

HON 13: HUMAN FRAGILITY AND CULTURAL TRANSCENDENCE*

Semester: Fall	Department of Psychology California State University, Fresno
Course Name: Human Fragility and Cultural Transcendence (3 units)	Instructor Name: Dr. Spee Kosloff
Class Time: Tues. & Thurs. from 12:30PM to 1:45PM	Instructor's e-mail: skosloff@mail.fresnostate.edu
Website: see Canvas	Office Hours: by appointment

INTRODUCTION TO COURSE

Catalog description: Open only to students in the Smittcamp Family Honors College. This course explores human nature through an interdisciplinary lens, drawing primarily upon the social sciences but also garnering insights from the natural sciences and the humanities. This course will encourage students to discover creative and innovative ways to ameliorate stressful conditions while deploying cultural diversity and vitality found in our Valley and University; GE Breadth areas D3.

Man cannot endure his own littleness unless he can translate it into meaningfulness on the largest possible level.

– Ernest Becker

Course Description

This course explores human nature through an interdisciplinary lens, drawing primarily upon the social sciences (e.g., social psychology, anthropology, sociology) but also garnering insights from the natural sciences (e.g., evolutionary biology) and the humanities (e.g., history, poetry, philosophy, theology). Theory and research from across this diverse collective of fields will be applied in critically examining the central theme of this course: the idea that humans are paradoxical creatures. On one hand, we are relatively pathetic physical specimens in the animal kingdom, burdened by a harrowing awareness of existence and of our physical and mental fragility; yet, at the same time, we are creative, symbol-wielding, value-driven, socially-embedded agents convinced that our existence has transcendent meaning and that the cultures we inhabit radiate enduring power, promising immortalizing heroism to each of us. As cultural anthropologist Ernest Becker put it: *We are godly, yet creaturely.*

In examining this paradoxical aspect of human nature, emphasis will be placed on unconscious processes that enable human beings to live seemingly transcendent lives despite their existential condition. Readings include book chapters and empirical research papers on a wide variety of topics related to human nature and culture, with an emphasis on social psychological processes allowing humans to maintain self-esteem and faith in a cultural worldview. As will quickly become apparent, the mental gymnastics we employ to deny our basic anxieties precipitate humanity's personal, social, and environmental problems. By embedding ourselves in our respective cultural visions, we risk adopting a monolithic sense of the world in which thought becomes simple and uncritical, the readiness to judge others is heightened, and tribalism reigns supreme. This class examines all these phenomena while simultaneously challenging students to determine whether it is possible for humanity to forge a non-conflicted, multicultural world.

Course Goals

While this course is broad in scope, the primary goal is to bring specific theories and empirical research to bear upon deep questions about what it means to be human. Students will:

- 1) Learn to critically compare methods employed in various social sciences;
- 2) Apply social science theory and research in cross-cultural analysis;
- 3) Develop an understanding of unconscious processes, how they are measured, and their implications for cultural and individual experience;
- 4) Connect broad insights about humanity to specific research findings in the social sciences;

- 5) Apply the knowledge they have gained to analyze contemporary social issues;
- 6) Forge their own personalized vision for the betterment of human society.

GE Student Learning Outcomes

Social Science – (Area D3)

Upon completing a course in Area D3 (Social Science), a student will be able to:

1. Discuss issues in the social sciences in their contemporary as well as historical settings and in a variety of cultural contexts.
2. Explain the principles, methodologies, value systems, and ethics employed in social scientific inquiry.
3. Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions.

