

Agriculture and Natural Resource Ethics AEB 4126

Spring 2024

Class Number: 10162

M,W,F | Period 8 (3:00 PM - 3:50 PM)

CSE E222

Instructor: Dr. Caleb Stair

Office: 1193 McCarty A Wing

Office Hours: MWF 10:30am-11:30am & 1:00pm-2:30pm; Thursday 10:30am-3pm
(or by appointment)

Phone: 352-294-7687

Email: cstair@ufl.edu

Communications:

I will communicate with you about news, assignments, emergencies, cancellations etc., through the announcements in Canvas. **PLEASE CHECK OUR CANVAS PAGE FREQUENTLY.** If you are struggling in the class, please let me know. My office hours are listed above. Those are times that you can definitely reach me. This does not mean that those are the only times you can meet with me. If those times do not work for you, we will schedule a separate time.

Other Communication:

Undergraduate Advisor: Ms. Danielle Shu; 1170B McCarty Hall A; (352)294-7640;
E-mail: dshu@ufl.edu

Undergraduate Coordinator: Dr. Misti Sharp; 1189 McCarty Hall A; (352)294-7632;
E-mail: mistisharp@ufl.edu

FRE Technology Assistance: Dave Depatie; 1197 McCarty Hall A; (352)394-7641;
E-mail: ddepatie@ufl.edu

Teaching Assistant: Nicolas Haley; 2120 McCarty Hal B; TR 2-3pm
E-mail: nhaley@ufl.edu

General Education Designation

Primary General Education Designation: Social Sciences (S)

Secondary General Education Designation: Humanities (H)

Writing Requirement: 6,000 words (WR)

This course meets the General Education Student Learning Outcomes for the Social Science (S) and Humanities (H) designation. A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U

Course Description:

This is a course about social, political, economic, and ethical issues that arise in connection with the "food and fiber system" -- agriculture, food production/distribution, natural resource use/management, etc. --and public policy

responses to those issues. It analyzes the human dimensions that have shaped the prevailing ideas surrounding these issues and examines the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. This course satisfies the 6000-word “Gordon Rule” writing requirement. The Writing Requirement (**WR**) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. The instructor will evaluate and provide feedback on all of your written assignments with respect to grammar, punctuation, clarity, coherence, and organization. See more information about the UF Writing Requirement here: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/writing-requirement/>

Expected Student Learning Outcomes:¹

This course is part of the *Social and Behavioral Sciences* and *Humanities* General Education subject areas. After the successful completion of AEB 4126, a typical student should be able to:

- 1) Create opinions concerning issues related to agriculture and natural resources through research and articulate these opinions to others in a formal setting. (**S**)
- 2) Analyze big "big picture" issues regarding natural resources and the food and fiber system: How do the individual “pieces” like traditional family farms, environmental activists, global corporations, public policy decision-makers, consumers, etc., fit together in the larger scheme of things? (**S**)
- 3) Evaluate philosophical / ethical concepts and positions that can be useful when assessing actions, practices, and policies. For example, the difference between thinking of ethical obligations in terms of “protecting rights” vs. “securing the greater social good.” (**H**)
- 4) Develop their ability to examine, speak, and most importantly write intelligently and reflectively (critically) about issues and positions and arguments as exemplified in (1), (2), and (3) above. (**H, S**)

I hope that you will use this course to inform yourself in greater depth about natural resources, the food system, and ethics. Use this course to help you clarify your own beliefs and values regarding these and other ethical issues, as well as hone your analytical and argument skills. “Just as iron sharpens iron, so one person sharpens another.”

Required Texts:

There is no textbook required for this class. Instead, I will pull notes from several different sources and occasionally assign readings for class. All readings are located in the CANVAS class files for the course. Even lacking a “book” or set of books, however, THERE IS A LOT OF REQUIRED READING FOR THIS COURSE. The readings are starting points for our discussions. Your take home essays will be based

¹See the following link for the General Education Objectives for this subject area.

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

on both the assigned readings and what we discuss in class. **In our modules look for items that say READ. These are required readings for the course.**

Grades:

Assignment	Grade Percentage	Points
Paper #1	15%	150
Paper #2	15%	150
Paper #3	20%	200
Outlines	10%	100
Reading Quizzes	20%	200
Debate	10%	100
Participation	10%	100
<u>Total</u>	<u>100%</u>	<u>1000</u>

1. Papers²³

- Debate Analysis Paper - (150 points / 15%)
 - Find a debate that has occurred in the past that deals with some aspect of natural resources or agriculture. Write a 1500-2000 word analysis of the debate. Including: 1) Debate style of both sides. 2) Particular key lines of reasoning. 3) Possible logical fallacies that may have been used and a description of those logical fallacies. 4) Which arguments you found most appealing and least appealing from both sides.

