Contact Information
2401 11th Ave, Bruner Hall Room 323, Kearney NE 68849
Office Phone (308) 865-8713
Skype ID: Dr.AatUNK
Email: albrechtm@unk.edu
Office hours: MW 1:30 – 3:30, T 10:00 – 11:00 or by appointment

Introduction
This class is about all things ecological: it is a review of current ecological knowledge, it is a reading class of some of the most important papers in the discipline, and it is a class where things are grown! The course first gives an overview of the entire field of ecology. Then a quick read of Turney introduces important concepts for understanding ecology as it was before humans and industrialization. The reason for this is to give some thought to the concepts of deep time, profoundly different habitats on Earth, and the role of human perception in the story of our planet. Also, Turney introduces a number of important technical scientific methods. Next, the bulk of the course is ‘classic paper’ readings that hopefully provide both a sense of history for the discipline and a solid understanding of it. I think these points are critical for understanding what the world was before humans and the swiftness of human impact on the biological world.

This is an unusual structure for an ecology course I realize. Feedback from previous classes is good however and I hope this class structure provides a more comprehensive view of both ecology and the history of life (environment and ecology) on Earth. There is a lot of material in this course, a lot of reading. Try not to fall behind! Please do participate in the large amount of material that is present.

I view this class as a seminar class which means lots of reading and lots of discussion in addition to graded assignments. With this class having a seminar-like structure please note that this class
requires 3 posts per week instead of my usual 2-post requirement. Some readings do delve into the mathematical side of ecology. Modern ecology is heavily mathematical. Please dig deeply into the math when it does occur. I hope this will be an interesting class for everyone!

**Objectives**
By the end of the course I hope everyone has/can:

1. Be able to define clearly ecological concepts and information in scientific writing style.
2. Develop an in-depth understanding of basic ecological principles.
3. Be able to explain the role of abiotic and biotic factors in population distribution, growth, and stability.
4. Describe the link between classic and modern ecological studies.
5. Increase critical thinking skills and reading experience needed to analyze classic papers in the discipline of ecology.
6. Comprehend and explain some basic, classical mathematical models used in ecology.

**Required Texts** (purchase at any store of your choice, make sure books are in stock when ordering). These books are getting older but are still good texts. Purchasing them used is fine (or it may be only possible way), this may take longer for shipping however!


**Required Software and Equipment**
Written assignments must be submitted in MS Word formats doc or docx, for all assignments. If you do not have Office 2007 or newer on your computer, you may download Office 365 as a UNK student or purchase Office from [UNK IT](http://UNKIT) for a discounted price. You may also use other applications such as LibreOffice which can read and produce doc and docx formatted files. Acrobat Reader will be necessary for viewing PDF files of lectures and a video player capable of showing mp4 files. You will need to buy some consumable materials for this class such as a mason jar and some activated charcoal. Details will be posted to Canvas about these exercises. Use the Discussions to ask any questions.
A word about assignments
All work turned in is considered professional written work. The work should be the best possible language, logic, formatting, structure, as well as of course, content! Please strive for clarity of writing and be sure to answer the questions asked, nothing less and nothing more. I have posted material on scientific writing on Canvas in the ‘Files/Scientific Writing’ folder. I will place examples of previous highly scoring assignments available in an ‘Examples’ folder as well. Please pay attention to this issue of scientific writing, with the exception of the plagiarism assignment and the discussion board posts (which should also be written professionally), every single point in the course is based on written work. So being clear on what is expected is critical.