General Education Requirement. In order to satisfy lower-division GE and the “Writing across the Curriculum” requirements, students will complete an iterative writing assignment of 1,000 words during the course of the semester. Students who were admitted to Fresno State in Fall 2018 or any subsequent semesters have to complete a GE Program ePortfolio. Information and resources related to this requirement can be accessed within Canvas by clicking on the ePortfolio tab on the upper righthand part of the screen and then clicking on the GE Program ePortfolio tab on the top left side of the screen. For this class, you will click on GE Area D3 and upload the final draft of your Case Study paper. Be sure after you upload the document that you add the title "D3 Student Learning Outcome 1" before you hit the save and submit buttons. Please submit this assignment to the GE Program ePortfolio at the same time you submit it for the course. Note that the GE Program ePortfolio is administered by the University and not by your course instructor. If you have questions, please see the GE ePortfolio page in Canvas or contact the Help Desk at 278-5000.

Assignment and examination schedule

Assignment	Due Date	Percent toward course grade
Firestarters	3 per student on randomly assigned live class sessions throughout the semester	15%
Rough draft of <i>Case Study in Fragility and Transcendence</i>	Due to Canvas by 5pm on Saturday, October 10	10%
Midterm exam	Due to Canvas by 5pm on Saturday, October 24 (available starting October 17 at 5pm; covers up through “Psychodynamics”)	25%
Final draft of <i>Case Study in Fragility and Transcendence</i>	Due to Canvas by 5pm on Tuesday, December 8	25%
Final exam	Due to Canvas by 5pm on Tuesday, December 15 (available starting December 8 at 5pm; covers all material after “Psychodynamics”)	25%

Grading. As described in more detail below, course grades are computed based on the following components in the following proportions:

1. Firestarters: 15%
2. Midterm Exam: 25%
3. Rough draft of *Case Study in Fragility and Transcendence*: 10%
4. Final draft of *Case Study in Fragility and Transcendence*: 25%
5. Final Exam: 25%

Scale for cumulative semester grade:

<u>Cumulative %</u>	<u>Letter Grade</u>
90.00%-100%	A
80.00%-89.99%	B
70.00%-79.99%	C
60.00%-69.99%	D
0%-59.99%	F

COURSE SCHEDULE

(NOTE: The course schedule and syllabus are subject to change in the event of extenuating circumstances.)

	Date	Video assignment/Class session content	Lecture video viewing assignment for this class session	Assigned reading
1	Thurs., Aug 20	Getting started	No assigned video segment	None
2	Tues., Aug 25	"Introduction to Fragility & Transcendence"	start to end	None
3	Thurs., Aug 27	"Human Fragility"	start to 23:53	Vergano, D. (2014, May 28). Humans evolved weak muscles to feed brain's growth, study suggests. <i>National Geographic</i> .
4	Tues., Sept 1	"Human Fragility"	23:54 to 42:33	
5	Thurs., Sept 3	"Human Fragility"	42:34 to end	
6	Tues., Sept 8	"Cultural Transcendence"	start to 20:30	Tattersall, I. (1998). The creative explosion. <i>Becoming human: Evolution and human uniqueness</i> (pp. 5-18). Orlando, Florida: Harcourt Brace & Company.
7	Thurs., Sept 10	"Cultural Transcendence"	20:31 to 45:19	
8	Tues., Sept 15	"Cultural Transcendence"	45:20 to 1:13:22	
9	Thurs., Sept 17	"Cultural Transcendence"	1:13:23 to 1:34:44	
10	Tues., Sept 22	"Cultural Transcendence"	1:34:45 to end	
11	Thurs., Sept 24	"Psychodynamics"	start to 24:57	Becker, E. (1962). Self-esteem: The dominant motive of man. <i>The birth and death of meaning: An interdisciplinary perspective on the problem of man</i> (pp. 66-77). New York: The Free Press.
12	Tues., Sept 29	"Psychodynamics"	24:58 to 50:32	
13	Thurs., Oct 1	"Psychodynamics"	50:33 to 1:15:33	
14	Tues., Oct 6	"Psychodynamics"	1:15:34 to 1:35:13	
15	Thurs., Oct 8	"Psychodynamics"	1:35:14 to end	
16	Tues., Oct 13	"Experimental Existential Psychology"	start to 23:47	Koole, S. L., Greenberg, J., & Pyszczynski, T. (2006). Introducing science to the psychology of the soul: Experimental existential psychology. <i>Current Directions in Psychological Science</i> , 15(5), 212-216.
17	Thurs., Oct 15	"Experimental Existential Psychology"	23:48 to 36:02	
18	Tues., Oct 20	"Experimental Existential Psychology"	36:03 to 54:18	
19	Thurs., Oct 22	"Experimental Existential Psychology"	54:19 to end	
20	Tues., Oct 27	"Terror Management Theory"	start to 27:37	Solomon, S., Greenberg, J., Schimel, J., Arndt, J., & Pyszczynski, T. (2004). Human awareness of mortality and the evolution of culture. In M. Schaller & C. Crandall (Eds.), <i>The psychological foundations of culture</i> (pp. 15-40). New York: Erlbaum.
21	Thurs., Oct 29	"Terror Management Theory"	27:38 to 56:17	
22	Tues., Nov 3	"Terror Management Theory"	56:18 to 1:22:25	
23	Thurs., Nov 5	"Terror Management Theory"	1:22:26 to 1:34:18	
24	Tues., Nov 10	"Terror Management Theory"	1:34:19 to end	
25	Thurs., Nov 12	"The Quest for Authenticity"	start to 18:23	Greenberg, J., Pyszczynski, T., & Solomon, S. (1995). Toward a dual-motive depth psychology of self and human behavior. In M.H. Kernis (Ed.), <i>Efficacy, agency, and self-esteem</i> (pp. 73-99). New York: Plenum.
26	Tues., Nov 17	"The Quest for Authenticity"	18:24 to 47:54	
27	Thurs., Nov 19	"The Quest for Authenticity"	47:55 to 1:06:29	
28	Tues., Nov 24	"The Quest for Authenticity"	1:06:30 to 1:37:27	

