless of concentration. The course counts as an upper-level elective in the anthropology major or minor. The course is relevant for students in other majors/minors. Because of the interdisciplinary nature and breadth of applied anthropology, it is important for students in disciplines as diverse as agriculture, biology, education, business, political science, criminology, recreation, and nonprofit administration to understand how anthropologists can contribute meaningfully to development projects, policy formation, emergency responses, and a myriad of other applied initiatives. [The course fulfills the Connections – Social and Cultural requirement of the Colonnade program.]

Assignments

Following is a list of assignments for the course. The syllabus and the Blackboard course site provide additional descriptions of the assignments. Students should keep track of their grades on the assignments and track their progress toward their target grades. Though unlikely, the instructor reserves the right to add or eliminate assignments during the course of the semester. If this is necessary, the instructor will announce assignment revisions in advance during class. **There are no extra credit opportunities in this class.**

<i>Assignment</i>	<i>Points</i>	<i>Grades</i>
Midterm Exam 1	100 points	_____
Midterm Exam 2	100 points	_____
Garbology Project	125 points	_____
Community Project	125 points	_____
Writing Assignments	150 points	_____
Class Discussions	100 points	_____
Attendance	105 points	_____
TOTAL	805 points	

General Expectations

The educational endeavor is a two-way street. To insure a productive and stimulating learning environment, students and instructors must meet certain expectations.

I expect students to be aware of the provisions set forth in this syllabus. I expect students to bring the syllabus to every class meeting and to make any changes to the syllabus announced during class. I expect students to review the information in the syllabus on a regular basis.

I expect students will attend class regularly, prepare for each class, behave appropriately in class, participate meaningfully and respectfully in class, and ask questions. I expect students will follow directions for completing assignments and complete assignments on time.

In this course I frequently use email to communicate with students. I expect that each student has and regularly checks his/her WKU email account on weekdays. Students who prefer to use non-WKU email accounts should

use Topnet to set their WKU accounts to forward messages automatically to an account that they do check regularly. I expect students to keep adequate empty space in their mailboxes to receive important class messages.

I expect students will monitor their performance and seek assistance when needed. Students needing assistance with this course or general academic issues should contact me during office hours.

Students should expect from me organized presentations, current information on course subjects, thoughtful evaluation of assignments, timely return of graded assignments, access during office hours, and guidance in completing course requirements.

Please come see me if you have any concerns during the semester.

Student Academic Support Services

In addition to seeking my assistance, there are several student academic support services on campus. **The Writing Center** in Cherry Hall 123 provides students with assistance at all phases of the writing process, from brainstorming ideas to editing. The staff will provide feedback to students in person and by email. Visit The Writing Center website at www.wku.edu/writingcenter or call 270-745-5719 for hours of operation, appointments, and more information about services.

The Learning Center (TLC), located in Downing University Center A330, provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area with computer lab. TLC has four satellite locations, each of which has a quiet study area and small computer lab, in Fine Arts Center, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For hours and additional information, call 270-745-6254, visit www.wku.edu/tlc, email tlc@wku.edu, or stop by any of the TLC locations.

WKU Libraries offers a **Personal Librarian** service to students. Personal librarians are available for every program on campus, including Special Collection librarians and archivists. The goal is to save students time and help students be successful on term papers and research projects. Personal librarians show students what they need to know to get started and be successful. To schedule an appointment with a Personal Librarian, visit http://www.wku.edu/library/dlps/subj_lib_subject.php, call Helm-Cravens Reference at 270-745-6125, or email web.reference@wku.edu.

Students needing assistance with Blackboard should consult **Blackboard Help** online at bbtools.wku.edu/bbhelp or contact the **WKU IT help desk** at www.wku.edu/infotech or 270-745-7000.

Attendance Policies and Attendance Grade

According to the university attendance policy, “registration in a course obligates the student to be regular and punctual in class attendance. ... When a student is absent from class because of illness, death in the family, or other justifiable reasons, it is the student’s responsibility to consult the instructor at the earliest possible time. ... Students who cease attending class are expected to report to the Office of the Registrar to initiate withdrawal procedures” (WKU 2012-2013 Undergraduate Catalog, p. 31).