Grading
Detailed directions for each assignment will be given on Canvas. I will clarify any questions people have on those directions. Such communication is important as distance classes sometimes loses details unintentionally, so please do ask questions.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Plagiarism Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Paper 1: Google and scientific writing</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>150</td>
</tr>
<tr>
<td>Participation (Canvas Discussion @ 10 pts per week, starts 3rd week, no points Spring Break or last 3 wks of class)</td>
<td>100</td>
</tr>
<tr>
<td>Ecology demonstration exercise report</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
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</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A +</td>
<td>99-100%</td>
</tr>
<tr>
<td>A</td>
<td>92-98%</td>
</tr>
<tr>
<td>A -</td>
<td>90-91%</td>
</tr>
<tr>
<td>B +</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>82-86%</td>
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<tr>
<td>B -</td>
<td>80-81%</td>
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<tr>
<td>C +</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>72-76%</td>
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<tr>
<td>C -</td>
<td>70-71%</td>
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<tr>
<td>D +</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>62-66%</td>
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<tr>
<td>D -</td>
<td>60-61%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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</table>
Special Circumstances UNK Policies

Withdraw (W) and Incomplete (I) Grades:
Until the conclusion of the 10th week of the semester, you may withdraw from any class and receive a grade of "W." This grade does not count toward your grade point average and merely indicates that you withdrew from (or "dropped") the class. No instructor can withdraw a student from the roster; that is, if you stop coming to class the instructor cannot withdraw you from the class. The instructor will be forced to assign you a failing ("F") grade for the class. Withdrawing from a class involves filling out a simple form that the instructor and student both sign and returning this form to the registrar's office by the withdraw deadline.

Under very unusual circumstances, a grade of incomplete ("I") may be issued. An incomplete is not a substitute for a "W" (withdraw), and it is not a substitute for a poor or failing grade. An incomplete is issued if circumstances beyond the student's control prevent the student from completing the required work for the class by the end of the semester (example: student is hospitalized during final exam week). If you qualify for an incomplete grade, it is expected that you will receive this grade in all your classes. An incomplete grade will give you an extension to complete outstanding work only; it is not an opportunity to "start over" in the class. All outstanding work must be completed within one year or the "I" grade automatically converts to a failing ("F") grade. An incomplete grade will be considered only during the final six weeks of the semester, after the deadline for receiving a "W" has passed.

Students with Disabilities or Those Who are Pregnant
Students with disabilities or those who are pregnant are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities or those who are pregnant. To receive accommodation services for a disability, students must be registered with UNK Disabilities Services Coordinator, David Brandt, in the Academic Success Office, 163 Memorial Student Affairs Building, 308-865-8214 or by email unkdso@unk.edu. For those needing accommodation due to pregnancy, you need to visit with Student Health. The following link provides information for students and faculty regarding pregnancy rights. [http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students](http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students)

Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault
Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and protect the campus community. Confidentiality will be respected to the greatest degree
possible. Any student who believes she or he may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

**Local Domestic Violence, Sexual Assault Advocacy Agency** 308-237-2599

**Campus Police (or Security)** 308-865-8911

**Title IX Coordinator** 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

If you have questions regarding the information in this email please contact Mary Chinnock Petroski, Human Resources Director (petroskimj@unk.edu or phone 8655).

**Copyright Statement**

*The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. The materials on this course website may be protected by copyright, and any further use of this material may be in violation of federal copyright law.*
**Syllabus for Biology 824 Principles of Ecology**

