## Official TCC Course Syllabus

<table>
<thead>
<tr>
<th>Discipline Prefix: Geo</th>
<th>Course Number: 210</th>
<th>Course Title: People &amp; the Land: an Introduction to Cultural Geography</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Course Section: O02c and O03c</td>
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<tr>
<td>Credit Hours: 3</td>
<td>Lecture Hours: 3</td>
<td>Clinical Hours: 0</td>
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<tr>
<td>Contact Hours:</td>
<td>Studio Hours: 0</td>
<td>Lab Hours: 0</td>
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<tr>
<td>Meeting Days/Time/Location: On-Line</td>
<td></td>
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</tbody>
</table>

### Instructor Information

Name: Paul English  
Office Location: Chesapeake Campus, Building CT-2, Room 403 E  
Office Hours: TBD  
Contact Information: Home phone: 483-9055  
Course Website (optional): [http://faculty.tcc.edu/PEnglish/](http://faculty.tcc.edu/PEnglish/)  
Blackboard site: [http://learn.vccs.edu](http://learn.vccs.edu)  
Instructor email address (college or VCCS): penglish@tcc.edu

### Course Information

#### Course Description

Focuses on the relationship between culture and geography. Presents a survey of modern demographics, landscape modification, material and non-material culture, language, race and ethnicity, religion, politics, and economic activities. Introduces the student to types and uses of maps.

#### Prerequisites and/or Co-requisites: None

#### Required Course Texts and Supplementary Materials


Supplemental Text: The Yin and Yang of American Culture by Eun Y. Kim

See my website for photos of texts
Course Learning Outcomes

Demonstrate the ability to find specific countries, regions, major cities, and landforms on a map.

Describe the impact of the physical world on our lives.

Explain the rich country-poor country gap.

Describe the types of agriculture.

Explain the impact of colonialism on world trade, civil unrest, diffusion of religion, technology and language around the world.

I think everybody ought to know a little bit about the piece of the world which to them represents home, even if it's a temporary home. Hence, there is a place and name quiz about the Chesapeake Bay and the State of Virginia. But places and names represent a small fraction of the overall course and also a small portion of geographic attention. We will be concerned with richer topics, such as the religion or language of a particular culture.

The Discipline of Geography (#1)

The intent of this course to introduce the discipline of geography. It is a subject that emphasizes space and place on Earth's surface. What is where, why, and who cares? Throughout, I want to demonstrate that geography is much broader than a mere recognition of a place or name -- that it is an eclectic social science which emphasizes spatial patterns and relationships. For example, the process of urbanization represents a historically typical human phenomenon and one that also exhibits a pronounced influence upon the planet. The same could be said of the process of industrialization, except that it occurs only to one-fifth of the world's population. Consider the context of your personal demographic profile: you are a citizen of the industrial "North" in one of the countries that has been a major beneficiary of such industrialization. Whether measured by GDP, energy consumption, life expectancy, caloric intake, leisure time, or other criteria, those of us living here are rich while a majority of those in the "South" are poor. An individual who develops their sense of normality from the normality seen in the United States commits a grave error. We are different and it is the goal of geography to pursue those differences. We in the West value youth and independence while the Asian desires dependence and venerates age. We Americans wear black to a funeral; the Chinese white. We pay for a bus when we get on, the Korean when he gets off. We read from left to right, the Japanese the reverse. We celebrate the anniversary of a birthday; the Argentine the anniversary of a death. Geographers particularly like to map these differences. Psychologically, when we have learned to embrace a difference, we suspend judgment and thus better understand one another. Hence, an appreciation of geography underscores the need for improved listening skills, a major goal of all education. I consider our country to represent the Land of Opportunity and perhaps you will also view it as such.
Mental Map of Virginia and the Chesapeake Bay (#2)

I would like for you to develop a mental map of Virginia, the Chesapeake Bay, and their relation to your home. Make yourself aware of important features of Hampton Roads, such as Back Bay, Cape Charles, Cape Henry, Craney Island, Willoughby Spit, the Nansemond and Elizabeth Rivers, and the Dismal Swamp.