	Date	Video assignment/Class session content	Lecture video viewing assignment for this class session	Assigned reading
	Thurs., Nov 26	<i>Thanksgiving break</i>		
29	Tues., Dec 1	"The Quest for Authenticity"	1:37:28 to 2:03:40	
30	Thurs., Dec 3	"The Quest for Authenticity"	2:03:41 to end	
31	Tues., Dec 8	Finishing up	No assigned video segment	None

Lectures

This course will use a combination of asynchronous lecturing and synchronous discussion methods. What that means is that all lectures are available to you in recorded format, so you can review them outside scheduled class session times (“asynchronous”); but we will still have live class sessions at scheduled times, during which we will discuss the lecture material for purposes of review and reinforcement (“synchronous”). Here is some more detailed explanation of these approaches:

- Asynchronous lectures: Professor Kosloff has prerecorded all of this semester’s lectures. Those materials are available to you in their entirety in this YouTube playlist:
<https://www.youtube.com/playlist?list=PLBekbOBD02DIueaD8u7opR7-Z-sT9C9T>
As you will see in the course schedule presented later in this syllabus, each class session has an assigned segment from one of the videos in that playlist. **The lecture videos and assigned readings contain all of the course material on which you will be tested throughout the semester.** The synchronous class discussions will only serve to reinforce your understanding of the recorded lecture video contents, and enable the class to engage in meaningful discussions based largely on the “Firestarters” component (described soon below in this syllabus).
- Synchronous discussions: We will have live, synchronous class discussions via Zoom for **part of** each assigned class session time. During these sessions, Professor Kosloff will not introduce new lecture content, but will instead work to reinforce students’ understanding of the recorded lecture contents and answer any questions students may have about that content. This will be fueled primarily by the “Firestarters” component described soon below. The synchronous discussions will only last approximately 60 minutes, occurring **every scheduled class session (Tuesdays and Thursdays) from 12:30pm to 1:30pm P.S.T.**
 - **Please note:** the first time you use Zoom on a device, you will be prompted to download the Zoom app. (You’ll only have to do that once.) This takes a few minutes, so it’s best to get that taken care of before the first live class discussion. To do so, simply click the link above and follow the download instructions. Then you’ll be good to go!
 - A note on attendance: There is no attendance requirement for the live synchronous discussions. However, students scheduled to deliver a Firestarter must necessarily attend the live sessions on which they are scheduled to do so. Furthermore, if overall attendance of the live sessions dwindles to the point that our live discussions are negatively impacted, Dr. Kosloff reserves the right to change the course grading system in order to integrate an attendance component. Put another way, it is hoped that students will take advantage of the live synchronous sessions for purposes of reinforcing the recorded lecture content and connecting with their peers and Dr. Kosloff through stimulating discussion. But if non-attendance diminishes the quality of those connections, a graded attendance component will be instituted.

