Appendix A
Syllabus Guidelines and Samples

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/-uaf-syllabus-requirements/
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

Syllabus CHECKLIST for all UAF courses
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).
2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.
3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.
4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and Description in syllabus must be consistent with catalog course description.
5. Course Goals (general), and (see #6)
6. Student Learning Outcomes (more specific)
7. Instructional methods:
   - Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).
8. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.
9. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.
10. Evaluation:
   - Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of “C” and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for “C”:
11. Support Services:
   - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.
12. Disabilities Services: Note that the phone# and location have been updated.
http://www.uaf.edu/disability/ The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.
   - State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Note: Optional Title IX syllabus statement may be used. See
http://www.uaf.edu/oee/oee-statement/

07/28/2015
Guidelines for the Stacking of 400 / 600 level courses:

400 level (senior) courses may be double-listed (stacked) as 400/600. The 600 level version of the course must require additional student effort, such as a seminar or a term paper, to reflect the greater acuity that we expect from graduate students.

In the case of 400/600 level stacked courses, graduate standing or permission of the instructor is required for graduate enrollment and a higher level of effort and performance is required on the part of students earning graduate credit.

The additional effort required for higher level credit must be clearly spelled out in the course syllabus. This reduces the opportunity for later conflicts by providing students with a clear understanding of the differences in requirements and grading. This will be given serious consideration in the approval process for such courses.

It is impossible to offer identical courses simultaneously at two different levels. We use stacking because it helps with course enrollment problems, but the challenge is to create something that’s not simply one level between 400 and 600. We recognizing that the design of a 400/600 ‘stacked’ course requires compromises to create content that challenges graduate students while remaining accessible to undergraduates. We offer the following guidelines to help you prepare such a course and to provide the UAF Faculty Senate committees with sufficient information to enthusiastically endorse what you’ve created.

The creation of two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. We encourage at least weekly, if not daily, differences in reading assignments, homework assignments, meetings with students, and other class activities. Only adding an extra term paper to the graduate section of a stacked course is unlikely to transform an undergraduate class into a graduate class. Such an extra paper, however, can be part of a systematic difference between the two versions.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the CRC and GAAC are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do.

Stacking policy may be found in the UAF Catalog in the section titled “How to Read Course Descriptions”

Stacking policies were developed at Faculty Senate Meeting #123 (May 3, 2004); Meeting #77 (February 9, 1998); and Meeting #47 (February 14, 1994). Stacking policy and issues were discussed at Meeting #173 (March 7, 2011) and discussion notes are contained in the minutes for that meeting.
Sample Syllabus: Lecture Course (3+0)

Example UAF Graduate Course Syllabus, approved by 2011-12 GAAC.
[Many thanks to Dr. Orion Lawlor and the 2011-12 committee members for their work on this sample syllabus.]

Follow this checklist: http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/

EGG 637: Omelet Design and Fabrication

3 credits
Held in Lola Tilly room 001
Meets 7:00-8:00am MWF
Prerequisites: EGG 601 (Molecular Gastronomy), CHEM 451 (Biochemistry--Metabolism)
Course website: http://www.egg.uaf.edu/~bork/2012/egg637/ (and see also Blackboard)

Instructor: Dr. Sven Börk
Office: Lola Tilly room 002
Office hours: 8:00-11:00am MWRF
Telephone: 1 907 474-1800
Email: borkbork@yahoo.com

Recommended readings: The Breakfast Book, Cunningham & Cameron, 1987, Knopf
Required Supplies: griddle, non-stick skillet, whisk (eggs & butter will be covered by course fee)

Course Description
From the course catalog:

EGG F637 Omelet Design and Fabrication
3 Credits Offered As Demand Warrants
This is a graduate level course in the design, analysis, and synthesis of the beaten-egg cooked foodstuff known variously as an omelet or omelette. Prerequisites: EGG 601 and CHEM 451.

This is a required core course in the Master of Egg degree program, but can be taken as an elective by interested graduate students in related fields. In addition to basic cooking knowledge, a detailed understanding of molecular gastronomy (EGG 601) and metabolic foodstuff processing (CHEM 451) is required to understand the relationships between chemical transformations and crispiness.

Course Goals
Generally, we will cover the detailed molecular transformations obtained in beating and frying eggs, primarily the effect of anhydrous heat on eggs and yolk, and the determination of the optimal trade-off in cooking times, from blackened Cajun style through tepid and runny.

Student Learning Outcomes
After completing this course, students will be able to:
- Explain how heat denatures protein chains in egg yolk and whites.
- Explain the effect of glucose-6-phosphate dehydrogenase on ingested lipids.
- Use this knowledge to cook a truly spectacular omelet.

Instructional Methods
The course is primarily lecture based, although in-class cooking assignments will be required weekly, and each month students will write a scientific paper. We will occasionally perform X-ray refraction spectrometry and NMR laboratory analysis in the XRF lab Reichardt 167.

Course Calendar (tentative)
4. Week 4: Analysis paper in-class minireviews, analysis paper 1 final version due.
7. Week 7: Course review, midterm omelet, and post-exam review.
8. Week 8: Dairy group omelet additions. Synthesis paper 2 final version due. Last day to withdraw.
   Analysis paper 3 topic due.

Course Policies
Prompt attendance is required, and forms a small part of your grade. If you are not able to attend, or arrive after the
class’s start time, you must PREPARE A DETAILED WRITTEN EXPLANATION and hand deliver this to me.
Polite participation in in-class discussions is also required.

Late assignments and homeworks normally receive no credit. You must attend exams on time. At my discretion, I may
allow late work without penalty when due to circumstances beyond your control, such as your death.

Everything you turn in must be your own work--violations of the UAF Student Code of Conduct will result in a
minimum penalty equal to THAT ENTIRE SECTION OF YOUR GRADE (for example, one plagiarized omelet will
negate an otherwise perfect grade on all omelettes). However, even substantial reuse of other people's work is fine and
not plagiarism if it is clearly cited; you'll be graded on what you've added to others' work.

In extraordinary circumstances, such as an ice storm or infectious disease outbreak, classes may be held on
Blackboard/Elluminate Live.

Evaluation and Grading Policies
Your grade for the written assignments will be based on the clarity of your logic and prose, use of proper formatting for
the paper and references (APA style), and comprehensiveness. Grade “A” papers present a clear, comprehensive, and
convincing scientific argument in a lucid and engaging fashion; these papers are publication ready. Grade “B” papers
may contain the occasional non-sequitur phrase, or miss a minor technical point; these papers may need some revisions
to be accepted for publication. Grade “C” and below papers have glaring typographical or technical errors, or miss
important topics, and would not be accepted for publication by a reputable journal. “Analysis” papers relate laboratory
measurements to the current literature on understanding food composition and contents, while “Synthesis” papers
describe integration of known methods from current literature into your own cooking style.

Your grade for cooking assignments will be determined as a equally-weighted combination of taste, texture, presentation,
and detailed lab results from gas chromatography and nuclear magnetic resonance analysis. Neither written nor cooking
assignments are graded on a curve, except in unusual circumstances.

Your understanding of gastronomic theory, and your ability to reduce this to practice will be evaluated using this
combination of these factors:
● 20%: Two synthesis papers, in October and December.
● 25%: Midterm omelet, prepared during the midterm exam in October.
● 20%: Two analysis papers, in September and November.
● 25%: Final omelet, prepared during the final exam period.
● 5%: In-class cooking assignments.
● 5%: Attendance and class participation.

This percentage score is transformed into a plus-minus letter grade via these cutoffs:
The grades “B-”, “C-”, “D-”, “F+”, and “F-” will not be given. “A+” is reserved for truly extraordinary work. At my discretion, I may round a grade up if it is near a grading boundary. The EGG department has a policy that a graduate course cannot count toward a graduate degree with a grade of C- or below, and an undergraduate course cannot count toward a graduate degree with a grade of B- or below.