- Epistolary Duel Paper – (150 points / 15%)
 - Choose a topic that you are interested in which has at least two opposing viewpoints. Write a back-and-forth debate style discussion paper arguing from both sides. Each participant is expected to write eight responses of 250 words each (four for each side of the debate for a total 2000-2500 words). For an example see the footnote below.⁴

- Final Persuasive Paper - (200 points / 20%)
 - This will consist of a persuasive essay (2500-3000 words) on a topic of your choice. Submit via canvas on the date of our final by 11:59pm.

² The university's Writing Studio may be accessed through this link www.writing.ufl.edu

³ This course will use the American Psychological Association (APA) citation and format style.

⁴ <https://www.nytimes.com/roomfordebate/2014/12/28/have-human-rights-treaties-failed>

2. *Outlines* (100 points / 10%)

- Each paper will have an outline that is due before the final paper submission. The major hierarchy of the outline is already filled in for you. The expectation is that you demonstrate effort in terms of the writing process (discussed in class). **Your lowest score will be dropped.**

3. *Reading Quizzes*– (200 points / 20%)

- There will be three quizzes issued throughout the semester. Each will cover information for the class and assigned readings. These will be due at 11:59pm. They are open note. **Your lowest score will be dropped.**

4. *Debate* - (100 points / 10%)

- The class will be randomly divided into small (~4-person) teams' mid-semester. These teams will research the background on specific pre-determined topics in preparation for a series of debates at the end of the semester. You will be given ample time to meet with your team to prepare your position statements/arguments. Grades will be based on your team's overall performance (as judged by the instructor), as well as your teammates' confidential evaluation of your partners' contribution to the project, and the audience's evaluation of your debate team. You also must attend 2 of the final debates at the end of the semester (not counting your own).

5. *Participation* – (100 points / 10%)

- Throughout the semester we will have twenty in-class activities. Each will be completed in class for credit and submitted through Canvas. **Your four lowest scores will be dropped.**

Course grades:

- A = 930 – 1000 points (93 – 100%)
- A - = 900 – 929 points (90 – 92.9%)
- B + = 870 – 899 points (87 - 89.9%)
- B = 830 – 869 points (83 – 86.9%)
- B - = 800 – 829 points (80 - 82.9%)
- C+ = 770– 799 points (77 – 79.9%)
- C = 730 – 769 points (73 – 76.9%)
- C- = 700 – 729 points (70 – 72.9%)
- D+ = 670 – 699 points (67 – 69.9%)
- D = 630 – 669 points (63 – 66.9%)
- D- = 600 – 629 points (600 – 62.9%)
- F = below 599 points (59.9%)

Note: A minimum grade of C is required for general education credit.

Note: Overall course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Course Policies:

- I expect you to abide by standards of civility and professionalism in this course. It has a large discussion-based component and several of the topics may elicit passionate debate about the subject at hand. Debates can be passionate; however, a lack of civility or professionalism is unacceptable.
- Plagiarism is unacceptable in this class. I will use the plagiarism database Turnitin.com to check submitted work. While I will cover some aspects of plagiarism and how to avoid it in class UF also has resources that can provide assistance in avoiding plagiarism in your writing and citing styles at <http://guides.uflib.ufl.edu/c.php?g=147797&p=967443>
- For the most part, notes will be provided via Canvas along with short videos concerning the subjects. I will post these to our Canvas website as the semester progresses. If you read the Canvas notes and are still confused, please contact me and we can discuss any issues.
- If for some reason you need to submit an assignment via email, make sure that in the subject line please you state the course number and assignment title. Also, please save your documents as AEB4126_*AssignmentTitle_YourNameHere*
- Late Policy
 - Late writing assignments will only be accepted up to two days after the due date. If an assignment is issued on Thursday and is due in a week it must be submitted by 11:59pm the following Thursday. Assignments submitted at 12:00am Friday are considered one day late. Late writing assignments will receive only half credit and writing assignments that are not submitted or that are submitted more than two days after the deadline will receive a zero. Any assignment submitted after the last day of class will receive a zero.
- Illness
 - We will have face-to-face instructional sessions to accomplish the student learning objectives of this course.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - If you are experiencing COVID-19 symptoms, please use the UF Health screening system and follow the instructions on whether you are able to attend class. <https://coronavirus.ufhealth.org/screen-test-protect-2/frequently-asked-questions/covid-19-exposure-and-symptoms-who-do-i-call-if/>
 - **Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies below.**

Attendance and Make-Up Work:

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. In general, you are expected to be in class each day and submit all work on time on e-Learning.