"Oh would some power the gift to give us, to see ourselves as others see us" (#3)
Robert Burns

This expression implies a keener insight into the extent with which cultural values might commingle with our personal, individual values. With keener insight, we normally become more tolerant and understanding, a sign of maturity and a major goal of education. In other words, we study the world in order to find out about ourselves. Our norm, our reality, is but one aspect of the overall global fabric. Considering that two-thirds of mankind is both non-white and non-Christian, and that forty per cent of mankind is underfed, it is easy to see why the world may not be exactly like your personal experience of the world. This is why travel is so wonderfully educational.

"A picture is worth a thousand words." (#4)
Chinese proverb

Geographers develop charts, graphs, maps, and tables in order to simulate a picture. They look for similarities between "this place" and "that place" and then paint a picture with those tools. I hope you will increase your self-confidence with them.

Topics Covered in the Course

Colonialism
Physical world
Rich-poor country gap
Agriculture
Civil unrest
Diffusion of religion, technology and language around the world.

Course Schedule

The following course schedule may change due to the progression of the course. The course schedule may change at the discretion of the instructor; however, students will be notified in writing when any changes/additions are made to the schedule.

Week 1 – Monday 9 January
Administrative Tasks

Log on to Blackboard and introduce yourself to the class. Post this response to the Discussion Board.

Plan now to take the Place-Name quizzes, which will occur between Monday, 19 March and Saturday, 24 March. See the The Proctored Test in Blackboard and Course Communication if there is a conflict.

Geographic Task

Find three links dealing with the Five Themes of Geography. Make a brief annotation of each. Identify the best one. First compose your response in a Word document and then post into the Discussion Board. This allows you to use a spell check, and overall, it gives you more control of the paper. It will be due the following Monday, which is 16 January.

To prevent being automatically deleted from the class, complete this assignment within the first 10 days of the semester.

For further clarification of this assignment, and all other assignments, see the Assignments button on the left-hand side of your Bb screen.

Week 2 – Monday 16 January

Read Chapter One - The Basics

Read the following Course Documents:

The Five Themes of Geography
Mental Maps
Turkey and Singapore

The Five Themes Discussion Question is due today, 16 January

Begin Singapore and Turkey in the Discussion Question section

Find the specified links associated with Singapore and Turkey and post to the Discussion Board by 23 January

Begin Book Analysis

Post the title of the book that you plan to use in your analysis to the Discussion Board and provide a brief explanation why you believe this will be a good choice. The title is due 23 January and the completed project is due 6 February.
Week 3 – Monday 23 January

Read **Chapter Three** on **Migration** (only Key Issue 1 & 2)

Begin the **Christian Science Monitor** assignment

Go to the CSM web site and locate an article that deals with a country other than the United States. Briefly summarize the article. Include a working URL address in your summary so that others can view the original, source document. Then elaborate on a theme of geography that was illustrated by the article. In other words, use the article to illustrate and clarify at least one theme of geography.

Visit one other post and critically evaluate their response. Do you agree that their geography theme was made explicit? What might you add?

Post the CSM assignment to the Discussion Board by 30 January

Week 4 – Monday 30 January

**CSM** assignment due today, 30 January

Begin **Quiz 1**, which deals with the first chapter plus a portion of the **Migration** chapter. Due 6 February

Week 5 – Monday 6 February

**Book Analysis** due today, 6 February

**Quiz 1** due today, 6 February

Begin **Test 1** - due 13 February

Week 6 – Monday 13 February - Unit 2 begins

**Test 1** due today, 13 February

Read **Chapter Two** on **Population**

Read the following Course Documents:

**A Few Population Facts**
**The Notion of Overpopulation**
Week 7 – Monday 20 February

Read Chapter Six on Religion and Chapter Five on Language
(only Key Issue 2 & 3)