Support Services
The EGG department maintains an eating lab in Lola Tilly room 001, staffed from 7:00am-8:00pm. There is an organic chemistry student study group that may be helpful; contact information will be provided on the first day of class.

I will work with the UAF Office of Disability Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.
Sample Syllabus: Lecture Course (3+0) with some distance elements of delivery.

The following is used with permission:

**SPANISH 311: Advanced Spanish Composition**

**Prerequisites:** SPAN F202 or equivalent* (see below); or permission of instructor.

**Instructor:** Timothy Wilson  
**Email:** tim.wilson@alaska.edu  
**Office:** 606C Gruening  
**Phone:** 474-5463  
**Office hours:** T Th 2-3 and by appointment

**COURSE MATERIALS**

Text is available through CDE:  
*Composición: Proceso y Síntesis* (Paperback). By Valdés, Dvorak, Hannum and Angelelli  
**Publisher:** McGraw-Hill Companies; 5th edition (December 2007)  
**ISBN:** 0073513148

**DESCRIPTION**

This advanced Spanish class builds on the general Spanish communication skills that students gained at the 100 and 200 level. Along with other 300 level classes, such as grammar, conversation and reading, this class targets a specific skill: writing in Spanish in various formal and informal styles. A number of writing assignments of different types and levels will focus on vocabulary and stylistic issues in order to sharpen and improve students’ writing skills. This distance learning web-based course will be conducted in Spanish.

**COURSE OBJECTIVES**

**Course goals**

- Become familiar with the format and purpose of various types of writing
- Learn important vocabulary that is often particular to written communication
- Become aware of issues that hinder effective communication
- Review certain grammar points that often cause difficulty in writing

**Expected student learning outcomes**

- Students will be able to effectively express themselves in a number of different genres in Spanish, choosing from among them depending upon their intended purpose
- Students’ increased vocabulary will allow them to write with more sophistication and elegance
- Students will have a new awareness of their target audience and of the register appropriate to each genre
- Students will be able to avoid some linguistic pitfalls of the typical language learner and thus write with more clarity.

*Prerequisites: Students **must** have taken SPAN 202 at UAF; or have transfer credit from another university; or have AP credit. If you don’t have any of these, you **MUST** take the CLEP test and receive a score of 62 or above. You can receive up to 16 UAF credits by taking the Spanish CLEP test.

To take a CLEP test, visit:  
**Testing Services Office**  
207B Gruening  
474-5277  
www.uaf.edu/testing/  
**hours:**  
Mon/Wed/Thurs 1pm or 3pm  
Tues/Fri 9am or 11am  
or call for appointment.  
**Cost:** $90

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INSTRUCTIONAL METHODS SPECIFIC TO DISTANCE LEARNING

Language learning, like language use, often takes place in a group, and rightly so; a language is not a set of facts you learn, but a skill you practice, and it is normally practiced with others. However, a few aspects of language learning, such as the honing of grammar and writing skills, are more individual pursuits and lend themselves best to individualized study.

For that reason, the subject matter of this course is very well fitted to its medium; students will work independently on individual projects of writing, and interaction with the instructor will be on a one-on-one basis through Blackboard. You will complete assignments and send them to me; I will give you constructive feedback and return it to you for more individual work. You can expect to have some one-on-one conferences with me, either in person, over the phone, or through email. At the same time, the nature of this course (distance learning) also has its challenges: students necessarily must be self-motivated and conscientious about the timely completion of tasks if they are to be successful.

TIME CONSIDERATIONS

As stated, because this is a distance-delivered course, we will not meet as a class. You can expect to spend much of your time working on your own (doing the reading assignments, doing homework and writing and rewriting essays), and some time corresponding and conferencing with me. This is a 3-credit course, which means that you should expect to spend at least 126 hours on this course over the semester (the standard equation is that a 3-credit course meets for 42 hours and the student should spend twice that many hours working out of class= 126 hours). To put it more plainly, please be prepared to spend 9 hours PER WEEK working on this class. Another rule of thumb is that at this level, you can expect to spend about three times as long reading or writing in Spanish as you would on an equivalent assignment in English (or your first language). So if it takes you two hours to write a short paper in English, don’t be surprised if it takes you six or more in Spanish!

TIME ISSUES THAT ARE SPECIFIC TO DISTANCE LEARNING

As with any class, my general goals for students are 1) that you learn and are enriched, and 2) that you receive credit so as to make good progress toward completion of a degree. Neither of these goals can be reached if you do not fulfill the requirements of the class and complete the assignments. However, this may be more difficult than you think; a class such as this, which requires individual responsibility and independent work habits, can be a challenge for many people. For this class, you will need to complete and submit work every week; there is no way to wait til the end of the semester and submit it all at once. For that reason, please be honest with yourself—if you think you cannot be disciplined enough to follow the schedule for coursework on your own, be advised that you probably will not pass.

To help keep you on track, I have a late assignment policy in place: grades for assignments submitted after the due date will be lowered by 10% per day that they are late, up to 50%. Furthermore, since not keeping up with coursework significantly increases the likelihood of failure, if you are inactive for 3 weeks, I will consider withdrawing you from the class, to avoid your having to receive a failing grade.

Although there are no mandatory conferences with the instructor, this course relies heavily on communication with me, the instructor, through Blackboard and email. Please be prepared to have interaction with me several times per week. If you have any questions about the course, don't hesitate to contact me.

INSTRUCTIONAL RESOURCES

There is a language lab located on the 6th floor of the Gruening Building, open M-F from 8:00-5:00. If you are on the UAF main campus, you can take advantage of our computers, software, study space and tutors.
GENERAL COURSE POLICIES

Assignments
- Assignments should be submitted as a MS Word or similar document, and sent as an attachment to the electronic dropbox on Blackboard. If you have any trouble, you could also send it to me in an email.
- The schedule for submission of work must be adhered to—late work will be docked points. If there is a reason why you won't be able to stick to the schedule, please let me know and we'll see if we can work something out. Early submission is okay, late is not. I cannot and will not accept an entire semester's worth of work in the final weeks of the semester.
- Guidelines for how to make Spanish diacritical marks are with your assignments. Accent marks are important: tomo and tomó are different words, and if you get the accent wrong, the word is wrong.
- Assignments will be graded according to the guidelines laid out in this syllabus. See “WRITING ASSIGNMENT GUIDELINES AND GRADE CRITERIA” below.
- The work you hand in must be yours alone. Please see “Student code of conduct” below.
- I am available for help, tutoring or questions—please contact me!

Students with disabilities. UAF makes appropriate accommodations for individuals with disabilities that have been documented by the Office of Disability Services (208 Whitaker Building, 474-5655). Students with learning or other disabilities who may need special accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me or contact me so that I can collaborate with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

Student support services. UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at 474-2644.

Student code of conduct. As a UAF student, you are subject to UAF’s Honor Code:

"Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violation of the Honor Code may result in suspension or expulsion." 