The following schedule is an outline of the topics covered in each lecture on your tapes. “Found” refers to readings in Real and Brown’s *Foundations of Ecology* while “Bones” refers to reading assignments in Turney’s *Rock, Bones, and Stars*.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Lecture Number &amp; Topics</th>
<th>Assignments and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 8</td>
<td>1) Introduction</td>
<td>Brown Preface, Chp 1 (on Canvas in content folder)</td>
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<tr>
<td></td>
<td>Ecology Review</td>
<td></td>
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<tr>
<td></td>
<td>2.1) Ecology Summary Part 1</td>
<td></td>
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<tr>
<td></td>
<td>2.2) Ecology Summary Part 2</td>
<td></td>
</tr>
<tr>
<td>2 Jan 15</td>
<td>2.3) Ecology Summary Part 3</td>
<td>Ricklief: <em>The Economy of Nature 6th Ed.</em> (no readings, this is source for lectures)</td>
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<tr>
<td></td>
<td>3.1) Ecology Summary Part 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2) Ecology Summary Part 5</td>
<td><strong>Plagiarism Assignment due Friday</strong> (See Class Policies Section 3)</td>
</tr>
<tr>
<td>3 Jan 22</td>
<td>4) Ecology and Time</td>
<td>Bones: Intro, Chps: 1, 3, 4, 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td></td>
<td>5) Ecology and Time [there is no lecture 6]</td>
<td></td>
</tr>
<tr>
<td>4 Jan 29</td>
<td>7) Lake as an example microcosm</td>
<td>Found: Intro &amp; Part I, Forbes 14-27</td>
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<td></td>
<td>8) Succession and Climax</td>
<td>Found: Clements 59-67</td>
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<tr>
<td>5 Feb 5</td>
<td>9) Superorganism . . . no</td>
<td>Found: Gleason 98-117</td>
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<td></td>
<td>10) Review of initial readings and updating on modern view of ecological systems</td>
<td><strong>Paper 1 due Feb 9 at 5:00 pm CST</strong></td>
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<tr>
<td></td>
<td>13) Inter-specific competition, niche partitioning, bottom-up regulation</td>
<td>Found: Hutchinson 342-355, Hairston et al. 357-361</td>
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<tr>
<td>Week</td>
<td>Lecture Topics</td>
<td>Assignment &amp; Readings</td>
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<tr>
<td></td>
<td>15) The usefulness of pollen in ecological reconstructions and Intrinsic growth rate</td>
<td>Found: von Post 456-482 and Found: Birch 513-524</td>
</tr>
<tr>
<td>9 Mar 5</td>
<td>16) Mammal predation and the sawfly. Last day to drop March 9</td>
<td>Found: Holling 525-552 Ecosystem exercise posted</td>
</tr>
<tr>
<td>10 Mar 12</td>
<td>17) Thermodynamic Equilibria of Animals</td>
<td>Found: Porter and Gates 553-570</td>
</tr>
<tr>
<td>11 Mar 19</td>
<td>UNK Spring Break</td>
<td>None</td>
</tr>
<tr>
<td>12 Mar 26</td>
<td>18) This section looks at example ecosystems, is ecology too site-specific?</td>
<td>Found: Part V Case Studies, Peet 605-615</td>
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<tr>
<td></td>
<td>19) Influence of weather on populations</td>
<td>Found: Davidson and Andrewartha 616-638</td>
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<tr>
<td></td>
<td></td>
<td>Macro: chp 9 &amp; 10</td>
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<tr>
<td></td>
<td>22) Interspecific Competition</td>
<td>Found: Connell 836-849</td>
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<tr>
<td></td>
<td>23) Zoogeography of Islands</td>
<td>Found: Simberloff &amp; Wilson 861-879</td>
</tr>
<tr>
<td>15 Apr 16</td>
<td>25) Synthesis: Ecological implications according to Brown (on Canvas)</td>
<td>Modern Ecology Brown: Chap 11, 12, 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Exam posted Monday</td>
</tr>
<tr>
<td></td>
<td>26) Over-fishing, habitat destruction, photosynthetic ceiling, global warming</td>
<td>Current Events: Readings on Canvas</td>
</tr>
<tr>
<td></td>
<td>28) Overview of ecology</td>
<td>Class Summary</td>
</tr>
<tr>
<td>17 Apr 30</td>
<td><strong>Final Exam: Due midnight CST on Tuesday, May 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
Orientation to Albrecht Canvas Use
Version 2.01 Spring 2018
UNK Biology Department

Introduction:
The UNK Biology Distance Master’s program has many faculty participating. Part of the experience and challenge of the program is that, as in other professional situations, faculty are different from each other. Faculty have different lecture styles, different discussion board expectations, different grading priorities, and even different methods to deliver class material. I realize this might be confusing for people, but hopefully the various methods will demonstrate what works and what does not for you in your own careers. Please read this section as I try to clarify how I use Canvas in this class.

Please contact me with any questions about Canvas, the class materials or grading. Also note that the UNK e-Campus website does provide both Video Tutorials and Atomic Learning Tutorials on using Canvas, email, and MS Word see this page.

