NSCI 360, *Legacy of Life*---SYLLABUS (TENTATIVE/PROVISIONAL)
Winter – 2015

**Class Hours:** 1040-1150  **Days:** MWF  **Room No.:** PS-010  **Learning Facilitator:** WB Leatham, Ph.D.

**Contact:** VOICE MAIL messages at 909.537.5322; E-MAIL to bleatham@csusb.edu; Please place NSCI 360 in subject line of email so it won’t get lost. Students may leave WRITTEN notes/reminders on the podium at the front of the room before class; or to ask questions, to seek information, or to provide reason for absence(s). Please be patient, at least for a day, for a response! The first 8-10 minutes of class will be dedicated to class “busyness”—that is individualized/group conversations, organizing, reviewing, explaining homework, etc.

**Office hours:** Mon, 1200-1330, Tues 1500-1600, Weds 1200-1330 or by appointment.

**Course Website:** [http://oceans1.csusb.edu/360/360w15](http://oceans1.csusb.edu/360/360w15) (check after Monday, content is okay, dates are not--will be updated and revised soon! If you want to look at last year’s website go to [http://oceans1.csusb.edu/360/360w14](http://oceans1.csusb.edu/360/360w14)). The Course Website has links to the free *Virtual Reader* for the course, exercises, and cool information, as well as a posting site for student work, etc.

**Tentative Calendar of Events**

- **Winter Instruction Begins**  January 12th (Monday)
- **Martin Luther King Jr. Day (Campus Closed)**  January 19th (Monday)
- **Groundhog Day**  February 2nd (Monday)
- **Darwin Week**  Week of February 12th
- **Darwin Day (International)**  February 12th (Thursday)
- **Prehistoric Restaurant Fair**  Week of February 12th
- **St. Valentine’s Day**  February 14th (Saturday)
- **Washington’s Birthday (Campus Open)**  February 16th (Monday)
- **Midterm Content Assessment (CPA)**  Week of February 16th
- **St. Patrick’s Day**  March 17th (Tuesday)
- **Last In-class Day**  March 23rd (Monday)
- **All Extra Credit as discussed**  Monday, March 23rd
- **Finals Week (no regular class sched)**  March 24th-17th (T-F)
- **Final Examination Period (mandatory)**  March 27th (Friday 1000-1150)
- **Final Content/Perspective Assessment (CPA)**  Friday, March 27th 1000-1150

- **Other**  
- **Other**  
- **Other**  
- **Other**  
- **Other**  
- **Other**  
- **Other**  

“**Textbook**”: *Virtual Reader for NSCI 360*, WB LEATHAM (2014). The reader is a series of online readings in three parts (based on content). And picked especially for you by yours truly 😊. Although it appears free, you paid for it with the fees from your tuition that support the library! So rejoice and enjoy—no out-of-pocket expenses on this one. Locate your own personal reader at [http://oceans1.csusb.edu/360/360w15rdx](http://oceans1.csusb.edu/360/360w15rdx) or through the link on the course website ([http://oceans1.csusb.edu/360/360w15](http://oceans1.csusb.edu/360/360w15)).

“**Exercise Manual**”: *Virtual Expeditions and Exercises, 2015*, Kanoi Services Ltd. You must obtain a passcode for online access from the Coyote Bookstore, or passcodes are available online from Kanoi Services ([http://grfpix.kanoiservices.com](http://grfpix.kanoiservices.com)).
Course theme: How we know what we know about things we never saw.

Student Learning Objectives:
1. Understand how metacognition helps us evaluate our interpretations of observable phenomena.
2. Understand how scientific explanations of the history and nature of life, and time are verifiable and based primarily on inductive logic and skepticism.
3. Learn how to evaluate and restructure knowledge as found in textbooks, the internet, and/or other sources inductively.
4. Understand how principles of logical evaluation, scientific philosophy, and historical reconstruction are necessary to understand the past, present and future of life.
5. Understand basic integrative science behind and necessary to understand the history, nature, evolution, and extinction of life.
6. Learn to enjoy science as an integral way to interpret Earth and nature.
7. Learn how effective learning is related to effective teaching
8. Learn how empathy affects learning.
9. Please see introduction to the readings and the readings as well for further information.

Tentative Class Requirements: If based on class discussion, consensus, and approval; learning assessment for NSCI 360 will be evaluated as follows:

1. 20% of Final Grade.

Topical Journal Evaluations: Each entry is to be submitted at the beginning of the following class (between 10:40 and 10:48 am) for full credit. CLASS DISCUSSIONS WILL BEGIN AT 10:48! This will allow time to take care of class business and to roughly scan your submissions BEFORE the "DISCUSSION". You must submit an entry for each class meeting for the remainder of the quarter for full credit (i.e. 20%). This makes each entry worth slightly less than 1% of your final grade. THIS IS NOT THE KIND OF COLLEGE CLASS YOUR MOTHER TOLD YOU ABOUT (never end a sentence with a preposition!).