EVALUATION

Components of the Final Grade and weight by percentage

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Homework (6)</td>
<td>25%</td>
</tr>
<tr>
<td>Thesis statements (3)</td>
<td>10%</td>
</tr>
<tr>
<td>First drafts (6)</td>
<td>25%</td>
</tr>
<tr>
<td>Final drafts (6)</td>
<td>40%</td>
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Departmental grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-60</td>
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</tbody>
</table>
COURSE ORGANIZATION AND CALENDAR

The course will cover 6 different styles or genres of writing, each covered in a separate unit. Each unit includes the following activities or lessons:

- Readings from the textbook about the genre or style under consideration
- Preliminary exercises targeting salient organizational and grammar points (to be submitted)- these exercises are to prepare you for your paper- they involve a preliminary writings and analysis of texts; they may be longer than the essay itself, in which you will refine and distill these thoughts
- Some chapters (4, 5 and 6) require the submission of a "Tesis" (thesis statement) before writing begins
- "Primera escritura" or first draft (for submission) for each of the six units
- "Versión final" or final draft (for submission) for each of the six units

Assignments: Detailed specific assignments and instructions are found under “Assignments” on the course Website. These are general guidelines to give you an overview of what we will be doing in the course and what type of work you can expect. Starred assignments are to be submitted through Blackboard. NOTE: Assignments here are shown by week only—please see the online “Assignment Calendar” on Blackboard for specific due dates.

Week 1:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo preliminar (p. 1-8)</th>
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<tbody>
<tr>
<td>Writing</td>
<td>Diagnostic essay: Introduce yourself to me (a descriptive essay of at least 250 words)</td>
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</table>

Week 2:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 1: La descripción (p. 14-36)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary exercises</td>
<td>*p. 19-20 Enfoque; p. 24-26 Actividad C; p. 29-30 Análisis</td>
</tr>
<tr>
<td>Writing</td>
<td>*first draft #1: Descriptive writing (see “Tarea” p. 26- a descriptive paragraph; min. 150 words)</td>
</tr>
</tbody>
</table>

Week 3:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 2: La narración (p. 37-67)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*final version of writing #1</td>
</tr>
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</table>

Week 4:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 2: La narración (p. 37-67 cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary exercises</td>
<td>*p. 48 Actividad D; p. 53 Actividad B; p. 55 Actividad A</td>
</tr>
<tr>
<td>Writing</td>
<td>*first draft #2: Telling a story (see “Tarea” p. 57- a personal narrative of min. 150 words)</td>
</tr>
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</table>

Week 5:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 3: La explicación (p. 68-112)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*final version of writing #2</td>
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</table>

Week 6:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 3: La explicación (p. 68-112 cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary exercises</td>
<td>*p. 92-5 Actividad B; p. 97-100 Actividad C; p. 103-104 análisis del texto</td>
</tr>
<tr>
<td>Writing</td>
<td>*first draft #3: Expository essay; min. 150 words (see “Tarea” p. 101)</td>
</tr>
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### Week 7:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 4: La exposición (p. 113-165)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*Final version of writing #3</td>
</tr>
<tr>
<td>Preliminary exercises</td>
<td>* p. 132-35 Actividad D; p. 140 Enfoque; p. 147 Actividad B</td>
</tr>
</tbody>
</table>

### Week 8:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 4: La exposición (p. 113-165 cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*Thesis statement</td>
</tr>
<tr>
<td></td>
<td>*first draft #4: Expository essay with supporting evidence; min. 500 words</td>
</tr>
</tbody>
</table>

### Week 9:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 5: La argumentación (P. 166-214)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*Final version of writing #4</td>
</tr>
<tr>
<td>Preliminary exercises</td>
<td>p. 186-9 Actividad E; p. 195-7 Actividad A; p. 204-5 Análisis del texto</td>
</tr>
</tbody>
</table>

### Week 10:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 5: La argumentación (P. 166-214 cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*Thesis statement</td>
</tr>
<tr>
<td></td>
<td>*first draft #5: Persuasive essay; min. 800 words (see “Tarea” p. 200)</td>
</tr>
</tbody>
</table>

### Week 11:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 6: La argumentación sobre una obra literaria (P. 215-265)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*Final version of writing #5</td>
</tr>
<tr>
<td>Preliminary exercises</td>
<td>* p. 243-7 Actividad D; p. 253 Actividad A1 (not A2); p. 256-7 Análisis del texto</td>
</tr>
</tbody>
</table>

### Week 12:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 6: La argumentación sobre una obra literaria (P. 215-265 cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*Thesis statement</td>
</tr>
<tr>
<td></td>
<td>*first draft #6: Literary analysis (analysis of a literary work (choices given to you by the instructor) min. 800 words (See “Tarea” p.254)</td>
</tr>
</tbody>
</table>

### Week 13:

| Writing      | *final version of writing #6                                             |
WRITING ASSIGNMENT GUIDELINES AND GRADE CRITERIA

Your written assignments will be graded according to the following criteria. Therefore, it is in your own best interest to go over these 15 questions before you hand in each paper—honestly going through this process can boost your grade by a letter or even two.

1. Is there a single main idea or focus to the paper? For formal academic papers, is there a brief introduction with a **clear thesis statement** that really summarizes the main idea of the paper?

2. Does the paper’s treatment of the topic indicate that the student has thought about the topic and attempted to develop it in depth, rather than simply putting down a superficial summary or list of ideas?

3. Has the writer checked the basic information of the paper to see that it is correct and true? Does the writer stick to facts and avoid broad sweeping generalizations, or claims and assumptions whose veracity s/he cannot prove?

4. Are all the ideas that are presented explored sufficiently?

5. Does the writer include examples and, when appropriate, quotes to back up his/her argument?

6. Do the sentences lead into each other to form a logical argument or narration?

7. Is there a well thought-out and logical organization to the essay in general? For example, in a formal paper, does each paragraph more or less present one idea or aspect of the argument?

8. Have all “tangents,” superfluous sentences and “filler” sentences been eliminated? Is every single remaining sentence important to the explanation of the idea (or the development of the plot, etc)?

9. In a critical analysis, did the writer avoid retelling the plot of the work, and avoid excessive retelling of literary history? (Your reader is familiar with them too, and doesn’t need a summary).

10. Have sentences been polished to remove clumsy expressions and redundancy, resulting in an economical and elegant expression?

11. Are the sentences linked with connecting phrases to make the essay flow?

12. Has the essay been proofread to eliminate basic grammar and spelling errors as well as typos?

13. Has the writer tried to keep his/her personal opinions from coloring the language (except, perhaps, in a personal commentary as a form of conclusion)? Has the writer maintained a formal tone throughout, as appropriate in an academic essay?

14. Is the vocabulary used more or less authentic Spanish, that doesn’t resort to “Spanglish” and made-up words? Has care been taken when using the dictionary to choose the right translation, avoiding inventions such as “yo voluntad ir” for “I will go”?

15. Is the paper typewritten in a 12 pt font, double-spaced, and the required length? Was the paper handed in by the due date?
History of Earth and Life

4 Credits
Prerequisites: Geos 101 or GE 261

Professor: Dr. Sarah J. Fowell
Office: 326 Reichardt
Phone: 474-7810
E-mail: sjfowell@alaska.edu
Office Hours: W 4:00–6:00 & R 3:00-5:00

Teaching Assistant: TA: Eric Hutton
Office: 312 Reichardt
Phone: 316-518-0996
E-mail: emhutton@alaska.edu

Required Materials:
- **i>clicker:** i>clickers will be checked out to students for a $30 deposit (cash only).
  You will get your deposit back when you return the clicker at the end of the semester. If you lose your clicker or fail to return it, the department will retain your deposit and put it toward the purchase of a replacement. Go to the Geology Department office (308 Reichardt) to pay your deposit and check out a clicker. Scored clicking will begin on January 28!

Historical geology is about evolution. This course will explore the evolution of planet Earth and the degree to which geological and biological processes have influenced each other throughout the history of our planet. This is a subject that is deeply concerned with time - large amounts of time. Geological events are typically measured in millions or billions of years. This time scale, **geologic time**, vastly transcends human experience. Events that are exceedingly rare during a human lifetime may be frequent and inevitable at geological time scales. If you take this course seriously, it will change your frame of reference to incorporate a sense of geologic time, a concept that will transform your understanding of the landscape, the biota, and your place in history.