The instructor tracks class attendance using **daily sign-in sheets**. Students are responsible for making sure they sign the attendance sheet each day. Students who are present but fail to sign the attendance sheet are recorded as absent. Punctual arrival to class is expected. Students who arrive to class late are responsible for any information they missed, including course announcements. In case of **weather emergencies**, visit the WKU web site at www.wku.edu for official information and announcements about class delays or cancellations.

In this class there are **two components of class attendance**: being present for class sessions *and* participating during those class sessions. Regarding the latter, I expect students to pay attention to the instructor, take notes on class content, complete in-class assignments, listen to other students' questions and comments, and respect others in the classroom. Students who sleep, do homework for other classes, hold personal conversations, treat others disrespectfully, use cell phones, and misuse laptops are *not* attending to class and their attendance grades will be reduced accordingly. Excessive absences and/or non-attending during class will result in poor academic performance in this course.

Attendance accounts for a total of **105 points** of the final course grade. During the semester, students earn **2.5 points for each class session**, if they are present for the entire session and they attend to course activities during the class session (2.5 points x 42 sessions = 105 points). Students will **lose up to 2.5 points for each unexcused absence and/or incidence of non-attending during class**. In addition, **students cannot make-up in-class assignments, including exams, missed because of an unexcused absence**.

Excused absences do not result in grade reductions. However, the attendance grade will be pro-rated for a student with excused absences. For example, a student with three excused absences and no unexcused absences will receive an attendance grade of 97.5/97.5; a student with one excused and one unexcused absence will receive an attendance grade of 100/102.5. **In order for an absence to be excused**, students must meet all of the following three requirements.

1. The excuse must be a **legitimate reason** for missing class. Legitimate excuses include serious illness, death in the family, University-sanctioned activities, out-of-town job interview, jury duty, religious holidays, and, for commuter students, serious inclement weather. Non-legitimate reasons for missing class include but are not limited to chauffeuring friends, airplane reservations, family celebrations, meetings with other professors or advisors, work, and unsanctioned University activities.
2. Students must provide the instructor with an original or a xeroxed copy of **written documentation** for the absence, which the instructor will retain with the attendance sheets.
3. Students must submit written documentation **at the next class meeting** after the absence.

If you are absent from class, it is your responsibility to find out in a timely manner what you missed. You are responsible for learning the material you missed. If you are absent on a day when an assignment is due, even if it is an excused absence, it is your responsibility to insure that you submit the assignment on time.

“Students who, without previous arrangement with the instructor or department, fail to attend the first two class meetings of a course meeting multiple times per week or the first meeting of a class that meets one time per week **MAY** be dropped from the course [by the instructor]” (WKU 2012-2013 Undergraduate Catalog, p. 29).

According to university policy, “an instructor who determines that a student’s absenteeism is inconsistent with the instructor’s stated policy should either counsel with the student or request that the Academic Advising and Retention Center arrange a counseling session with the student. Excessive absenteeism may result in the instructor’s dismissing the student from the class and recording a failing grade, unless the student officially withdraws from the class before the withdrawal deadline” (WKU 2012-2013 Undergraduate Catalog, p. 29).

Further, students who stop attending class **BEFORE** the 60% point of the semester will be assigned an FN grade. Students receiving federal financial aid and receiving an FN grade may be required to return some or all of the financial aid. If a student does not attend class regularly, does not satisfactorily complete course requirements, and does not withdraw by the scheduled date, I will drop the student from the class or assign a failing (F or FN) grade.

There is information about attendance policies for exams and other assignments elsewhere in the syllabus.

Due Dates

Two of the skills I expect that students will exhibit in college are time management and responsibility. Therefore, I expect that students will submit all assignments at the beginning of class on the days they are due. **Be warned that I will not accept/grade assignments submitted after the due dates, even if you have an excused absence on the day an assignment is due; no exceptions.**

If you cannot be in class on a day when an assignment is due, you must submit the assignment early or have another reliable person turn it in on time. Students who need to submit assignments early and cannot find me on campus may leave them in the department office (FAC 237) and must have an office associate (*not* the department head) initial the assignment with the date and time of submission. Do not slide assignments under my office door or leave them in my departmental mailbox without a date/time stamp and initial.