- Each Journal entry essentially consists of a single, one-page (8.5" x 11") evaluation for the previous class meeting. You will be docked if you do not use the entire page to develop your thoughts. Remember to place your real name, the date of submission, and a barcode on everything you turn in.

- Address the following, on the form provided:
  1. What parts of the learning activities, concepts, and discussions were helpful, well supported, or generally went well?
  2. What were the troublesome words and concepts (CONTENT ONLY, not class structure/management)?
  3. List three questions (based on CONTENT ONLY, not class structure/management) you have regarding the concepts discussed in the previous class session.

- "Yes" or "no" or single word answers will not be given credit. Develop your thoughts as fully as possible. Analyses may be neatly handwritten or printed, and may include handdrawn charts, graphs, or drawings as appropriate. For purposes of assessment, each of the three analyses for the journal should consists of a minimal paragraph of three sentences, which do not repeat the thesis statements for each section. This makes the journal page worth 9 points on a 9 point scale, one point for each analytical statement. Submission of discussion notes taken during class will not
receive credit. You should however use your notes to prepare the journal entry AFTER the class session is over, to show your time spent on-task of analysis (you may look this word up if you don't really understand it, as you should as a productive learner). Remember, this is an ANALYSIS.

2. 30% of Final Grade

**PROJECTS**

1. **Prehistoric Theme Restaurants--The Hospitality Lane of Geologic Time.**
   Group Project #1 ([http://oceans1.csusb.edu/360/360w15](http://oceans1.csusb.edu/360/360w15))

Produce a display prospectus and menu chart for an eating establishment:

- Archean and Proterozoic.
- Ediacaran and Cambrian
- Lower to Middle Paleozoic (Ordovician-Devonian).
  - Upper Paleozoic (Carboniferous and Permian including the Permo-Triassic extinction).
  - Mesozoic including the Cretaceous-Tertiary extinction.
- Cenozoic excluding the Pleistocene/Quaternary.
- Pleistocene-Quaternary

Each restaurant capitalizes on food resources that were available during the respective time interval used as its theme. Use any books, internet or other resources you feel necessary to complete the project, but make sure to document your source or it is plagiarism. Feel free to give your restaurant a suitable name that reflects its theme.

Each diner’s prospectus should include:

- A general overview of the unique history of the requisite time theme you choose as the focus for your restaurant. You will be penalized if you simply report information, without incorporating it into the restaurant's theme. The overview should include a significant information that will allow the diner to understand the chosen time theme, e.g. beginning, end, climate and environments, geography, catastrophes, and lifestyle of those foodstuffs used in the restaurant. Restaurant decor may reflect the ambience of your chosen time interval, and helps to set the stage for diners to enjoy the scrumptious fare produced by their gourmet chefs. Remember, atmosphere is important....

- A prospective menu including breakfast, lunch, dinner entrees and meals, as well as desserts, appetizers, drinks, and house specialties. The restaurants cooking staff use only fresh, natural ingredients imported directly from the time interval you choose as the focus for your establishment. You may not use any modern foods, although you may use ancient food substitutes for modern materials. Please note that we eat neither mud nor lava, nor are rocks suitable for human ingestion. Living things eat other living things (i.e. carnivores, piscivores, herbivores, insectivores, etc.) or materials produced by them (e.g. eggs, milk, secretions). Present your wares in the most appetizing ways possible, remembering that you must convince your customers that your food is the best available. Cost and gratuities? You decide.
• An illustrated list (i.e. labeled illustrations) of ALL the raw ingredients (organisms) used to produce the restaurant's fare is a must. The illustrations should help the diner identify those strange things that sometimes end up in the soup. These illustrations must be accurate, hand-drawn or traced, and colored. Photocopied illustrations will not be accepted— if you have no art talent, trace! Sculpture or other visual art forms are viable substitutes, if you desire. Points will be taken off for sloppy drawings, and for not illustrating the reconstructed creatures used in your wares. Credit will not be given for illustrations of the foodstuffs, but only for the organisms used to produce your sumptuous dishes. You must use a minimum of ten different organisms in the preparation of your food, but are required to illustrate ALL that you use.

• A list of your information sources (citations) to give credit where credit is due, so that your work is credible. In other words, cite where you obtained your information 😊.

Your display will be exhibited and evaluated at the Prehistoric Restaurant Faire.
Where: Somewhere, but probably in the patio area of the lower Commons

**Set-up:** You are not supposed to remain with the project. There is no verbal presentation, and don't expect one. Make sure that YOUR GROUP NAME is prominently listed somewhere on the display, or we won't know who will receive credit for your work. Furthermore, you must document the sources of your information somewhere on the display. This is giving credit to the sources for your information. Your project MUST be set up by 1100 am in order to receive credit. You may and must then remove your project no sooner than 1150 am. Your project will be assigned a number for evaluation purposes AFTER your project has been set up.

**Evaluation:** Required for full credit. Use the form provided in the display area. You will evaluate your projects during class that day (takes about an hour). Scoring criteria for evaluation include:

• Contains adequate scientific content.
• Topic is apparently accurately interpreted.
• Creative and innovative analysis and presentation
• Citation of sources and references used
• Topic is adequately developed and stimulates learning.
• Use the form provided in class the day of the presentation. Evaluations will be completed during the class.