Begin Quiz 2, which deals with population. Due 27 February

Week 8 – Monday 27 February

Quiz 2 due today, 27 February

Read the following Course Documents

Spatial Locations of Language and Religion
How Religion Might Influence Cultural Geography

Begin Quiz 3, which deals with religion. Due 12 March

Week 9 – Monday 5 March – 9 March

Spring Break

Week 10 – Monday 12 March

Quiz 3 due today, 12 March

Begin Test 2 - due 19 October

Week 11 – Monday 19 March -- Unit 3 begins

Test 2 due today, 19 March

Complete three Place-Name quizzes between Monday, 19 March and Saturday, 24 March at one of the four TCC Testing Labs. Bring a photograph identification.

Week 12 – Monday 26 March

Read Chapter Nine on Development
View the four **Power Point** presentations and respond to the Discussion Question by 2 April

Begin **Yin and Yan of American Culture** assignment; due 16 April

**Week 13 – Monday 2 April**

Read **Chapter Ten** on **Agriculture**

**Power Point** assignment due today, 2 April

Begin **Quiz 4**, which deals with **Development**. Due 9 April

**Week 14 – Monday 9 April**

Read **Chapter Eleven** on **Industry** and **Chapter Fourteen** on **Resource Problems**

**Quiz 4** due today, 9 April

**Week 15 – Monday 16 April**

**Yin & Yang** assignment due today, 16 April

Begin **Quiz 5**, which deals with **Resources**. Due 23 April

Any extra credit must by submitted by today

**Week 16 – Monday 23 April**

**Quiz 5** due today, 23 April

**Week 17 – Monday 7 May**

Complete **Test 3** by **7:00 p.m.**, 7 May

Travel more -- think of it as an education, not a frivolity
Blackboard and Course Communication

E-Mail Format

Because of virus protection problems, I will only respond to those using the email service provided by the Virginia Community College Bb system. Please do not expect a reply from your personal email account.

The Proctored Test

The Place-Name test is the one assignment that needs to be proctored; it will occur between Monday, 19 March and Saturday, 24 March and can be completed at any one of the four TCC campuses. The test is taken electronically on Bb; the teacher provides the password to the proctor. Click this link for the testing center schedule: http://www.tcc.edu/welcome/locations/chesapeake/students/testing.htm and be sure to read the specific instructions for each testing lab, as each one is a bit different.

If you live out of town, you must find your own proctor and help set up the arrangements. This is usually not a problem. The testing lab at another college is an option. A local library can often help. The Educational Services Officer is an option for those in the military. I will need the institution's name and U.S. Postal address, the proctor's name and title, their email address and their phone number. This needs to be finalized two weeks prior to the starting date.

There is no re-test, so study hard the first time 'round.

If you have a special situation, notify me very early in the semester.

Turn-Around Time for Correspondence

I refer to myself as a Grazer, meaning that I check the computer in the early morning, in the late evening, and many times in-between. I graze. Often, I will respond within a few hours. If you haven’t heard back from me within 24 hours, you should e-mail me a second time, alert me to the fact that this is the second attempt, and assume that I will do better. I'll try. I think quick turn-around time is important for an on-line course. During the weekends, my response time slows considerably.

You will receive a much quicker response if you use e-mail first, reserving a telephone call as a last resort. If you do call, use my home number: 483-9055; as an on-line instructor, my "real" office is home more than the campus. Call only between 9 am and 9 pm.

With the Book Analysis and the Yin Yang assignment, I will send a confirmation email which will verify that your submission effort was successful. If you have not received my confirmation, you have till midnight of the day after the due date to re-submit. Otherwise, the paper is late. This type of feedback is the essence of two-way communication.

Make sure you understand the significance of those words. You should keep the confirmation email because it functions as a type of receipt, just as your deposit to the ATM does.