Firestarters

Each student will be responsible for 3 “Firestarters” throughout the semester. What is a Firestarter? A Firestarter is concise, powerful statement of a question intended to inspire discussion during our live synchronous class sessions. On the day for which a student is assigned to conduct one of their Firestarters, the student will address the class during the live Zoom meeting and pose a question that came to mind while they were watching *that day’s* assigned content from the recorded lecture series and/or from *that day’s* assigned reading. The Firestarter must be presented clearly, concisely, and must abide precisely by the following structure:

- 1) Take no more than 1-2 minutes for the delivery;
- 2) Start by specifying the course content that inspired your Firestarter. Be clear in identifying the particular portion of the assigned recorded lecture segment and/or assigned reading content that inspired your Firestarter. Be concise and specific;
- 3) Then pose a *thoughtful and compelling* question to the class inspired by the specific content you just identified. Your aim is to spur a great class discussion. Accordingly, it is not adequate to pose simplistic questions (e.g., “Did you find that interesting?” or “Did anyone else have a hard time understanding that?”). Rather, the question posed should spawn from deep thoughts you have had about the material that you want to explore with the class. These thoughts might be abstract and theoretical (e.g., pertaining to ideas described in the recorded lecture content and/or reading assigned for that day), concrete and empirical (e.g., related to a study described in the recorded lecture content and/or reading assigned for that day), or applied in some meaningful way to important social events (e.g., relating recorded lecture content and/or reading assigned for that day to something happening in the world of contemporary human social affairs).

More details:

- **Each class session will feature Firestarters from 3 different students (though sometimes only 2), with 15-20 minutes of class discussion following each Firestarter. So that means one student’s Firestarter will kick off the session at 12:30pm P.S.T, the second student’s Firestarter will come at about 12:50pm P.S.T, and the third student’s Firestarter will occur at about 1:10pm P.S.T.**
- Within the first couple weeks of class, Professor Kosloff will randomly assign each student to 3 different live synchronous Zoom class sessions on which they will deliver a Firestarter.
- Grading of Firestarters will work as follows. For each Firestarter, a student will receive: 0 points if she/he does not deliver a Firestarter at all; 2 points if she/he delivers a Firestarter that DOES NOT meet the timing, structural, and content requirements specified above; 4 points if she/he delivers a Firestarter that DOES meet the timing, structural, and content requirements specified above.

Two exams (one midterm, one final)

The two exams will consist of 4 multi-part, open-ended questions (with no word limit on responses) that students complete at their own pace over a week. Exam responses must be submitted under the “Exams” module in the course Canvas site by 5pm P.S.T. on their due date. In that module you will see a link called “Access and submit the Midterm Exam here” and a link called “Access and submit the Final Exam here”; in those sections you will be able to access and submit each exam beginning a week prior to its due date and time. **I highly recommend that students first compose and save their exam responses on their local machine, and then copy-paste their finalized responses into entry fields within the online exam linked in Canvas. This will help ensure you do not lose any work.** The final exam will not be cumulative, but rather will test course content introduced after the midterm (i.e., everything after the “Psychodynamics” section). Each question on each exam will be graded on the following scale:

6	5	4	3	0
<u>Perfect:</u> Response was thorough, precise, and clear.	<u>Minor deficits:</u> A very good response, though there were a few points that were not addressed with sufficient thoroughness, precision, and/or clarity.	<u>Moderate deficits:</u> A substantial portion of the response (but not the majority of the responses) did not address the question thoroughly, precisely, and/or clearly.	<u>Major deficits:</u> The majority of the response did not address the question thoroughly, precisely, and/or clearly.	<u>Severe deficits:</u> Question was not answered or the response was so unclear that it could not be assessed.

Case Study in Fragility and Transcendence

Each student must write an original essay (1,000 to 1,200 words). This will first be submitted as a rough draft (see due date above) and then as a final draft (see due date above). Both drafts will be submitted to the appropriate link within the “Term Paper” module on the course Canvas site. Professor Kosloff will provide meaningful feedback on the rough draft; students must thoroughly review the feedback provided, and revise their paper accordingly for the final draft submission.

This essay will be a case study (a particular instance of something used or analyzed in order to illustrate a thesis or principle). For the paper, you must select a topic that illustrates the overall course theme of fragility and transcendence (i.e., that humans experience existential struggles and labor to mask those struggles through heroic, culturally-embedded, and oftentimes irrational strivings). The topic selected must be either: a life experience (either yours or someone else’s), a social event (e.g., political protests, responses to the pandemic) or a creative work you have encountered (e.g., a piece of music, poem, book, painting, movie, or play).

The paper should be four-paragraphs long. The paragraphs should occur in the following sequence:

- 1) PARAGRAPH 1: Begin with a clear summary of the instance/work you have selected;
- 2) PARAGRAPH 2: Then, explain how the instance/work illustrates human fragility and cultural transcendence;
- 3) PARAGRAPH 3: Then, compare the selected instance/work with at least one phenomenon, theory, or empirical finding covered in class. Here your aim is to meaningfully connect the fragility-transcendence dynamic in your instance/work with information covered in the course content;
- 4) PARAGRAPH 4: Conclude by reflecting on the following question: has looking at the instance/work through the lens of the fragility-transcendence dynamic given you a new perspective on the instance/work? In other words, has writing this paper enabled you to interpret the instance/work in a way you had not previously done? Is so, how so? Or, if not, why not?

DO NOT DO ANY OF THE FOLLOWING

- Do not include a title page (simply put your name at the top of the first page).
- Do not include an abstract.
- Do not include a reference page. If you make reference to a study in the text, simply cite the first author’s name followed by “et al.” and the year of publication... For example: “Kosloff et al. (2009)”. If you have questions, feel free to ask Professor Kosloff.

FORMATTING CRITERIA

- The paper must be 1,000 to 1,200 words in length (no more, no less). This word count includes everything in the submitted document.
- The paper must be double-spaced, 12-point Times New Roman font, with 1-inch margins.
- Ensure that the start of each paragraph is properly indented (one tab).

CONTENT

Each of the four paper sections (described above) will be assessed for its *clarity*, *appropriateness*, and *thoroughness*, defined as follows:

- **Clarity** can be understood by visiting this link:
https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/revising_in_business_writing/revising_for_clarity.html
- **Appropriateness** refers to ensuring content is topical, accurate, and otherwise consistent with instructions.
- **Thoroughness** refers to ensuring you give sufficient coverage of the assigned subject matter.

MECHANICS

Each of the four paragraphs (described above) will be assessed for its mechanics. The term “mechanics” refers to functional elements of writing. You will receive feedback on mechanical shortcomings of your writing, and it is expected that you will work to correct these shortcomings from draft to draft. Point deductions will correspond to the amount and severity of mechanical errors observed. Here is a list of the mechanics/errors that will be most heavily stressed in the grading of this assignment, along with some tips for avoiding them:

- **CONTRACTIONS:** Do not use contractions at any point in your paper.
- **QUESTIONS:** Do not ask questions at any point in your paper.