A note about Expectations:
I approach this program with the goal of providing, as closely as possible, the level of experience I was fortunate enough to experience in my graduate career at some very good universities. This means that generally my expectations are high. By this I mean at least six hours of study time per week, a high degree of mastery of even complex material, and the persistence to do outside research and ask questions as needed. I will do my best to find, present, and interpret material I think is important and appropriate for the subject area of classes. I will also do my best to explain how the process of science works including experimental design, statistical testing, writing, and thought processes. I will also work to be as available as possible, and turn around posts, emails, and graded work as quickly as I can. For graded work this means 2 weeks or less.

It is my hope and expectation that everyone in this program is here because they enjoy biology and wish to become more knowledgeable about the subject and more proficient at teaching or researching.

Here is a quick checklist of points that may help you succeed in the course, based on my experience as a graduate student and professor:

1. Have you prepared for class? Have you read the material, not just once but twice? Have you looked up authors, concepts, or words you were not familiar with during the reading? Do you understand how this reading fits into the discipline in general, and why
it was assigned? On primary literature papers have you noticed the author, date, and author’s institution of the paper in addition to the data, statistical tests, and concepts in the paper?

2. Before asking an entire class what a word means have you tried to look it up? Did you try to find the word from appropriate, professional, recognized sources? Have you used the assignment itself, an index book section (if present), or another biology text you own? Wikipedia is also a good place to start, but not a good place to end.

3. Is the work you are turning in reflective of you as the professional you are working towards? Have you looked at it for mistakes? Do you have all the important concepts covered in your work? Is the organization of the paper clear and useful? Have you put in thought and work on the figures and tables to make them clear, professional, and are they referenced correctly? Has the work been proofread for grammatical, factual, spelling, and formatting errors? Do you know that the formatting correct?

Canvas:
The main portal for the class work in the UNK Biology Distance Master’s program is the learning management system (LMS) Canvas. Being familiar with the LMS is helpful for success in the program. Here are the components are the ones I use the most:

1. “Files”:
   a. This is where I place Powerpoint, pdf, and video files that are the lectures for classes.
   b. These files should be downloaded (not streamed) for printing out or viewing. This means a right click, not a left click on most computers.
   c. The video files are in MP4 format, this can be viewed by many video players.
   d. Some of these files are large and should be downloaded on fast internet connections.
   e. I may post other papers here as well as book sections or links to other sites, these are class materials and should be read and have notes made on them.
   f. It is fine to download all files available at any time during the semester. There are no restrictions on what devices you use or how many times you use them. Please note these files are UNK files created by me in terms of authorship.

2. “Discussions”:
   a. This section of the LMS is how you will communicate with me and each other in the class.
   b. In my classes Discussions are an important part of the class experience, there are lot of points associated with participation on Discussion Board.
   c. Typically, each discussion board is opened Monday around 9:00 am Central Time, and closed Sunday night around 10:00 pm Central Time (I reserve the right to change these times).
   d. Because discussions are important, posts will be graded.
      i. I expect at least two substantial postings each week and not both on Sunday night. Except for Biology 824 that requires 3 posts!
ii. *The quality of your contribution.* This is a somewhat subjective category, but the more thoughtful your comments the better the quality of discussion will be for the entire class. Your comments should be at least a few sentences. Conciseness and clarity are necessary to keep the reading load for the class to a reasonable level, i.e.: page long postings are discouraged. Your comments should be supported with information, file attachments or web sites, and should be relevant to the current topic of discussion. References are encouraged.

iii. *How well you interact as classmates.* Your responses should demonstrate that you are aware of the discussion that has been taking place. Go beyond stating “I agree” with someone by stating your reasoning. Posts that say just “I agree” in one form or another will not be counted as posts for the week.

iv. *Be polite and professional* be polite and constructive in your responses to other students and me.