Submission Procedure

There are two basic types of submissions. One type is posted to the Discussion Board while the other type is attached to an e-mail. For both types of submissions, it is best to first compose your thoughts in a word processing program, such as MS Word. This process will allow you to use the spell check and it provides better control of your document. As a general rule of life, you should keep a copy of everything you send to me.
Do not use Wikipedia or any type of Blog for the Discussion Board assignments. Blogs have no academic credibility, even though they are helpful.

When you are ready to post to the Discussion Board, click the "select all" button, and then "copy and paste" directly into the Blackboard Discussion Box. This will save one extra click for the reader and will spare the writer a 10 point penalty. All URL addresses should be working addresses, meaning that a mere click will direct the reader to the appropriate location. You are responsible for making sure the addresses work and should experiment to verify they do. There is a penalty if they do not.

For the Book Analysis and the Yin Yang assignment, you would merely attach the appropriate MS Word document to your e-mail. Please double-space the document and be sure to include your name in the body of the Word document; you'll be penalized ten points if you fail to do so. I will not accept an e-mail version of an assignment that should be in a Word document, as it is too small for my middle-aged eyes.

For the Discussion Questions, all URLs should be working URLs and it is your responsibility to see they work correctly inside Blackboard, Bb. You'll be penalized 5 points for failure to do this on a Discussion Question and 10 points on the Christian Science Monitor assignment.

There is a 5 point penalty if your Discussion Question is late or if the composition is poor or if your response does not directly, explicitly respond to the question. Quality of thought is important.

Plagiarism is not allowed in college. If you plagiarize another's words, even if only from the Discussion Board, it is an ethical failure and you'll receive a zero.

I normally record all grades soon after their due date. Regularly check your grade-book.

**Policy on Late Assignments**

Assignments are due by midnight on Monday (except for the Exam, which is due at 7:00 p.m.). Having the skill to plan ahead is something all employers desire. Technical glitches on your end usually don't qualify as a legitimate extenuating circumstance, because a planner plans for that type of situation. A 5 point penalty will be applied for a late Discussion Question, a 10 point penalty for a late Christian Science Monitor, and a 25 point penalty for a late Book Analysis or Yin Yang paper.

There also is an Assignment Termination Date, which is two weeks after the initial due date. For example, suppose an assignment was due on the fifth of the month. Add two weeks, or fourteen days, to the fifth and the nineteenth becomes the termination date. You may not submit any assignment after the termination date and will receive a zero for a grade. In other words, there is good reason to hastily correct a mistake. With the Yin and Yang assignment, the termination date is one week after the due date.

**On Being Late and the Definition of Planning**

Owners and bosses want to know if a job gets done. They don't want to hear explanations, reasons, or excuses. The military attempts to "Accomplish the Mission". The commander wants to know if the mission was accomplished. The response can only be a yes or a no.

Unexpected things always happen. We get sick. A loved one enters the hospital. A car wreck occurs. A power outage happens or a server goes down. These might be good explanations, and genuine and sincere, but they are not relevant. Planners plan for unforeseen events to occur. This is a reasonable assumption because it happens so frequently. It's called life.

This is why it is a better strategy for success to be "ahead of the curve". This means that you complete your assignment before the due date. This means that you plan for unforeseen events to occur. This includes technical mishaps that sometimes occur with Bb or with the TCC server.
The bottom line is this: “...did you get the job done”? It's yes or no. That's what is important to a boss or an owner, the military, and to me.

Tests and Quizzes

All three tests and all five quizzes will be taken on-line via Blackboard (Bb). They will appear under Assignments / Tests and Quizzes and are already posted. The best score is the one that will count. They are not password protected. You may take each quiz (or test) multiple times, but when the due date passes, the quiz (or test) will become unavailable. Thus, plan accordingly.

The Meaning of a Green Icon or a Pencil and Sheet of Paper Icon on a Quiz or Test

There are two types of icons or symbols that can appear on your grade-book. One type of icon is green with an exclamation mark (!) inside the green area. This means that you have exceeded the stated time limit. If this occurs, re-take the assignment as no points will be given.