- QUOTATIONS: Do not use quotations at any point in your paper.
- FORMATTING: Ensure proper indentation and/or spacing between words, paragraphs, etc.
- SPELLING: Ensure proper spelling throughout your paper.
- INCORRECT WORD CHOICE: When choosing words, be sure to do the following.
 - **Ensure proper meaning:** Words should be used in manners that correspond to their dictionary definitions.
 - **Avoid clichés:** Avoid words or phrases that are overused or lack originality.
 - **Ensure formality:** Avoid slang, jargon, or other casual language. (You are writing a paper for a college class, not a text message to a friend.)
 - **Avoid wordiness:** Avoid using many words where a few will yield greater clarity.
- INCORRECT OR MISSING COMMA: Abide by the following rules of comma usage.
 - Use a comma between items in a series.
 - **Example:** She loves strawberries, grapes, and oranges.
 - Use commas between two or more adjectives when they are used to describe a noun.
 - **Example:** He is a smart, handsome man.
 - Use a comma when an *-ly* adjective is used with other adjectives. To check whether an *-ly* word is an adjective, test to see if it can be used alone with the noun; if it can, use the comma.
 - **Example:** Sarah is a lovely, young girl.
 - **Example:** People stared at her oddly matched outfit.
 - *Oddly* is not an adjective because it cannot be used alone without *outfit*; therefore, no comma is used between *oddly* and *matched*.
 - Use a comma to separate an introductory word or phrase from the rest of the sentence.
 - **Example:** At eight o'clock in the evening, the fireworks began.
 - Use commas to set off one or more words that interrupt or elaborate a train of thought in a sentence.
 - **Example:** That pizza, in my opinion, is the best in town.
 - **Example:** Max, my brother, will be joining us for dinner tonight.
- INCORRECT OR MISSING APOSTROPHE: Abide by the following rules of apostrophe usage.
 - For singular ownership, the apostrophe goes before the *s*.
 - **Example:** The teacher's classroom will be inspected for safety.
 - Here, there is only one teacher referred to.
 - For plural ownership, the apostrophe goes after the *s*.
 - **Example:** The teachers' classrooms will be inspected for safety.
 - Here, the sentence refers to all of the teachers in the school.
 - Apostrophes are not needed with possessive pronouns (e.g., *his, hers, theirs, ours*).
- SENTENCE FRAGMENT: A sentence fragment is an incomplete sentence; it does not express a complete thought. In a fragment, the subject or predicate (or both) will be missing. A fragment leaves the reader wondering, "who," "what," "what happened," or "what about it."
 - **Example:**
 - **Fragment:** Broke the expensive crystal glass.
 - **Subject:** Who broke the glass? The subject is missing.
 - **Predicate:** *broke*
 - **Complete sentence:** The child broke the expensive crystal glass.
 - **Subject:** *child*
 - **Predicate:** *broke*
 - **Example:**
 - **Fragment:** Without hesitation, Mr. and Mrs. Smith.
 - **Subject:** *Mr. and Mrs. Smith*
 - **Predicate:** What about them? The predicate is missing.
 - **Complete sentence:** Without hesitation, Mr. and Mrs. Smith cheered with delight when their daughter announced her engagement.
 - **Subject:** *Mr. and Mrs. Smith*
 - **Predicate:** *cheered*
 - In some cases, fragments possess both a subject and a predicate, but do not express a complete thought. This occurs when the sentence begins with a subordinating conjunction: a connecting word that creates a relationship between clauses (e.g., *unless, after, whether, since, because*). The resulting fragment is called a subordinate clause.
 - **Subordinate clause:** After we went shopping.