Academic Honesty and the UF Honor Code

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams).

Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<https://sccr.dso.ufl.edu/process/student-conduct-code/>

Examples of cheating: copying the homework of a peer, copying and pasting from a source without quotations and source attribution, paying someone else to do your homework/project/exam, dividing work amongst you and your peers and then all submitting the same document, giving or receiving material from peers. Using generative AI to entirely complete a class project.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled.

The only allowable purposes are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Software Use:

All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy:

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Students Requiring Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Please do not wait until an assignment is due to request accommodations. Further information can be found at <http://www.dso.ufl.edu/drc/>.

Student Counseling and Support:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call

352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students are notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Lauren's Promise: I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again. Any form of sexual harassment or violence will not be excused or tolerated at the University of Florida.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.

- Seek confidential sources of support and help:
 - [UFPD Office of Victim Services](#): 51 Museum Road, 352-392-5648
 - [Sexual Assault Recovery Services \(SARS\)](#): Infirmery Building, 352-392-1161
 - Alachua County Rape Crisis Center (confidential): 352-264-6760

TENTATIVE DISCUSSION TOPICS AND TENTATIVE SCHEDULE

Week	Date	Day	Topic	Topic Overview	Activity
1	1/8/2024	Monday	Syllabus Day		
1	1/9/2024	Tuesday			
1	1/10/2024	Wednesday	Effective Writing	Explores the critical role of written communication in the ethical discourse surrounding natural resource management and agricultural practices. This emphasizes the importance of clear and persuasive writing in advocating, analyzing, and navigating complex ethical issues in these fields.	
1	1/11/2024	Thursday			
1	1/12/2024	Friday	Effective Writing		
2	1/15/2024	Monday	Holiday	Holiday	Holiday
2	1/16/2024	Tuesday			
2	1/17/2024	Wednesday	Logic & Reason	Explores the pivotal role of logical reasoning in analyzing, debating, and navigating complex issues within natural resource management and agricultural ethics. Emphasizes the application of logical frameworks in ethical decision-making processes.	
2	1/18/2024	Thursday			
2	1/19/2024	Friday	Logic & Reason		

Section 3					
3	1/22/2024	Monday	Theories of Ethics	<p>Delves into foundational ethical frameworks and their application within the realms of natural resource management and agricultural ethics. Provides an understanding of various ethical theories and their relevance in analyzing, critiquing, and addressing ethical issues in these fields.</p>	
3	1/23/2024	Tuesday			
3	1/24/2024	Wednesday	Theories of Ethics		
3	1/25/2024	Thursday			
3	1/26/2024	Friday	Theories of Ethics		
Section 4					
4	1/29/2024	Monday	Unintended Consequences	<p>Identifies and analyzes the unintended outcomes arising from actions in natural resource management and agricultural practices. Scrutinizes the ethical implications, challenges, and strategies in addressing unforeseen and often adverse consequences of decisions and interventions.</p>	
4	1/30/2024	Tuesday			
4	1/31/2024	Wednesday	Unintended Consequences		
4	2/1/2024	Thursday			
4	2/2/2024	Friday			

5	2/5/2024	Monday	Crop Production	The ethical considerations and dilemmas surrounding agricultural practices, specifically focusing on crop production. Identifies the ethical complexities, challenges, and implications of various agricultural methods, technologies, and decision-making processes in crop cultivation.	
5	2/6/2024	Tuesday			Outline #1 Due
5	2/7/2024	Wednesday	Crop Production		
5	2/8/2024	Thursday			
5	2/9/2024	Friday	Crop Production		Paper #1 Due
6	2/12/2024	Monday	Animal Agriculture	The ethical challenges within the realm of animal agriculture including the complex moral dilemmas and ethical frameworks associated with the treatment, use, and management of animals in agricultural practices.	
6	2/13/2024	Tuesday			
6	2/14/2024	Wednesday	Animal Agriculture		
6	2/15/2024	Thursday			
6	2/16/2024	Friday	Animal Agriculture		Quiz #1 Due
7	2/19/2024	Monday	Wildlife Management	The complex ethical dilemmas inherent in balancing human interests with wildlife	