A second type of icon is a sheet of paper and a pencil. This means that for some reason your attempt did not submit correctly and your grade is a zero. You need to retake the test or quiz.

After the due date for each assignment, I will manually remove the icons. There is a technical reason that I do not remove them prior to the due date. If either icon appears, the solution is to re-take the assignment. The student's gradebook will look different after I have over- ridden the icons.

Extra Credit Options

There are different types of extra credit assignments, each with its own due date and point value. They are detailed here. Total extra credit can not exceed 50 points.

Option 1

View any program from Frontline, Nova, or Nature on this PBS website: http://www.pbs.org/search/search_programsaz.html (Use only the 30 minute or 60 minute programs). These are great productions and are filled with lots of tremendously relevant information, although some topics do not necessarily relate to geography. Each summarized program adds 10 points to your final average and can be submitted up to 16 April. For the full 10 point credit, you must follow the guidelines listed below. Each violation will be penalized.

a) should use good grammar and/or good composition

b) should provide a full and complete citation to include production dates, airing dates, playing or run time, program title and sub-titles, as well as author or producer or camera-man. In other words, a mere url is not sufficient.

c) should be sent as an attachment to an e-mail and not in the body of the e-mail itself

d) should be double-spaced

e) should contain the correct e-mail subject line identifier, such as, Geo 210

f) should contain adequate substance

In other words, if the extra credit violated all of the above guidelines, no points would be awarded.
Option 2

For another type of extra credit, view any of the **Power of Place** geography films that are located in the Library in the Chesapeake Campus. Again, each well-summarized segment will add 10 points to your final average and can be submitted up 9 April.

Option 3

Google “Edward T. Hall, monochronic time, and polychronic time”.

Cultural attitude toward Time represents a good example of geographic divergence. For an industrial culture, time is important, because everything runs on a schedule and must be coordinated. Time for an Indonesian or a Malaysian or for anyone who plants rice is very different. The rhythm of rice has little to do with clock time. One reason we travel is to find out something about ourselves that we didn't know before.

If you are an average American, Time is a big deal to you. Take your wrist watch off for a week, or merely a few days. Perhaps cover the clocks in your house or your car. Notice the number of times during the day that you look at your wrist to glean the time. Does it interfere with your relationships in any way? During any normal, routine conversation, notice if there is an internal clock ticking away in your mind. Do time constraints affect your emotional state, such as feeling rushed? In other words, experiment with time and your relationship with it. Play with it. Keep a journal of your observations. Do you have any conclusions? Do you see patterns emerge? Describe them. How can a cultural variable, such as an attitude toward time, influence who we are and explain how we are different? Speculate how people from two different cultures might misinterpret one another. What might be some other cultural variables that would also influence human behavior? Provide examples.

As part of this experiment, I also like to include sound deprivation. By this, I mean that you Mute the television, so that only the video portion is working. Perhaps play music to a sporting event. In any event, watch some normal programs without the sound. Can you figure out the conversation without hearing the dialogue? What are the cues?

The assignment is to read about Edward T. Hall and his notion of time. Then "run the experiment" by removing time from your life for a day or two. Take note of your observations and post them to the Discussion Board. Integrate your experience with Hall's terminology. In your own words, describe what a high and low context culture means. Identify yourself as either a monochromic or polychromic type of person. Also post a relevant url link and summarize in detail how it is related to this assignment. Describe your personal understanding of the difference between the two types of time.

This option is worth 15 points and must be submitted by 9 April.

Option 4

Go to this website: [http://www.bized.co.uk/virtual/dc/](http://www.bized.co.uk/virtual/dc/) It is a great site dealing with the Zambia. View everything, especially the five field trips. Develop a summary for each field trip and then combine the summaries into one overall summary. Each field trip is worth 10 points and must be submitted by 9 April. This is a substantive web site and to receive full credit, you must submit a comprehensive summary.

Option 5

Go to this website: [http://afe.easia.columbia.edu/](http://afe.easia.columbia.edu/) It is quite extensive and will take some effort to get oriented.