**Course Objectives:** The primary mission of this course is to provide you with the tools and skills necessary to reconstruct physical and biological events that occurred deep in Earth’s past. To meet this goal, there are three primary course objectives: 1) Explore the ways in which plate tectonics, erosion, and climate change modify the size and topography of continents, using North America as the prime example. 2) Examine the sequence of organic evolution, from the triumphant trilobite to the mighty mammoth. 3) Understand the interrelationships between physical and biological processes and events.
Learning Outcomes: Ultimately, you will learn to think like a historical scientist. Labs will allow you to practice interpreting geological data (rocks and fossils) and using basic tools (maps and microscopes), while class discussions and homework assignments will encourage you to think critically. Upon completing this course, you will be able to:

- Use sedimentary rocks to reconstruct past climates and environments
- Identify fossil organisms and use them to reconstruct past habitats
- Reconstruct the tectonic and climatic history of a region based on a geologic map
- Explain the origin of the major physiographic features of North America
- Outline major “breakthroughs” in the history of life on Earth
- Evaluate historical data in terms of quality, reliability, and interpretation
- Investigate a geological topic and display your findings on a poster

Lecture Format: Not just “I talk, you take notes.” The best way to learn and retain the material is by actively participating. In addition to lectures, I will encourage you to participate in class activities, including group discussions and individual “clicker questions”. Your participation will be rewarded with a better grasp of the material and credit toward your participation/attendance grade.

Class Participation and Attendance: Participation in class discussions and activities enhances your understanding and retention of the material. Therefore, class attendance is required and 10% of your final grade will be based on participation. Please try to remain punctual! You can’t participate if you aren’t here. If you arrive late, you may miss activities that will document your presence. In other words, if you are late, you may be counted absent. Because attendance is highly correlated with performance on labs and exams, students with a midterm attendance record of less than 65% will be removed from the course by faculty-initiated withdrawal.

Labs: Hands-on experience in the lab is essential to a complete understanding of rock types and fossil organisms. Labs also provide an opportunity for you to make your own interpretations of the history contained in the rock record, using geological techniques. In other words, the lab is where you will practice doing science. Consequently, labs form an important component of your grade. The final lab grade will be a sum of all your lab scores, so you cannot afford to miss a lab. Completion of all lab exercises is absolutely required. Failure to attend lab or to turn in all lab exercises will result in an incomplete. So that you will not have to spend additional time on "lab homework," each lab can be completed during the scheduled lab period. However, this will require that you commit yourself for most or all of the three hours. Do not schedule other activities during any portion of the lab period.

Posters: Working in teams, each of you will research a topic and prepare a poster to display your findings. You may research any subject your team chooses, so long as it pertains to Earth history. Your job is to explore the subject in greater depth than course lectures or textbooks permit, so be sure to select your topic accordingly. The final poster should contain both a concise summary of your findings and some informative graphics. Completed posters will be displayed for the class in mid-April. Note that one class period is reserved for poster displays. During this period, you'll have a few minutes to briefly summarize your findings. Teams will be expected to choose a topic shortly after the first exam. If you have partners that you wish to work with, please let me know at that time.

Quizzes: A very short, 3-5 point quiz will be given during class on Fridays. These quizzes are not intended to be difficult. Instead they will focus on main points of the week's lectures. The Earth is 4.6 billion years old, and the topic of its history necessarily covers lots of material. Quizzes will help you keep on top of the information and evaluate your understanding of the week's subjects. Since we will go over the quizzes in class, it is not possible to make up a missed quiz. However, your two lowest scores will be dropped from your final quiz grade.

Field Trip: A field trip to observe exposures of sedimentary rocks and fossils is scheduled for Sunday, May 1. This is a capstone experience that will allow you to apply your understanding of both physical and historical
geology to reconstruct the geologic evolution of Alaska’s interior. Vans will depart the Natural Sciences parking lot promptly at 8 AM and return at approximately 5 PM. Students should bring the following: Warm clothes, hiking boots, raincoat, field notebook/pencil, and a lunch. If you own them, you should also bring a hand lens and a rock hammer. **As for all other labs, field trip attendance is mandatory.**

**Disability Services:** The Office of Disability Services implements the Americans with Disabilities Act (ADA) and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disability Services (208 Whitaker Bldg., 474-5655) to provide reasonable accommodation to students with disabilities. Please let me know at the beginning of the course if accommodations should be provided.

**Support Services:**

**Geology Computer Lab:** The Department of Geology & Geophysics computer lab is located in 316 Reichardt. If you wish to use these computers to complete course work or design your poster, you can obtain a computer account from Instructor Chris Wyatt (email: chris.wyatt@alaska.edu). Be sure to explain that you are enrolled in Geos 112, and include your full name and UAF login (typically your initials+last name), which will be your geology computer lab login. Chris will send you a temporary password, which you will change the first time you log on.

**Large Format Printer:** As a student of geology, you are each allowed to print one 36 inch x 40 inch color poster on the large format printer housed in the Department of Geology & Geophysics. Go to [http://www.uaf.edu/geology/facilities/computer/poster-printing/](http://www.uaf.edu/geology/facilities/computer/poster-printing/) to view the printing schedule and review the list of supported sizes and graphics programs. To schedule a printing time, e-mail Instructor Chris Wyatt (chris.wyatt@alaska.edu). Be sure to explain that you are printing a poster for Geos 112, include the full names of all team members and the day/time you would like to print (allow 1 hour).

**E-Reserves:** Course graphics will be available through the UAF electronic reserve system ([http://eres.uaf.edu/](http://eres.uaf.edu/)). Go to “Electronic Reserves and Course Materials”, enter the course number and instructor information, and select Geos 112 from the list. The password is: **Proterozoic**

**Course Policies:** The final exam will be given only on the day and time scheduled by the university, so make travel and work plans accordingly. Make-up examinations will be given only under extenuating circumstances; a written explanation from your doctor or dentist will be required in the case of a medical emergency. It is not possible to make up missed quizzes, but under some circumstances it may be possible to take the quiz a day early if you know that you will be absent on a given Friday.

The **Student Code of Conduct** (p. 49 in the UAF Catalog) outlines your rights and responsibilities, as well as prohibited forms of conduct. Please be aware of the contents of the code.

**Grading:** Grades will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm Exam 1</td>
<td>10%</td>
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<tr>
<td>Midterm Exam 2</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
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<tr>
<td>Research Project/Poster</td>
<td>15%</td>
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<tr>
<td>Participation/Attendance</td>
<td>10%</td>
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<tr>
<td>Laboratory Exercises</td>
<td>30%</td>
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<tr>
<td>Friday Quizzes</td>
<td>5%</td>
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<tr>
<td>Homework</td>
<td>10%</td>
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</tbody>
</table>