- **Complete sentence:** After we went shopping, we had dinner at Chili's.
 - **Subordinate clause:** Because it rained.
 - **Complete sentence:** The picnic was cancelled because it rained.
- **RUN-ON SENTENCE:** A run-on sentence is two or more sentences written as one. Use one of the following three methods to fix a run-on sentence.
 - Create two separate sentences.
 - **Run-on:** They are perfect for each other they spend every waking moment together.
 - **Correct:** They are perfect for each other. They spend every waking moment together.
 - Use a semicolon to divide the thoughts.
 - **Run-on:** It is such a beautiful day I'd love to have a picnic outside.
 - **Correct:** It is such a beautiful day; I'd love to have a picnic outside.
 - Separate the thoughts with both a comma and a coordinating conjunction. (The seven coordinating conjunctions are: *and, but, or, nor, for, so, and yet.*)
 - **Run-on:** She loves visiting new places her fear of flying keeps her from travelling too far.
 - **Correct:** She loves visiting new places, but her fear of flying keeps her from travelling too far.
- **COMMA SPLICES:** Sometimes run-on sentences occur because of incorrect punctuation, known as a comma splice. A comma splice occurs when independent clauses are joined with a comma only; the coordinating conjunction is missing. (The seven coordinating conjunctions are: *and, but, or, nor, for, so, and yet.*)
 - To fix this, simply add the correct coordinating conjunction.
 - **Comma splice:** Tomorrow is a busy day, I better get to bed early tonight.
 - **Correct:** Tomorrow is a busy day, so I better get to bed early tonight.
- **SUBJECT-VERB AGREEMENT:** Basic sentence structure depends on subject-verb agreement. The correct verb form to use is based on **number, person, and tense**.
 - Number: The verb of the sentence must match the subject in number, meaning that both must either be singular or plural.
 - With a singular subject, use a singular verb.
 - **Incorrect:** My mother **plan** a birthday party for me every year.
 - **Correct:** My mother **plans** a birthday party for me every year.
 - The singular subject, *my mother*, needs a singular verb, *plans*.
 - With a plural subject, use a plural verb.
 - **Incorrect:** The teachers **helps** with the fundraiser.
 - **Correct:** The teachers **help** with the fundraiser.
 - The plural subject, *teachers*, needs a plural verb, *help*.
 - Person: The verb of the sentence must match the subject in person, meaning that both must either be first-person, second-person, or third-person.
 - Example in first-person:
 - **Incorrect:** I **is** hoping for rain.
 - **Correct:** I **am** hoping for rain.
 - The first-person subject, *I*, needs a first-person verb, *am*.
 - Example in second-person:
 - **Incorrect:** You **is** hoping for rain.
 - **Correct:** You **are** hoping for rain.
 - The second-person subject, *you*, needs a second-person verb, *are*.
 - Example in third-person:
 - **Incorrect:** He **are** hoping for rain.
 - **Correct:** He **is** hoping for rain.
 - The third-person subject, *he*, needs a third-person verb, *is*.
 - Tense: A consistent verb tense must be used when writing.
 - **Incorrect:** I **rode** my bike before I **go** to the store.
 - **Correct:** I **rode** my bike before I **went** to the store.
 - In the correct version, the subject consistently agrees with the verb tense (past).
- **MISPLACED OR DANGLING MODIFIER:** A modifier is any word (or group of words) used to describe another part of a sentence. Modifiers include adjectives, adverbs, and phrases that are used like adjectives or adverbs. Problems occur when modifiers are put in the wrong part of the sentence. Doing so can change the meaning of the sentence, or even make it illogical.