Go to this location on the site: View by file types / Multimedia units
For example, after clicking on multimedia units, I went to Contemporary Japan. One segment deals with Urban and Rural Life, another with the Japanese Family, one with Education and Work, and so forth. Each segment contains lots of related websites.

The assignment is to summarize each segment, using at least two of their links. Each summarized segment is worth 10 points and can be submitted up to 9 April.

A second location on the website deals with East Asia in Geographic Perspective. It attempts to discuss East Asia, using the 5 Themes of Geography as a backdrop. Each summarized Standard is worth 5 points and can be submitted up to 9 April.

Option 6

Go to the Peace Corps website [http://www.peacecorps.gov/](http://www.peacecorps.gov/) and read through it. Provide a profile of the program using relevant facts and statistics. Discuss whether it would be a good thing for you to do. Describe the advantages and disadvantages for joining the Corps and how it might affect your career development. This activity is worth 10 points and can be submitted up to 9 April.

Other Options

Cultural events are held throughout the region and throughout the year. When one becomes available, I will announce it to the class. For example, last year, ODU organized a fair dealing with India.

A Special Note Concerning Language

With a name like mine, perhaps you can understand why I might fixate on linguistic skills. Additionally, language is an important ingredient of geography. Learning to communicate with another human being is one of the more difficult and more important tasks that you could learn in your education. We all use a vocabulary composed of words which have grown with us over a long period of time; a certain word will have a different meaning to you than it will to me because your experiences have been different. For a Korean to "be a butterfly" or for a Japanese to "be an individual" acquires a vastly different interpretation than for an American. The Korean would be disloyal, and the Japanese would be acting against the precepts of his group-oriented culture. Appreciating the nuances of another's vocabulary requires time, training and a commitment to the process of communication. Clear writing and clear thinking are intimately related; each is a prerequisite for the other. Try to articulate your messages in a precise manner. Try to differentiate one thought from another. Try to distinguish between your personal, individual belief and the commonly accepted cultural belief. In other words, try to be careful with language. It is critical that a student be able to effectively communicate in the English language in order to successfully complete this course.

Course Policies

1. **Attendance Policy:** All students are expected to be present and on time at all scheduled class and laboratory meetings. Instructors are not required to admit a student who arrives late to the classroom. A student who adds a class or registers after the first day of classes is counted absent from all class meetings missed.

   If a student is absent more than 15 percent of scheduled instructional time, attendance may be defined as unsatisfactory. This calculation includes absences occurring during the add/drop period. See also the Withdrawal Policy in this syllabus for more information. Per the college’s attendance policy, faculty has the right to develop a more stringent policy as well. Students who do not attend or participate in class by the deadline to drop for tuition refund may be deleted from the course.
2. Late Work/Make-up Exam Policy: See above

3. Statement on Classroom Behavior: TCC is committed to maintaining a social and physical environment conducive to carrying out its education mission. Therefore, all members of the TCC community are expected to demonstrate standards for civility.

- Be moderate in speaking. Loud, obscene, argumentative, or threatening speech is disruptive to teaching and learning and is offensive to others. It has no place in an academic setting.
- Resolve any disagreements in a positive, non-combative manner. Request the assistance of college authorities if needed.
- Show respect for the comfort of others in an educational setting by observing acceptable standards for personal cleanliness and dress.

4. Electronic Devices Policy: Cell phones, pagers, and other communication devices are prohibited from use in classrooms, laboratories, and libraries, unless authorized by the appropriate faculty or staff. Although soundless communication devices such as cell phones and pagers are permissible in classrooms, college offices, and/or meeting rooms, they must not be answered during class.