**Grade Scale:** Quizzes, homework, laboratory exercises, research projects, and participation/attendance will be graded according to the following scale: 100-91% = A, 90% = A-, 89% = B+, 88-81% = B, 80% = B-, 79% = C+, 78-71% = C, 70% = C-, 69% = D+, 68-61% = D, 60% = D-, <60% = F. Midterm exams, final exams, and final weighted scores will be graded on a curve.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading &amp; Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21 (F)</td>
<td>Introduction: Geology as a 4D science</td>
<td>Chapter 17 (434-438)</td>
</tr>
<tr>
<td>1/24 (M)</td>
<td>Sedimentary rocks and the geologic record</td>
<td>Ch 6 (147-163)</td>
</tr>
<tr>
<td>1/26 (W)</td>
<td>Mountains, rivers, deserts, and sandstone</td>
<td>Ch 12 (300-315); Ch 15</td>
</tr>
<tr>
<td>1/28 (F)</td>
<td>Coral reefs, carbonate platforms, and limestone</td>
<td>Ch 9 (222-241)</td>
</tr>
<tr>
<td>1/31 (M)</td>
<td>Relative ages and the principles of stratigraphy</td>
<td>Ch 17 (438-449)</td>
</tr>
<tr>
<td>2/2 (W)</td>
<td>Construction of the relative geologic time scale</td>
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<tr>
<td>2/4 (F)</td>
<td>Earth’s age: Radioactivity and the absolute time scale</td>
<td>Ch 17 (449-465)</td>
</tr>
<tr>
<td>2/7 (M)</td>
<td>Dates vs. ages: What’s the difference?</td>
<td>HW 1 Due</td>
</tr>
<tr>
<td>2/9 (W)</td>
<td>Fossilization: Preservation sans formaldehyde</td>
<td>Ch 18 (488-489)</td>
</tr>
<tr>
<td>2/11 (F)</td>
<td>Evolutionary theory before Charles Darwin</td>
<td>Ch 18 (468-472)</td>
</tr>
<tr>
<td>2/14 (M)</td>
<td>Natural selection: The blind watchmaker</td>
<td>Ch 18 (472-474)</td>
</tr>
<tr>
<td>2/16 (W)</td>
<td>Genetics and the “inheritance problem”</td>
<td>Ch 18 (474-482) HW 2 Due</td>
</tr>
<tr>
<td>2/18 (F)</td>
<td>Fossils and the “paleontological problem”</td>
<td>Ch 18 (482-487)</td>
</tr>
<tr>
<td>2/21 (M)</td>
<td>Exam #1</td>
<td></td>
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<tr>
<td>2/23 (W)</td>
<td>Drifting continents</td>
<td>Ch 2 (28-35)</td>
</tr>
<tr>
<td>2/25 (F)</td>
<td>Paleomagnetism and polar wander</td>
<td>Ch 2 (35-39)</td>
</tr>
<tr>
<td>2/28 (M)</td>
<td>Seafloor spreading</td>
<td>Ch 2 (39-57)</td>
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<tr>
<td>3/2 (W)</td>
<td>Starting with a bang: A universe is born</td>
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<tr>
<td>3/4 (F)</td>
<td>Archean protocontinents</td>
<td>Ch 19 (492-500; 507-511)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
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<tr>
<td>3/7 (M)</td>
<td>The origin of life</td>
<td>Ch 19 (512-513)</td>
</tr>
<tr>
<td>3/9 (W)</td>
<td>Rocks, microbes, and atmospheric oxygen</td>
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<tr>
<td>3/11 (F)</td>
<td>Proterozoic cratons and supercontinents</td>
<td>Ch 19 (500-504)</td>
</tr>
<tr>
<td>3/12-3/20</td>
<td>Spring Break, No Classes!!</td>
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</tr>
<tr>
<td>3/21 (M)</td>
<td>Snowball Earth and the emergence of animals</td>
<td>Ch 19 (504-507; 514-520)</td>
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</table>

**The Paleozoic Era: Old Life, Old Hills**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
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</thead>
<tbody>
<tr>
<td>3/23 (W)</td>
<td>Invertebrates and the Cambrian explosion</td>
<td>Ch 21 (560-571; 572-573)</td>
</tr>
<tr>
<td>3/25 (F)</td>
<td>Epicontinental seas and orogenies</td>
<td>Ch 20 (522-546) HW 3 Due</td>
</tr>
<tr>
<td>3/28 (M)</td>
<td>Assembling Pangea</td>
<td>Ch 20 (546-556)</td>
</tr>
<tr>
<td>3/30 (W)</td>
<td>Leaving the water: Fins, feet &amp; the greening of Gondwana</td>
<td>Ch 21 (581-590)</td>
</tr>
<tr>
<td>4/1 (F)</td>
<td>Exam #2</td>
<td></td>
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<tr>
<td>4/4 (M)</td>
<td>Carboniferous Wetlands: Scale trees and big bugs</td>
<td>Ch 21 (571-581)</td>
</tr>
<tr>
<td>4/6 (W)</td>
<td>Amniotes gain reproductive freedom</td>
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</table>

**The Mesozoic Era: Monsters & Mountains**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>4/8 (F)</td>
<td>Birth of the Atlantic Ocean</td>
<td>Ch 22 (594-601)</td>
</tr>
<tr>
<td>4/11 (M)</td>
<td>Mountains rise in the west</td>
<td>Ch 22 (601-612)</td>
</tr>
<tr>
<td>4/13 (W)</td>
<td>Reptiles, dinosaurs, and birds</td>
<td>Ch 22 (613-620)</td>
</tr>
<tr>
<td>4/15 (F)</td>
<td>Poster Session</td>
<td></td>
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<tr>
<td>4/18 (M)</td>
<td>Sea monsters (Guest Speaker: Pat Druckenmiller)</td>
<td>Ch 22 (620-624)</td>
</tr>
<tr>
<td>4/20 (W)</td>
<td>Mammalian innovations</td>
<td>Ch 22 (624-627)</td>
</tr>
<tr>
<td>4/22 (F)</td>
<td>First flowers and flourishing foraminifera</td>
<td>Ch 22 (611-613) HW 4 Due</td>
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</tbody>
</table>

**The Cenozoic Era: Feathered and Furry**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>4/25 (M)</td>
<td>Meteorites and mass extinction</td>
<td>Ch 22 (627-629)</td>
</tr>
<tr>
<td>4/27 (W)</td>
<td>Origin of modern mountain ranges</td>
<td>Ch 23 (634-648)</td>
</tr>
<tr>
<td>4/29 (F)</td>
<td>UAF SpringFest – No Class!!</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
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<tr>
<td>5/1 (Su)</td>
<td><strong>Field Trip: Evolution of Alaska 8AM-5PM</strong></td>
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<tr>
<td>5/2 (M)</td>
<td>Birds are terrible lizards, too</td>
<td>Ch 23 (654-672)</td>
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<tr>
<td>5/4 (W)</td>
<td>Icehouse vs. greenhouse: Glaciers come and go</td>
<td>Ch 23 (648-654) HW 5 Due</td>
</tr>
<tr>
<td>5/6 (F)</td>
<td>Where have all the Pleistocene giants gone?</td>
<td>Ch 23 (672-674); Ch 24</td>
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<tr>
<td>5/9 (M)</td>
<td><strong>Final Exam: 10:15 AM – 12:15 PM</strong></td>
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<tr>
<td>Dates</td>
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<tr>
<td>January 25/26</td>
<td>Deep Time and the Geologic Time Scale</td>
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<tr>
<td>February 1/2</td>
<td>Sedimentary Structures and Environments</td>
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<td>February 8/9</td>
<td>Sequencing Geologic Events</td>
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<td>February 15/16</td>
<td>Fossils: Symmetry, Diversity, and Preservation</td>
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<td>February 22/23</td>
<td>Rocks, Facies, and Correlation</td>
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<td>March 1/2</td>
<td>Seafloor Spreading and Plate Tectonics</td>
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<td>March 8/9</td>
<td>Tectonics on Other Planets</td>
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<td>March 15/16</td>
<td>Spring Break! No Labs!</td>
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<tr>
<td>March 22/23</td>
<td>Paleozoic Life I: Shallow Seas</td>
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<tr>
<td>March 29/30</td>
<td>Geologic Maps I: Folds, Faults, and Unconformities</td>
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<tr>
<td>April 5/6</td>
<td>Paleozoic Life II: Primeval Wetland Forests</td>
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<tr>
<td>April 12/13</td>
<td>Geological Maps II: Tectonic and Environmental Reconstruction</td>
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<tr>
<td>April 19/20</td>
<td>Mesozoic Life: Predators and Burrowers</td>
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<tr>
<td>April 26/27</td>
<td>Tour of the Fox Permafrost Tunnel (bring your winter coat!)</td>
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<tr>
<td>May 1</td>
<td>Field Lab: Evolution of Alaska SUNDAY 8AM-5 PM</td>
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Sample Syllabus: Lecture Course (3+0) with “O” Designator (used with permission)

Ecosystem Ecology
Biology 476 (3 credits)
Spring 2013

Instructor: Tamara Harms
Office: 120 Arctic Health Research Building
Email: tkharms@alaska.edu
Office hours:

Prerequisites: ENGL F111X and ENGL F211X, or ENGL F213X, or COMM 131, or COMM 141, BIOL F271 or BIOL F239 or permission of instructor

Course materials
Peer-reviewed papers: As assigned for discussion sessions. Available on Blackboard

Course description
Ecosystem ecology is the scientific study of the interactions, including feedbacks, among organisms and the non-living environment. The first part of the course provides an introduction to the ecosystem concept and the historical development of the field. Next, we survey the environmental factors (e.g., climate and soils) that govern ecosystem processes. We then discuss the major ecosystem processes and mechanisms driving them. Finally, we integrate this information to consider ecosystem services, sustainability, and responses of ecosystems to global change.