- **Example of a “misplaced modifier”:**
 - **Incorrect:** Chasing a squirrel up a tree, my grandmother saw her cat, Fluffy.
 - Notice that the modifying phrase (*chasing a squirrel up a tree*) seems to refer to *grandmother*, which is not the intended meaning.
 - **Correct:** My grandmother saw her cat, Fluffy, chasing a squirrel up a tree.
 - Notice that correcting the error required moving the modifier closer to the word/phrase it was intended to modify (*her cat, Fluffy*).
- **Example of a “misplaced modifier”:**
 - **Incorrect:** She wore a pink summer hat on her head, which was much too big.
 - The modifier (*which was much too big*) seems to refer to *her head*.
 - **Correct:** She wore a pink summer hat, which was much too big.
 - In this case, removing unnecessary words helped connect the modifier to the word/phrases it was intended to modify (*pink summer hat*).
- “Dangling modifiers” are slightly more complex. These occur when a modifier is included, but the subject of the sentence is entirely missing. This results in nonsense sentences, where an introductory phrase is left dangling and ambiguous as to what it is modifying.
 - **Example of a “dangling modifier”:**
 - **Incorrect:** While surfing in Hawaii with his friends, a shark attacked him.
 - Notice that the modifier (*while surfing in Hawaii with his friends*) seems to refer to *shark*. Of course, that is ridiculous, as sharks do not surf.
 - **Correct:** While surfing in Hawaii with his friends, he was attacked by a shark.
 - By adding the subject (*he*), the meaning becomes clear.
 - **Example of a “dangling modifier”:**
 - **Incorrect:** Visiting the zoo, the birds chirped loudly.
 - The modifier (*visiting the zoo*) seems to refer to *the birds*. That is nonsense, as zoos do not sell day-passes to birds.
 - **Correct:** While I was visiting the zoo, the birds chirped loudly.
 - By adding the subject (*I*), the meaning becomes clear.

Case Study term paper grading rubric

Formatting

4	Perfect
3	Very good (only a few corrections needed)
2	Good (moderate amount of corrections needed)
1	Many revisions needed

SECTION 1: Clarity, appropriateness, and thoroughness

4	Perfect
3	Very good (only a few corrections needed)
2	Good (moderate amount of corrections needed)
1	Many revisions needed

SECTION 1: Mechanics

4	Perfect
3	Very good (only a few corrections needed)
2	Good (moderate amount of corrections needed)
1	Many revisions needed

SECTION 2: Clarity, appropriateness, and thoroughness

4	Perfect
3	Very good (only a few corrections needed)
2	Good (moderate amount of corrections needed)
1	Many revisions needed

SECTION 2: Mechanics

4	Perfect
3	Very good (only a few corrections needed)
2	Good (moderate amount of corrections needed)
1	Many revisions needed

SECTION 3: Clarity, appropriateness, and thoroughness

4	Perfect
3	Very good (only a few corrections needed)
2	Good (moderate amount of corrections needed)
1	Many revisions needed

SECTION 3: Mechanics

4	Perfect
3	Very good (only a few corrections needed)
2	Good (moderate amount of corrections needed)
1	Many revisions needed

SECTION 4: Clarity, appropriateness, and thoroughness

4	Perfect
3	Very good (only a few corrections needed)
2	Good (moderate amount of corrections needed)
1	Many revisions needed

SECTION 4: Mechanics

4	Perfect
3	Very good (only a few corrections needed)
2	Good (moderate amount of corrections needed)
1	Many revisions needed

COURSE POLICIES

Late work policy: Students are expected not to miss any exam or other course-related deadline/requirement. Doing so will result in zero points being earned for the missed content. There are only two acceptable excuses for a missed exam or course-related deadline: (1) illness verified in writing by a physician's note, or (2) a very serious family emergency that can be documented. Missed work cannot be made up except in situations as described in APM 232 (unplanned student absences and absences for University-sponsored activities).

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you may need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin/SafeAssign Originality Reports WILL NOT be available for your viewing.**

Disruptive Classroom Behavior: The classroom – virtual or not – is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the class. Such behaviors include talking out of turn, using cell phones during lecture, tape-recording the lecture without permission, and bringing visitors or guests to class without permission.

UNIVERSITY POLICIES AND SERVICES

Intellectual Property provision: As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)