5. Disposition of Classes for Emergency Shutdown of the College:

   *In the event of an emergency shutdown of the college, the president and her executive staff may elect to conclude the term in session if eighty-five percent or more of that term has been completed. If the term in session is concluded, faculty shall compute final grades of students based on coursework completed at that point.*

Grade Policy

<table>
<thead>
<tr>
<th>Three Tests</th>
<th>(10%-10%-10%)</th>
<th>300 points</th>
<th>30%</th>
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<tbody>
<tr>
<td>Five Regular Chapter Quizzes (10 questions; 3.5 points each)</td>
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<tr>
<td>Migration</td>
<td>175</td>
<td>17.5</td>
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<tr>
<td>Population</td>
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<td>Religion</td>
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<td>Development</td>
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<td>Resource Problems</td>
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<tr>
<td>Three Place-Name Quizzes</td>
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<tr>
<td>Chesapeake Bay and Virginia</td>
<td>150</td>
<td>15</td>
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<tr>
<td>The Middle East (South West Asia)</td>
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<tr>
<td>East and South East Asia</td>
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The Grade-book has been developed with a point system. Suppose you received an A- on the Christian Science Monitor assignment, which is worth 50 points. Since 90% of 50 points is 45 points, this would be recorded in the Bb grade-book. You could convert the raw score into a percentage by dividing 45 by 50. This would, of course, result in a score of 90%. In similar fashion, suppose you received a B on the Book Analysis project. Since the project is worth 150 points, 85% of 150 is 128, and that is what will be recorded in the grade book.

More than 900 points is an "A"

More than 800 points but less than 900 points is a "B"

More than 700 points but less than 800 points is a "C"

More than 600 points but less than 700 points is a "D"

Less than 600 points is a "F"

To prevent being withdrawn or deleted from class, you must complete the 5 Themes assignment within 10 days of the start of the semester.

Final grades are made available to each student within the Student Information System (SIS) now web delivered via MyTCC or SIS.

Based on the progression of the course, the grade distribution for each assignment may change. However, if changes are made, I will notify students in a timely manner and in writing.
Academic Policies

Students are responsible for being aware of the policies, procedures, and student responsibilities contained within the current edition of the TCC Catalog and Student Handbook. Students should familiarize themselves with the college’s policies regarding misconduct and inclement weather found in the Student Handbook.

Withdrawal Policy

Students who wish to withdraw without academic penalty should contact a counselor to determine the appropriate procedure. Withdrawals through completion of 60 percent of a session will result in a W grade. After 60 percent of a session is completed, a withdrawal will result in a grade of F in a credit course or a grade of U in a developmental course, except under mitigating circumstances that must be documented by the instructor and approved by the academic dean. Dynamic session classes have unique refund and withdrawal dates. Contact a campus Enrollment Services Office for more information, or visit http://www.tcc.edu/students/calendar/academic/Dynamic.htm.

A student who drops after the last day to withdraw does not receive a "W." He/she receives an "F," in which case there is both an academic and financial penalty. A student who withdraws by the deadline faces a financial penalty, but not an academic penalty.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>25 January</td>
<td>Deadline to drop for tuition refund</td>
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<tr>
<td>23 March</td>
<td>Deadline to withdraw without academic penalty and to receive a grade of W for the course</td>
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Academic Integrity

TCC will expect students to demonstrate personal and academic integrity, to be open to new ideas, and to share in a community where individuals from diverse backgrounds and cultures help one another grow intellectually, socially, and personally.

TCC expects students to achieve, not just to get by. And while many caring and talented faculty and staff are here to help, students must take responsibility for their own learning. Students should strive for a high level of academic performance and to be responsible, contributing citizens within the college and in outside communities. Above all, TCC wants students to develop a love of learning that will last a lifetime, along with a life-long interest in maintaining emotional and physical wellness.

Statement on Plagiarism and Academic Misconduct

Academic misconduct includes, but is not limited to, the following actions: cheating on an examination or quiz—either giving or receiving information; copying information from another person for graded assignments; using unauthorized materials during tests; collaboration during examinations; buying, selling or stealing examinations; arranging a substitute for oneself during examinations; substituting for another person, or arranging such a substitution; plagiarism—the
intentional or accidental presentation of another’s words or ideas; collusion with another person or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor.