Under unusual circumstances, students may **petition for an extension** of the due date for an assignment. The instructor reserves the right to deduct points on assignments that are submitted on extension. Extensions will be considered only if all of the following requirements are met.

1. A **written request** for an extension, explaining a **legitimate reason** why extra time is needed, must be submitted to the instructor. (Computer failure, work schedules, extracurricular activities, and an overload of work in other classes are examples of unacceptable reasons for requesting an extension.)
2. The student must meet with the instructor **at least three business days** before the due date to submit and discuss the written request. If the extension is granted, a new date will be established.
3. The student must complete the assignment by the **new due date**.

Grading Procedures

The instructor assigns **numerical grades** (not letter grades) for each assignment. If **curving** is necessary, I curve individual assignments, typically by adding points to the numerical grade earned by each student.

The instructor calculates the final course grade by dividing the points earned by the total points possible. I then convert this percentage into a letter grade using a **10% scale**: A (90-100%), B (80-89%), C (70-79%), D (60-69%), and F (less than 60%). I do not curve final course grades. In *some* cases, I may assign students with **borderline percentages** (within one percentage point) the higher grade based on class attendance, class participation, improvement, and/or attitude.

Exams/Tests and Testing Policies

Two midterm exams and one final exam are scheduled over the semester. Exams cover material presented in lecture, readings, projects, assignments, presentations, and videos. Each exam is worth **100 points**, is **open book** format, and consists of **essay questions**. Grading criteria for exams include demonstrated understanding of course content, synthesis of course materials, incorporation of required readings, and information organization.

I expect students to arrive on time for tests. To insure timely arrival, I suggest that students set two alarm clocks (one battery operated), have a friend call, and leave home early enough to beat traffic and find a parking space. **In the case that a student is excessively late in arriving to take an exam, the instructor reserves the right to deny that student the opportunity to take the exam with no possibility of a make-up. If a student arrives late to an exam and other students have already completed and turned in their exams, I will not allow the tardy student to take the exam and I will not give a make-up exam.**

In compliance with university policy, **students with disabilities** who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A200. The OFSDS telephone number is 745-5004 or 745-3030 V/TDD. Please do not request accommodations directly from

me without a letter of accommodation from the Office for Student Disability Services. Students should inform me in writing of accommodation needs **at least three days in advance of each scheduled test date**.

Full attendance on exam days is expected. However, the following policies will apply in those special cases when a student has a legitimate and documented reason for missing a scheduled exam.

Early exam policy: Students who know they will be absent from class on an exam date for a legitimate reason (University-sanctioned activity, out-of-town job interview, jury duty, religious holiday) must make arrangements at least three days before the scheduled test to take the exam early. The student must submit written documentation of the reason for missing the test and a written request for an early exam. Early exams are scheduled at the instructor's convenience.

Make-up exam policy: The instructor may permit students who miss a lecture exam because of unexpected and unavoidable circumstances to take a make-up exam. Make-up exams may be a different format from regular exams. All make-up exams are scheduled at the instructor's convenience. The instructor will allow make-ups for missed lecture exams only if a student meets all of the following **three requirements**:

1. The **student notifies** the instructor is **at least 24 hours** before the exam time. If you cannot reach me directly, leave a voice-mail message or send an email.
2. The absence occurs for a **legitimate and unplanned reason**, such as serious illness, family death, or auto accident.
3. The student provides **written documentation** of the absence.

Exams are typically handed back within one week following the exam. Students who are absent when exams are returned and who want to pick up their exams must do so during the instructor's office hours.

Class Projects

Students will work in small groups to contribute to two class projects, one on **garbology** and one on **community anthropology**. Though time is allotted during the class session to work on the projects, the projects will require that students complete additional work outside of class time.

Students will earn three grades for each class project. The **fieldwork** component is worth **50 points**. This is an individual grade; in other words, each student will earn a grade based on his/her contributions to the fieldwork. Students will **evaluate** the performance of the other students in his/her group. The evaluation is worth **25 points** and is an individual grade. Each group will prepare a **written report** for the garbology project and an **oral presentation** for the community anthropology project. The report and presentation will summarize the results of the group's contributions to the project. The report/presentation is worth **50 points** and is a group grade.