Oral-Intensive (O) Course
This course is designated as Oral-Intensive (O). Oral activities in this course will follow these rules:
- A minimum of 15% of the graded work in the O course will be based on effectiveness of oral communications
- Students will receive intermediate instructor assistance in developing presentational competency
- Students will use their communication competency across the span of the semester, not just in a final project
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations

Specific requirements that meet the O requirement:
1) Lead and participate in discussions of scientific literature. The instructor will provide lecture material on effective scientific discussions and engage students in generating an outline of discussion leadership and participation strategies. Students will receive input from the instructor on individual discussion agendas prior to leading the discussion, and a written evaluation following submission of a discussion summary by the student.

2) Students will present a collaborative summary of a semester-long laboratory experiment. Each student will be responsible for presenting an informal, individual summary of mid-term results, and a final group presentation will synthesize individual results with contributions from each student.

Objectives
–Describe the major ecosystem processes and the factors influencing process rates (in written and oral forms)
–Apply the scientific method to ecosystem problems
–Analyze ecosystem processes using quantitative methods
–Read, analyze, and discuss scientific literature

Instructional methods
Class periods will include lectures, discussions, problem sets, and short written exercises. I will establish an atmosphere that encourages interaction. Your participation will contribute to the success of the course.

Grades and assignments
Participation in class discussions/activities 10% (D)
Discussion leadership 15% (A, C, F)
Decomposition lab report 15%
Decomposition group presentation 10% (A, B, C, D, E, F)
Midterm 25%
Final 25%

Assignments turned in after due dates will receive reduced credit.

The instructor reserves the right to modify the final grade in consideration of notable progress demonstrated by an individual, or unforeseen and extenuating circumstances. In such cases, extra credit assignments and/or makeup work may be assigned at the discretion of the instructor.

Student responsibilities
1) Participate in class sessions. Full participation will require completion of all assigned readings before class.

2) Lead discussion of scientific papers as assigned. Responsibilities of discussion leaders include (E, F):
   –Submit a planned agenda for the discussion 1 week before the in-class discussion.
   –Meet with the instructor to modify the agenda at least 1 day prior to the discussion session. These meetings must be scheduled at least 1 week in advance.
   –Submit a written synopsis of the discussion that includes: a) the key points or issues that emerged during the discussion, and b) a self-evaluation of discussion leadership. Due within 1 week of the discussion session.

3) Contribute to class research project (B)
   –Each individual will design and complete laboratory or field based work studying an aspect of decomposition and soil respiration
   –Students will report on preliminary results in class Apr 9 with a 5 minute presentation (C). A question & answer session will follow each presentation (D). Students will receive instructor feedback following presentations, which is to be incorporated into the final presentation (F).
   –Students will collaborate to produce a final group presentation, synthesizing results from all experiments (B). Each student will present for 5 minutes during the final session (C), with grades assigned individually and for the entire group (E). A question & answer period will follow, with questions from the instructor and guest panelists (D, F).

4) Communication
   –Check Blackboard site frequently. All course announcements and assignments will be posted on Blackboard
–Read and respond to UAF email in a timely fashion
–Include BIOL 476 in the subject line in all email correspondence with instructor

Student Code of Conduct
The UAF code of conduct details expectations of graded student work and is available at http://www.uaf.edu/catalog/current/academics/regs3.html. Collaboration on exams and lab reports is not allowed in this course. The code of conduct states that “students will not represent the work of others as their own.” In this course this includes the work of other students, as well as plagiarism of the published work of other authors. Plagiarism is grounds for course failure. An explanation of plagiarism and how to properly cite sources are available from UAF libraries:
http://www.uaf.edu/library/instruction/handouts/Plagiarism.html
http://www.uaf.edu/library/instruction/handouts/Citing.html

UAF Policies Disabilities Services
The University of Alaska Fairbanks is committed to providing equal access for students with disabilities. The Office of Disability Services implements the Americans with Disabilities Act (ADA) and insures that UAF students have equal access to the campus and course materials. The instructor will work with the Office of Disabilities Services (208 Whitaker, 474-5655) to provide reasonable accommodation to students with disabilities. If you have a physical or learning disability, please advise us in writing of any special consideration necessary by the beginning of the second class.
Schedule

Jan 17 (Thurs)
- Course mechanics
- Problem-solving
- Introduction to C cycle and decomposition

Jan 22 (Tues)
- How to read scientific papers
- Structure and goals of scientific discussions
- Discussion: Decomposition, Hobbie 1996
  Reading: p. 151-175 in Chapin et al., Hobbie 1996 Ecological Monographs

Jan 24 (Thurs)
- Field trip to various West Ridge sites
- Design decomposition experiments

Jan 29 (Tues)
- Ecosystem concept and history
- Construct litterbags, begin experiments
  Reading: p. 3-13 in Chapin et al.

Jan 24 (Thurs)
- Climate, atmosphere, and ocean circulation
- Discussion: history and development of the ecosystem concept, Tansley, Gleeson, and Clements
  Reading: Excerpts from Tansley, Gleeson, and Clements

Jan 29 (Tues)
- Climate, atmosphere, and ocean circulation
- Weigh litterbags
  Reading: p. 18-45 in Chapin et al.

Jan 31 (Thurs)
- Energy balance
  Reading: p. 71-77 in Chapin et al.

Feb 1 (Fri): Drop deadline

Feb 5 (Tues)
- Lithosphere: state factors, soils
- Weigh litterbags
  Reading: p. 46-67 in Chapin et al.

Feb 7 (Thurs)
- Hydrologic cycle
- Discussion: Chronosequence approach, Vitousek & Farrington
  Reading: p. 77-96 and 350-354 in Chapin et al., Vitousek & Farrington 1996 Biogeochemistry

Feb 12 (Tues)
- Metabolism
- Productivity
  Reading: p. 97-150 in Chapin et al.

Feb 14 (Thurs)
- Decomposition
- Discussion: trophic effects on whole ecosystem metabolism, Schindler et al.
  Reading: p. 151-175 in Chapin et al., Schindler et al. 1997 Science

Feb 19 (Tues)
- Carbon cycle
- Weigh litterbags
  Reading: p. 358-382 in Schlesinger,

Feb 21 (Thurs)
- Nitrogen cycle
  Reading: p. 197-215 in Chapin et al.,

Feb 26 (Tues)
- N cycle
- Small watershed approach
  Reading: p. 383-396 in Schlesinger

Feb 28 (Thurs)
- N cycle
  - Discussion: small watershed approach, Likens et al.
  Reading: Likens et al. 1970 Ecological Monographs

Mar 5 (Tues)
- P cycle
- Weigh litterbags
  Reading: p. 215-219 in Chapin

Mar 7 (Thurs)
- Midterm

March 11-15: Spring break

Mar 19 (Tues)
- P cycle
  Reading: p. 396-401 in Schlesinger

Mar 21 (Thurs)
- Other elements: S, Fe, K

Mar 26 (Tues)
- Stoichiometry
- Weigh litterbags
  Reading: Elser et al. 2000 Ecology Letters

Mar 28 (Thurs)
- Stoichiometry
  - Discussion: ecological stoichiometry, Cross et al.
  Reading: Cross et al. 2003 Ecology Letters

Apr 2 (Tues)
- Succession
- Weigh litterbags
  Reading: p. 281-304 in Chapin et al.