				conservation and biodiversity protection.	
7	2/20/2024	Tuesday			
7	2/21/2024	Wednesday	Wildlife Management		
7	2/22/2024	Thursday			
7	2/23/2024	Friday	Wildlife Management		
8	2/26/2024	Monday	Fisheries Management	The ethical challenges in balancing environmental preservation, economic interests, and social welfare in fisheries.	
8	2/27/2024	Tuesday			
8	2/28/2024	Wednesday	Fisheries Management		
8	2/29/2024	Thursday			
8	3/1/2024	Friday	Fisheries Management		
9	3/4/2024	Monday	Resource Extraction	The ethical considerations inherent in resource extraction industries and their economic benefits, impacts on the environment, communities, and global sustainability.	
9	3/5/2024	Tuesday			
9	3/6/2024	Wednesday	Resource Extraction		
9	3/7/2024	Thursday			
9	3/8/2024	Friday	Resource Extraction		
10	3/11/2024	Monday	Spring Break		Spring Break

10	3/12/2024	Tuesday	Spring Break		Spring Break
10	3/13/2024	Wednesday	Spring Break		Spring Break
10	3/14/2024	Thursday	Spring Break		Spring Break
10	3/15/2024	Friday	Spring Break		Spring Break
11	3/18/2024	Monday	Alternative Energy	The challenges and issues with transitioning to alternative energy and its implications for sustainability, society, and the environment.	
11	3/19/2024	Tuesday			Outline #2 Due
11	3/20/2024	Wednesday	Alternative Energy		Quiz #2 Due
11	3/21/2024	Thursday			
11	3/22/2024	Friday	Alternative Energy		Paper #2 Due
12	3/25/2024	Monday	Food Waste & Trash	The decision-making frameworks associated with food waste and trash management and the goals of reducing waste, promoting sustainability, and addressing the ethical implications of waste disposal.	
12	3/26/2024	Tuesday			
12	3/27/2024	Wednesday	Food Waste & Trash		
12	3/28/2024	Thursday			
12	3/29/2024	Friday	Food Waste & Trash		
13	4/1/2024	Monday	Trade	The Free vs. Fair trade debate and the issues	

				involved in a more globalized society.	
13	4/2/2024	Tuesday			
13	4/3/2024	Wednesday	Trade		
13	4/4/2024	Thursday			
13	4/5/2024	Friday	Population Growth	The ethical dimensions in addressing population growth while considering resource allocation and choice.	
14	4/8/2024	Monday	Automation	Investigates the ethical dimensions of technological advancements, their societal impacts, and ethical responsibilities in adopting automated systems while ensuring employment opportunities.	
14	4/9/2024	Tuesday			
14	4/10/2024	Wednesday	Automation		
14	4/11/2024	Thursday			
14	4/12/2024	Friday	Debate		
15	4/15/2024	Monday	Debate		
15	4/16/2024	Tuesday			
15	4/17/2024	Wednesday	Debate		
15	4/18/2024	Thursday			
15	4/19/2024	Friday	Debate		Outline #3 Due
16	4/22/2024	Monday	Debate		
16	4/23/2024	Tuesday			
16	4/24/2024	Wednesday	Debate		Paper #3 Due
F	5/2/2024	Thursday	Final Day		Quiz #3 Due

Example Writing Rubric:

	EXCELLING	SATISFACTORY	UNSATISFACTORY
CONTENT	Papers exhibit at compelling evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an in-depth discussion with extensive understanding of sources.	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and a natural flow that allows the reader to easily follow.	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. Uses thought provoking arguments that are compelling and stand up to a basic level of scrutiny.	Document provides only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. Little imprecise vocabulary	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. Displays a less precise use of	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction.

	and a varied sentence structure.	vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents may also use words incorrectly.
MECHANICS	Features correct or error-free presentation of ideas. Minimal spelling, punctuation, or grammatical errors.	Features correct or error-free presentation of ideas. Papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Note: The instructor reserves the right to change the terms and dates stated in this course syllabus at any time. Any changes will be communicated on e-learning as an announcement. It is solely the student's responsibility to stay informed of any changes.

******By enrolling in this course, you are agreeing to the terms outlined in this syllabus!!******