Writing Assignments

Students will select **three case studies** on applied anthropology and prepare **evaluative papers** on each case study. For each paper, students will describe and evaluate the goals, methodologies, policy issues, ethical issues, and assessment of the project or initiative. Students will apply course content in the critical evaluations of the case studies. Students will complete one case study for each unit of the course. Each paper is worth **50 points**.

Class Discussions

To supplement the textbooks, assigned readings focus on case studies in applied anthropology. Students are expected to complete all the required readings and **contribute to class discussions**. Each student is expected to prepare a summary, develop discussion questions, and **lead the class discussion** for one of the case studies on which he/she prepared an evaluative report (see above). The class discussion grade of **100 points** will be based on

student performance in leading the discussion on a reading and contributing to class discussions throughout the semester.

Academic Dishonesty

“The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature” (WKU 2012-2013 Undergraduate Catalog, p. 28).

The instructor will deal with academic dishonesty, including cheating and plagiarism, in accordance with University policy. “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal” (WKU 2012-2013 Undergraduate Catalog, p. 28). **The instructor will bring sanctions against any student who perpetrates academic dishonesty.** Students are responsible for understanding what constitutes cheating and plagiarism; I provide the University descriptions below.

Regarding **cheating**, “no student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project that is submitted for purposes of grade determination” (WKU 2012-2013 Undergraduate Catalog, p. 28). **Cheating includes the use of assignments completed by other students** in this class during current or previous semesters.

“To represent written work taken from another source [book, journal, web site, lecture, lab, or other source whether it is prepared by the instructor, a guest speaker, or a classmate] as one’s own is **plagiarism**. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism” (WKU 2012-2013 Undergraduate Catalog, p. 28).

Note-Taking Policies

An accurate and complete set of lecture notes is important for performing well in this class. Many topics covered in class are not in the readings, so lecture is the only source for information on such topics. Suggestions for taking good notes include pre-reading, pre-class preparation, listening for clue words, taping lectures, comparing notes with other students and/or the text book, rewriting and reorganizing notes, and asking the instructor for clarification in class or during office hours. See the instructor for more specific note-taking strategies.

Audio tape recording of lectures for the purpose of improving note-taking is permitted only when a written request is made to the instructor and when prior consent is given by the instructor. The instructor reserves the right to revoke permissions for tape recorder use during class.

Some students may want to use personal laptop computers during class sessions. Laptop use is permitted only for the purpose of improving notetaking. **Students who want to use a laptop are required to sign and adhere to a formal written contract with the instructor.** A student is permitted to use a laptop during class only so long as it is not distracting to other students. Each student using a laptop during class must email the instructor the notes he/she recorded at the end of *each* class session to ensure he/she is using the laptop for note-taking and not other tasks. **The instructor reserves the right to revoke permissions for laptop use during class.**

The instructor considers lecture material (like any other course material) to be intellectual property. Students who enroll in this class are entitled to use this material for their personal education. **Students are not to sell lecture notes** and other class materials to other students or to note-taking services, online or otherwise; such action constitutes copyright infringement and will be prosecuted.

Classroom Behavior

University policy states “a professor has the authority to determine acceptable classroom conduct for his or her students as long as those decisions do not infringe on the student’s rights. Disruptive classroom behavior may also

be considered unruly conduct” (WKU 2012-2013 Undergraduate Catalog, p. 330). Accordingly, the instructor expects that all students will **exhibit appropriate behavior** during class sessions. This means that students will not sleep, read, talk with others, or work on other assignments during class. Students should interact respectfully with others in the class. **Students with electrical devices (e.g., cellular phones, pagers) must turn them off** before the start of each class and **store them out-of-sight**, unless students make prior arrangements with the instructor. **Inappropriate classroom behavior will result in a reduction of the attendance grade, confiscation of electrical devices, and/or expulsion from the class.**

Syllabus Modifications

The printed syllabus distributed by the instructor is the official contract with students in this course. Information in the printed syllabus supersedes information on any electronic versions of the syllabus. The instructor reserves the right to modify anything in the printed syllabus, with prior warning via an in-class announcement, during the course of the semester. Students are responsible for being apprised of any such modifications and for recording such modifications on their syllabi.