Apr 4 (Thurs)
- Succession
Discussion: Vitousek & Reiners
*Reading: Vitousek & Reiners 1975 Bioscience*

Apr 9 (Tues)
- Ecosystem services
- Preliminary analysis of decomposition data

Apr 11 (Thurs)
- Sustainability
- Discussion: ecosystem services, Foley et al.
  *Reading: Foley et al. 2005*

Apr 16 (Tues)
- Resilience
  - Informal summaries of preliminary decomposition results
  *Reading: p. 356-369 in Chapin et al.*

Apr 18 (Thurs)
- Socio-ecological systems
- Discussion: regime change, Scheffer et al.
  *Reading: Scheffer et al. 2001*

Apr 23 (Tues)
- Global change and ecosystem processes: nutrient loading
  - Final litterbag and soda lime weigh-in

Apr 25 (Thurs)
- Global change and ecosystem processes: temperature
  - Statistical analysis of decomposition data

Apr 30 (Tues)
- Global change and ecosystem processes: seasonality
  - Discussion: ocean acidification, Hoegh-Guldberg et al.
  *Reading: Hoegh-Guldberg et al. 2007 Science*

May 2 (Thurs)
- Decomposition presentation
  - Recap and review

May 7-10: Final exams
- Decomposition lab report due
Course Title: Building Bridges to Support Family Mental Health  
Course No: ECE 306 W  
Credits: 3 (3 + 0 + 0)  
Prerequisites: Engl 111X, Engl 211X or 213X  

Instructor: Veronica Plumb  
604 Barnette Street  Suite 220  
Phone: 455-2038  
E-mail: vmplumb@alaska.edu  
Office or Contact hours: Instructor will post office hours for students at first class.  
Location: Distance Delivered possibly in conjunction with local Fairbanks site.  
Dates: TBA 2012  
Times: TBA  
Over the course of 11 weeks, ECE 306 will meet 20 times at 2 hours each meeting.  

Text:  

Course Description:  
Understanding and providing assistance to families who live in environments with multi-risk factors requires professionals working together to provide the best possible interventions. Demonstration and examples of strategies that help multi-risk families that assists in bringing together the most effective intervention techniques from a variety of theoretical approaches, parenting strategies and innovative  

ECE 306W is a requirement for the Child Development and Family Studies B.A. program, within the Family Support Concentration.  

Written Intensive:  
This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses and means that a majority of the graded work in the course will be derived from writing activities. Here are the general guidelines for the writing expected in this course:  

- All written work, beyond the diagnostic essay, will be completed using APA formatting.  
- Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence. If students are knowledgeable of APA formatting, please complete the diagnostic essay using correct formatting.  
- The instructor will regularly evaluate students’ writing and inform students of their progress. In ECE 306, this will be done through 5 reading reflections assigned to course readings in addition to a final written research paper that will have 2 progressive drafts turned in and assessed.  
- A final written research paper will be completed for ECE 304. Students will receive comments from the teacher and/or peers on each of the 2 drafts of written work, prior to completing the final document. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers.
• At least one personal conference will take place that is devoted to the student’s writing per term, this conference will take place following the 2nd draft prior to completion of the final paper and can be completed either face-to-face or through audio conference.

Course Goals:
Students will learn about and understand how to help multi-risk families through effective engagement when they may be resistant to intervention. They will discover specific, practical ways to help parents and families in risk situations.

Student Learning Outcomes:
At the end of this course students will be able to:
1. Articulate the characteristics of multi-risk families
2. Evaluate the effectiveness of various early intervention approaches
3. Classify parent’s defense functioning
4. Illustrate needs of parents who have unresolved loss and trauma
5. Develop plans for enhancing parents’ interactions with infants and young children
6. Synthesize strategies to enhance a parent’s sense of competence and social support
7. Demonstrate understanding of service delivery systems
8. Understand and appropriately use the elements of composition
9. Writing of relevant topic research papers using APA formatting

NAEYC Standards addressed in this course:
Standard 2: Building family and community relations
Standard 3: Observing, documenting and assessing to support young children and their families
Standard 4: Using developmentally effective approaches to connect children and families
Standard 6: Becoming a Professional

Instructional Methods:
The method of instruction will be a combination of reading assignments, Blackboard (Bb), audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:
• **Diagnostic composition** will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be “Specific interests in literacy and objectives you hope to gain from participation in ECE 304w.” Please write your composition and attach it within the Initial Diagnostic Composition area within the Assignment section of the class Black board site.

• **Reading Reflection:** One written response for each chapter of the text will be completed and turned in through the assignments section of Blackboard. Please complete your reading response using APA formatting. The write-ups will be used as guidance for improvement of the APA formatting required for the final research paper. The reading response papers should be 1.5-2 pages. Reading response papers should address which article you have read, how any emotional responses that developed, questions and thoughts that may have come up, as well as any points you may have learned from the reading. Was there anything that you found troublesome?

• **Video Assignment:** Students will watch a series of 3 video clips that will be posted on Bb. A one-page response will be written for each of the video clips. Video clip links and specific questions to focus written reflection on will be posted within the content section of Bb.

• **Final Paper:**
A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by (Date). An editor (writing center) should review a first draft by (Date). Information
regarding the writing center for local or rural students will be posted on the ECE 306W Black Board site. A semifinal draft is due to the instructor for review by (Date). Final completed paper is due (Date), and posted on the Bb site by (Date) as well. The paper will be written using APA formatting.

The final paper will be worth 100 points total broken down in the following chart

<table>
<thead>
<tr>
<th>Student Action</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn in topic of interest</td>
<td>DATE</td>
<td>5</td>
</tr>
<tr>
<td>1st draft</td>
<td>DATE</td>
<td>5</td>
</tr>
<tr>
<td>2nd draft</td>
<td>One eve prior to scheduled mtg</td>
<td>5</td>
</tr>
<tr>
<td>Individual meetings developed around the progress of your research paper.</td>
<td>These meetings will be scheduled between DATE</td>
<td>5</td>
</tr>
<tr>
<td>Final Paper</td>
<td>DATE</td>
<td>75</td>
</tr>
<tr>
<td>Informal Presentation</td>
<td>DATE</td>
<td>5</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td></td>
<td>100</td>
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</table>

Course Evaluation:
A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your CDFS BA Degree. Grading is based on:

- Diagnostic composition 25 8.5%
- Reading assignments responses (8@12.5 pts ea) 100 33.3%
- Video Assignment 50 17%
- Final Assignment 100 33.3%
- Ending Reflections 25 8.5%

Total 300 100%

All coursework will be evaluated on the following:
- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content
- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- f) Written work contains no or few distracting elements such as spelling errors.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 100% - 90%</td>
<td>300-270</td>
<td>An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).</td>
</tr>
<tr>
<td>B = 89% - 80%</td>
<td>269-240</td>
<td>Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).</td>
</tr>
<tr>
<td>C = 79% - 70%</td>
<td>239-210</td>
<td>Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).</td>
</tr>
<tr>
<td>D = 69% - 60%</td>
<td>209-180</td>
<td>Below average. Demonstrates that your work has not met one or more criteria (a) through (f).</td>
</tr>
<tr>
<td>F = below 60%</td>
<td>179- below</td>
<td>Student was not able to meet 60% or more of criteria (a) through (f).</td>
</tr>
</tbody>
</table>

Draft Class Calendar
When the class is to be offered, appropriate dates for the semester will be used.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meeting 1)</td>
<td>In class today</td>
</tr>
</tbody>
</table>
- Review course expectations; introductions; Following discussion will include thoughts for field experiences

**Preparation for next class:**
Reading Assignment: Chapter 1 *Early Intervention with Multi-risk Families*

**All classes will be recorded**
To retrieve recording at a later date:
Dial 1-800-230-8546
Use your normal participant pin which is 8930399.
You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.
You will then be asked to give the chapter code. We will use 0
Listings for retrieval codes of following days will be posted on the announcement page of blackboard.