Faculty members who have reliable evidence of academic misconduct will (1) investigate the matter, and (2) review the facts of the matter and the proposed penalty with the appropriate academic dean. They may then take one or more of the following actions:

- Require the work to be accomplished again
- Give no credit for the test, paper, or exercise
- Assign a grade of F, U, or W for the course
- Refer the matter to the campus Dean for Student Services or designee for possible disciplinary sanction through the college’s disciplinary procedure

If the faculty member chooses to refer the matter to the campus Dean for Student Services or designee for disposition, the Plenary Disciplinary Procedure shall be followed, and the student’s dismissal from the college is a possibility.

**Disability Services**

Students who have documented, diagnosed disabilities, and who need special accommodations for tests, etc., are advised to see the Disabilities Services staff in Student Services so that the instructor may be notified of what accommodations are appropriate in each case. Requests for accommodations should be made to the designated campus disability services counselor at least 45 days before classes begin. Documentation must be provided to support the need for accommodations.

For assistance with disabilities, contact the campus Disabilities Counselor/Provider or the Coordinator of Learning Disabilities Services: call 822-1213, visit Student Services/Development, or visit the Disability Services webpage at [http://www.tcc.edu/students/specialized/disabilityservices/index.htm](http://www.tcc.edu/students/specialized/disabilityservices/index.htm)

**Emergency Procedures**

In the event of a bomb threat, tornado, or fire, students and staff may be asked to evacuate the building or move to a secure location within the building. Evacuation routes for movement to an external location or to a shelter within the building are posted at the front of the room. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If assistance is required during an evacuation, please let the instructor know at the end of the first class.

Tidewater Community College uses TCC Alerts to immediately contact and inform faculty, staff and students of a major crisis or emergency. TCC Alerts delivers important emergency alerts, notifications, and updates via:

- Email account (work, home, other)
- Cell phone
- Pager
- Smartphone/PDA (BlackBerry, Treo & other handhelds)

When an incident or emergency occurs, authorized senders will be instantly notified via TCC Alerts. TCC Alerts is a personal connection to real-time updates, instructions on where to go,
what to do, or what not to do, who to contact, and other important information. New users may also register by sending a text message to 411911 keyword: TIDEWATER.

Student Success Resources

The following resources are available to TCC students. See the Student Handbook or visit http://www.tcc.edu/forms/handbook/ for more information about student services and locations.

Learning Resource Centers
Each campus houses a library and media resources in a Learning Resources Center (LRC). A separate slide and print library is located at the Visual Arts Center. The Learning Resources Centers contain research materials in both print and electronic format to support the courses, curricula, and mission of the college. Library materials include books, newspapers, magazines, journals and an extensive collection of indexes, abstracts and full text databases. Media resources include videotapes, audiotapes, films, CD-ROM/DVD, computer files, and other audiovisual materials. Visit this site for more information: www.tcc.edu/lrc/

Academic Support Services
Each campus provides various kinds of academic assistance. One-on-one tutoring, math and computer labs, and other forms of individual and group assistance may be available. Students can also find free help for writing, from short questions about commas and comma splices to a comprehensive review of research papers in progress, in the Writing Centers.

Online Help Desk

Visit the following Distance Learning Resources for Students website for information about computer skills, technical support, library services for online students, and much more: http://www.tcc.edu/students/dtls/

Important Websites
- College Website: www.tcc.edu
- Blackboard and Student E-mail: https://tcc.my.vccs.edu/jsp/home.jsp
- Student Handbook: http://www.tcc.edu/forms/handbook/
- TCC Catalog: http://www.tcc.edu/forms/catalog/
- Class Schedule: http://www.tcc.edu/schedule/ (or log-in to SIS for current course offerings)
- Academic Calendar: http://www.tcc.edu/students/calendar/academic/index.htm
- Distance Learning Resources: http://www.tcc.edu/students/dtls/