Using the rubric provided on the form, evaluate ALL projects displayed. Also, don't forget to evaluate your own group members as discussed!

• After the Prehistoric Restaurant Fair, transfer your group scores to one of the Apperson™ “scantrons” required for the course. For example, assume you assign the group Chelonia a score of B for their project, "Death of the Turtles", which is assigned as project #12. Mark B on number 12 on your Apperson™ “Scantron” sheet.

• Evaluate each member of your group individually, being sure to list them by assigned number. Enter those individual grades by number
onto the other side of the Apperson™ "Scantron". This is extremely important, in order to receive credit for the project.

Hints: Projects should be stand-alone displays effectively marketing your information. Remember that your grade is dependent on how other students perceive your project. Collectively as a group, choose one topic from any of those listed below, decide how you would like to divide the work (including the background research), and how you would like to construct your presentation. If you have special considerations, please contact me through email bleatham@csusb.edu or during office hours or track me down after class. Good luck and good hunting!!!

2. Extinction Project—Will be discussed the day after the Prehistoric Restaurant Faire, and your individual work on that prehistoric restaurant will serve as the basis for successfully completing this. The Project is due the last In-Class Day of the quarter! A copy can be obtained from http://oceans1.csusb.edu/360/Extinction%20Project.pdf

3. 30% of Final Grade.

Content/Perspective Assessments (CPA): Because of the size of the course, CPA will probably consist of a battery of thought-provoking multiple choice questions based mainly on critical thinking skills and applicative learning, centered on content explored in class as well as the major points outlined in the readings and discovered in class exercises. In other words, it is more advantageous to try to discover the meaning and purpose of the numerous examples of how we know what we know about what we never saw, how conclusions and explanations are made and how to evaluate evidence as well as the logic used to produce those conclusions, than to memorize the nature of each bit of minutiae either discussed in class, or discovered in the readings. However, you should not forget to gain or enhance a basic understanding of the "common knowledge" of science expected of an educated member of society. The final CPA will be "partially" comprehensive, concentrating mainly on materials discussed and assigned after the last "midterm" CPA. However, major concepts included on previous midterm CPA may also be included on that final, as scheduled by the University. Minimum of two CPA’s, scheduled as outlined above.

4. 20% of Final Grade

Performance on Assigned Exercises and Learning Activities: As most of the assignments will be given and explained (numerous times) during the lecture, class attendance is mandatory. You snooze, you lose. Assignments may require synthesis of readings, library and internet research, and other sources. Each of the assignments will also be "weighted" appropriately for length, complexity, and difficulty. In other words, if it is “hard”, it will be worth more 😊. Those weightings will be indicated on the Homework Log webpage. Graded assignments will be posted by code name on the Homework Log webpage, generally within about two weeks after they have been turned in.

Tentative Student Evaluation (Grading): This course is offered on a letter grade basis only. All students in attendance after the last withdrawal date will receive a letter grade. The final letter grade for each student is based on the individual total points accumulated from class requirements (i.e. glossary pages, in class activities, content assessments, projects and journals). Improvement of class performance can be accomplished through EXTRA CREDIT learning opportunities that will be discussed in class through the quarter. We will use a standard percentage scale, as illustrated below for grading:

A = 90% -100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = below 60%

Qualitative Description Equivalencies
4 = A = excellent, unusual effort, complete, and memorable
3 = B = noteworthy, above average, may be almost complete
Standards of Conduct: It is expected that students share respect and obey the standards of student conduct. Charges of misconduct may be imposed upon students who violate provisions of University regulations. The student conduct code, disciplinary action, student due process and grievance policy can be found in our CSUSB catalog, online, schedule of classes, and at the office of student services, etc. Sexual harassment of students in the academic environment violates federal and state law and CSUSB policy. Student violations may be subject to corrective measures including discipline up to and including expulsion.

Student Classroom Expectations: This class will be conducted in accordance with acceptable behavior as described in CSUSB catalog and schedule guidelines available to all students.

Academic Integrity: This class will be conducted in accordance with the college student code of conduct and standards of academic honesty. This applies not only to the individual cheating, but also to anyone allowing another student to copy from your test or assignment, or assignment, or assisting in the cover-up of this academic dishonesty process.

Students are expected to be familiar with the University’s Policy on cheating and plagiarism, as found in the “Academic Regulations and Procedures” in the CSUSB Bulletin of Courses. Instances of academic dishonesty will not be tolerated. Violations of standards of academic honesty, including cheating and plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit), fabrication, or facilitating academic dishonesty will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Support for Students with Disabilities
If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP, and contact Services to Students with Disabilities at (909)537-5238.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

--Required syllabus addition per CSUSB Faculty Senate

Disclaimer: This syllabus may and probably will be amended and/or modified during the quarter and serves only as general guideline for the structure of the class. Modifications of the syllabus will be announced and discussed in class.