3. “Assignments”:
   a. Many, if not all, the assignments in the class will appear here, so please find this area of the LMS
   b. There are two types of assignments I use most:
      i. Quizzes: these are timed tests, typically multiple-choice questions that are available for a limited amount of time. The time frame is usually open at Friday at 5:00 pm on the week they are assigned and closing on the following Monday at 10:00 pm Central Time. These tests must be completed online within their time limit (e.g. 30 minutes) once started.
      ii. Papers: I create assignments that are links through which you can upload documents. This system has the distinct advantage over email in that papers go directly to a ‘space’ that is specific to one person for one assignment. Users will see a paper icon in the Gradebook for the assignment when you have uploaded the document.
         1. This function also can be set to be available for a limited amount of time. See the syllabus or assignment description (or document detailing the assignment in the assignment description) for due dates. Typically, I post the assignments at least 1 week ahead of the deadline.

4. “Grades”:
   a. This is the area of Canvas where grades are recorded and displayed, these are the actual grades I use, so check your grades often.
   b. Note the symbols in the gradebook. The responsibility is yours to make sure assignments are in on time, uploaded correctly, and that the correct file is uploaded. If the wrong file is uploaded, or the file is late, penalty of at least 10% will be assessed.
      i. Empty assignment: this means no file has been uploaded, or test taken according to Canvas. You **do not** want to see this if you have taken a test or uploaded a file.
ii. Paper icon: this means that Canvas has received a file, or that a test has been taken. A file that is uploaded may still be corrupt, or a person could still have uploaded the wrong file, but whatever it is, Canvas has it. This means I have to grade the assignment before you will see a grade. Any paper, and any test with subjective questions (such as fill-in, short answer) will have this symbol until graded.

![Paper Icon]

iii. Graded assignment: this is the grade for the assignment. It is what will be used in grade calculation.

![Graded Assignment]

iv. Other symbols: I think there may be a failed upload symbol that looks like a broken paper icon, but I have not seen this icon recently and I am not sure how Canvas shows failed uploads. If you see something other than the images shown above please contact me immediately.
5. “Announcements“:
   a. These are pieces of information I post that I think will help people with the class or a particular assignment as a semester progresses. Please read these when I post them.
   b. I will post class information here, such as changes to the syllabus or answering a question that is coming up repeatedly.
6. Other Features:
   a. There are other features of LMS that I use from time to time so please look around at the program.
7. Scientific Writing (last but not least!)
   a. I have included documents in Files/Scientific Writing folder to help with scientific writing. I hope to see the highest level of professional writing in assigned papers.
   b. I encourage everyone to work on improving their writing skills, as I continue to work on mine. Everyone in the program should have at least a few papers from primary journals from other classes or your own reading.
      i. If not, get a few from the UNK library collection that you have access to as a UNK student on subjects you are interested in.
      ii. Recent papers from a major journal should be read for style, voice, formatting. Such examples will show you how to build sentences, tables, figures, paragraphs, references, and abstracts. Everything you need to know is there.
   c. Also, you can always ask for feedback on sample writing before large assignments are due!
   d. Changing writing style or formatting seems easy for some students but hard for others. Not writing in scientific style or not formatting papers (or problem sets) correctly can cost a person a large number of points on assignments in a course. Please do your best with writing. This is why I have provided reference material and encourage people to read current literature articles for structure as well as content.
Introduction:
Every institution has its rules and policies and UNK and the Biology Department have them too. Because of the distance education environment, the degree of communication between student and faculty can be difficult, and misunderstandings do happen. Please keep in mind “talking” over the computer is not the same as face to face – several types of communication are lost. There is nothing quite like a conversation after class or in a hallway. Please be patient and allow more time than you might otherwise to get the solution you need. Here are my policies that will be in place for this class in addition to those of UNK and the Biology Department.