**Class Meeting 2)**

<table>
<thead>
<tr>
<th>In class today:</th>
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</thead>
<tbody>
<tr>
<td>• Lecture Topic: Characteristics of multi-risk families</td>
</tr>
<tr>
<td>• Group discussion</td>
</tr>
</tbody>
</table>

**Preparation for next class:**
Homework: Reading Response Chapter 1
Read through peer responses and pick one to respond to.
Reading Assignment: Chapters 2 and 3 *Early Intervention with Multi-risk Families*.

**Class Meeting 3)**

<table>
<thead>
<tr>
<th>In class today:</th>
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<tbody>
<tr>
<td>• Lecture Topic: Evaluation of the effectiveness of various early intervention approaches: Implications for practice</td>
</tr>
<tr>
<td>• An Integrative Theoretical Framework for Early Intervention with Multi-Risk Families</td>
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</tbody>
</table>

**Preparation for next class:**
Prepare one topic question for group discussion

**Class Meeting 4)**

<table>
<thead>
<tr>
<th>In class today:</th>
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<tr>
<td>• Group discussion</td>
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</table>

**Preparation for next class:**
Homework: Reading Response Chapter 2 and 3
Read through peer responses and pick one to respond to.
Reading Assignment: Chapter 4 and 5 *Early Intervention with Multi-risk Families*.

**Class Meeting 5)**

<table>
<thead>
<tr>
<th>In class today:</th>
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<tbody>
<tr>
<td>• Lecture Topic: Illustrative Case Studies</td>
</tr>
<tr>
<td>• Reaching and Engaging Multi-risk Families</td>
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</tbody>
</table>

**Preparation for next class:**
Prepare one topic question for group discussion

**Class Meeting 6)**

<table>
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<th>In class today:</th>
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<tbody>
<tr>
<td>• Group discussion</td>
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</table>

**Preparation for next class:**
Homework: Reading Response Chapter 4 and 5
Read through peer responses and pick one to respond to.
Reading Assignment: Chapters 6 and 7 *Early Intervention with Multi-risk Families*.
| Class Meeting 7) | **In class today:**  
| | - Lecture Topic: Improving Parents Defense Functioning  
| | - Enhancing Parents Self Reflectivity and Empathy for the Child  
| **Preparation for next class:**  
| | Prepare one topic question for group discussion  |

| Class Meeting 8) | **In class today:**  
| | - Group discussion  
| **Preparation for next class:**  
| | Prepare one topic question for group discussion  
| | Homework: Reading Response Chapters 6 and 7  
| | Read through peer responses and pick one to respond to.  
| | Reading Assignment: Chapter 8 *Early Intervention with Multi-risk Families.*  |

| Class Meeting 9) | **In class today:**  
| | - Lecture Topic: Enhancing Parents’ Sense of Competence and Social Support  
| **Preparation for next class:**  
| | Prepare one topic question for group discussion  |

| Class Meeting 10) | **In class today:**  
| | - Group discussion  
| **Preparation for next class:**  
| | Homework: Reading Response Chapter 8  
| | Read through peer responses and pick one to respond to.  
| | Reading Assignment: Chapter 9 *Early Intervention with Multi-risk Families.*  |

| Class Meeting 11) | **In class today:**  
| | - Lecture Topic: Helping Parents who have Unresolved loss and trauma  
| **Preparation for next class:**  
| | Prepare one topic question for group discussion  |

| Class Meeting 12) | **In class today:**  
| | - Group discussion  
| **Preparation for next class:**  
| | Homework: Reading Response Chapter 9  
| | Read through peer responses and pick one to respond to.  
| | Reading Assignment: Chapters 10 and 11 *Early Intervention with Multi-risk Families.*  
| | Arrange student instructor conferences regarding final assignment and writing.  |

| Class Meeting 13) | **In class today:**  
| | - Lecture Topic: Enhancing Parents’ Interactions with Infants and Young Children  
| | - Encouraging Emotion Regulation in Parents  
| **Preparation for next class:**  
| | Prepare one topic question for group discussion  |

<p>| Class Meeting 14) |</p>
<table>
<thead>
<tr>
<th>Class Meeting</th>
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**In class today:**
- Group discussion

**Preparation for next class:**
Homework: Reading Response Chapters 10 and 11
Read through peer responses and pick one to respond to.
Reading Assignment: Chapters 12 and 13 *Early Intervention with Multi-risk Families.*

**Class Meeting 15)**

**In class today:**
- Lecture Topic: Enhancing Parenting Knowledge and Encouraging Positive Attributions of the Child
- Enhancing Parents’ Problem-solving and Planning

**Preparation for next class:**
Prepare one topic question for group discussion

**Class Meeting 16)**

**In class today:**
- Group discussion

**Preparation for next class:**
Homework: Reading Response Chapters 12 and 13
Read through peer responses and pick one to respond to.
Reading Assignment: Chapters 14, 15 and 16 *Early Intervention with Multi-risk Families.*

**Class Meeting 17)**

**In class today:**
- Lecture Topic: Pulling it all together

**Preparation for next class:**
Prepare one topic question for group discussion

**Class Meeting 18)**

**In class today:**
- Group Discussion

**Preparation for next class:**
Video Assignment. Details and specific video links are posted on Bb

**Class Meeting 19)**

**In class today:**
- Sharing projects

**Preparation for next class:**
Video Assignment. Details and specific video links are posted on Bb

**Class Meeting 20)**

**In class today:**
- Sharing Projects

**We are done with class meetings.**
Complete Final Research Project Have turned in no later than (Date to be determined).

**Student Support Services:**
The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

**UAOnline**
http://uaonline.alaska.edu/
Your resource for transcripts, accounts and other personal information

**Disabilities Services:**
The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. (208 WHIT, 474-5655) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses; Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655. http://www.uaf.edu/disability/

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590
Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688
E-mail: fydso@alaska.edu

Writing Center
http://www.alaska.edu/english/studentresources/writing/
The Writing Center is a student-staffed, student-oriented service of the English Department.
801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Rural Students Services
http://www.uaf.edu/ruralss/
Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:
P.O. box 756320, Fairbanks, AK  99775-6320
1-888-478-1452 (toll free within Alaska) or (907) 474-7871
Email us at fyrss@uaf.edu

Library Services for off campus students
http://library.uaf.edu/offcampus
Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.
We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library
310 Tanana Loop, PO Box 756800
Fairbanks, Alaska USA 99775-6800
Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:
http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

**Computer, Internet and Software**

**Problem: you cannot get your email** Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company’s account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program’s Help.

**Problem: you forgot your password**

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for backup.

**Problem: you are having problems with Blackboard**

- You will need to contact the Blackboard administrator, at: [http://classes.uaf.edu](http://classes.uaf.edu) Office of Information Technology Help Desk 474.6564 or 1.800.478.4667.