Policies:
1. Paper formatting: all work turned should have the following formatting.
   a. Size 12 font, 1” margins all around the page, page numbers present, no right justification for the text
   b. Header information on the first page: name, class, date, assignment at least.
   c. All text double-spaced with proper English spelling and grammar used. The writing should be simple, clear, scientific writing style. At the least this means: subject-verb-direct object structured sentences.
   d. Tables must be labeled at the top and have captions that explain them.
   e. Figures must be labeled at the bottom and have captions that explain them. No titles within the phase (graph) space which is the Excel default unfortunately.
   f. All work turned in should have correct references. All citations must be “(author year)” format in the text (including figures and tables if they are adapted from existing work) with a full citation at the end of the paper. Papers should be listed alphabetically by last name of first author.
      i. Citations are needed if textbook or lecture material is used (especially when quoted!). This is both the legal necessity and good practice for work beyond class.
      ii. Full citations should be in a “References” section at the end of each paper and follow these formats, reverse indented and alphabetical by author.
      iii. Each text citation should have a full citation in the Literature Cited section and each citation in the Literature Cited section must have at least one text citation.
g. **Failure of any of these policies will result in letter grade reductions.** For those of use familiar with rubrics, these are level one issues.

2. **Citation Style Examples:** further information here:
   
   http://www.scientificstyleandformat.org/Tools/SSF-Citation-Quick-Guide.html

   a. Books:


   b. Computer Programs:


   c. Journal Articles:


   d. Websites:


3. **Plagiarism and Cheating:**

   a. **Please see and complete** *(the underline ahead is the hyperlink, please click on it)* this page - I require everyone in the class has visited this site, take the quiz and send me a completion certificate *(Test & Certificate section)* by the 5:00 pm Central Time on the second Friday of the semester. Every semester, even if you have done it before (but only once per academic year is needed). Post a Word document containing a screenshot or scan into the Assignment link. The reason? So everyone knows exactly what plagiarism is. **ALL** sources in anything turned in for this class must be cited, including figures and anything taken from class texts (such as copying the text of problems) every time!

   i. Also, I want to make sure you can take screenshots, place images in Word documents (and resize and crop as needed), as well as upload to Canvas.

   b. Also see the [UNK Student Handbook](#) for UNK policy statement on plagiarism.
c. I consider plagiarism a scourge and a stain on science and detrimental to the progress of humanity. Penalties include zeros on questions, or entire tests, or failing the class outright in addition to letters in the permanent files here at UNK.
d. Citation information for APA style is given at the UNK eCampus website here.
e. A quick rule: **more than 3 words in a row from any source must be referenced**
f. Do not communicate with outside experts to answer tests. This includes non-UNK websites. Assignments are meant to assess your knowledge, not that of others, or “answers-provided” websites.
g. Work individually unless directed into groups. Your work should be your own, and any personal pronouns used in your writing (which should be few in any case) should reflect this, i.e. no ‘we’ in assignments you work on by yourself!

4. **Late work/technical difficulties:**
   a. Late work will be subject to the following grade reductions:
      i. 10% reduction of grade for any work submitted after stated deadline
      ii. A further 10% grade reduction for each 24-hour period past the stated deadline
   b. I understand that online classes demand attention to deadlines. However, this graduate program is *not* a self-paced one. This program is structured to academic terms and time frames (such as breaks) as the brick and mortar University of Nebraska system. In general people in the program show great dedication and hope this tradition continues.
   c. Technical difficulties are part of the reality of the online world. Given that truism, do NOT wait to submit assignments until the last minute or hour of a deadline. Both you and I cannot be responsible for failures of power, computers, computer networks, or even Canvas. Do not procrastinate; *turn assignments in early*, so there is time to resubmit if there are any problems.
   d. Important: please install and run some sort of anti-virus and anti-malware software on your computer. This is for all of us in the class, so that viruses are not spread through the class. Finally, a utilities program will help your computer run well by fixing registry files and defragmenting and optimizing hard drives:
      i. Microsoft Security Essentials (recommended and free):
      ii. other maintenance software such as System Mechanic (my favorite), Symantec System Works, Glary Utilities (free)
      iii. Malwarebytes Anti-malware (free)

5. **Online etiquette:**
   a. Please be respectful of others in the class, even me. It is easy to be more confrontational via electronic post than in person. I understand conversations may become heated, and irony, even sarcasm may be attempted at times be
used to make a point; however, such attempts are often not understood via posts. Please try to remain clear and kind at all times.

b. Posts I deem as offensive or inflammatory towards others or me will be removed from the discussion boards. If this becomes a continuing problem, grade reductions may result. I will keep copies of such posts.