Syllabus for SSI2 110: 
Examining Dogs through the Lens of Science, Spring 2020

Instructor: Alexa Tullis  
Contact information: Biology Department, Thompson 257E, attullis@pugetsound.edu, x2857, mailbox in Thompson 223A

Office Hours: TBA and also by appointment. Please e-mail or ask in person set up a time.  
(Please note that my dog Tobi-ko is often in my office. I keep her behind a gate and it is completely up to you if you want to interact with her. I am always happy to meet in another location if you would like.)

Required Texts  

Resources:  
• Supporting Librarian: Eli Gandour-Rood, egandourrood@pugetsound.edu  
• Library page: http://research.pugetsound.edu/content.php?pid=563905&sid=4648535  
• Peer Writing Advisor: Veronica Lewis (drop in hours: Sun 12-2, Weds 1-2, Thurs 7-9pm)  
• Canvas page: https://pugetsound.instructure.com/courses/3919  
• I’ll post assignment guidelines and many readings on Canvas.  
• You’ll turn in most of your work through Canvas.  
• I’ll return most of your work through Canvas.  
• You’ll use Canvas during the peer-review process

Scope and Purpose of Course:  
This is not a course on dog training. This is a first-year seminar in scholarly inquiry. As such, this is more a course on training humans how to think, write, and speak within an academic community. Texts that deal with various aspects of domestic dogs provide the substrate with which to develop the academic skills necessary to engage in productive academic discourse.

A quick Google search will show you that there are countless books, articles, websites, and blogs devoted to various aspects of domestic dogs. Because my background is in biology, we will take a biological approach to understanding dogs. The material I’ve chosen focuses on the evolution of domestic dogs and how natural and artificial selection has shaped the dogs we know today.

Expected Learning Outcomes: By the end of the course, students will  
• further refine their ability to critically assess sources when looking for evidence to support a claim;  
• learn how to craft a convincing and thoroughly researched argument;  
• learn how to effectively use diverse types of evidence  
• develop increased intellectual independence;  
• learn how to view dogs and dog behavior through an evolutionary lens;  
• learn what scientists currently know about where, when, and how domestic dogs evolved  
• develop an appreciation for how scientists attempt to study what dogs know, and don't know.

General Course Information and Assignments  
Attendance and class participation  
To maximize your chances of success in this course is to attend class and participate fully and appropriately in class sessions. The format of the daily class sessions will vary and may include lecture, small-group discussions, class discussions, learning activities, and workshops. You are expected to encounter new ideas through the preparatory reading for each class session and through conversation in class with the professor and your fellow students. It is, therefore,
very important that you prepare for each day’s class by reading the text for that day carefully and thinking about it before you come to class. Also, please always bring the text of that day’s reading with you to class.

Assignments
The course is divided roughly in half. The first part is geared towards learning about domestic dogs as you also learn and practice skills necessary to participate in the academic conversation. In the second part of the course, you’ll undertake a guided individual research project on a topic of your choosing related to the domestic dog. Brief descriptions of assignments associated with each part are given on the following page. More detailed guidelines will be provided well before each assignment is due.

First half of the course: In the first half of the course, we will discuss dog evolution, issues related to dog breeds, and how dogs experience the world. As we learn about and discuss these areas, you will practice some of the skills necessary for writing an academic research paper.

✓ Readings and Reading Responses -- You are expected to complete any assigned readings for each day. For most of these readings, you will be asked to complete a written Reading Response in order to help focus your reading & prepare for class. These Reading Responses will be due through Canvas by 8am the day the responses are due to give me time to read them and prepare to incorporate your comments in class. Reading Responses will be evaluated on a scale of 0-5: 5 (excellent: complete, thoughtfully done, grammatically correct & free of typos), 3 (acceptable: mostly complete but some corners cut), 1 (poor: incomplete and/or many corners cut) or 0 (not turned in). At the end of the semester, your lowest Reading Response score will be dropped before your course grade is calculated. Because these are meant to prepare you for class, no late Reading Responses will be accepted.

✓ Dog origins research assignment: In this assignment, you’ll work individually and in groups to search for and present research on when and where dogs were domesticated. In doing this, you’ll practice using library databases, comparing different types of sources, and formatting references correctly. You’ll present findings in a group oral presentation and an individual writing assignment.

✓ Website critique: In this assignment, you’ll evaluate and compare websites addressing the issue of breed-specific legislation for accuracy, bias, and reliability. You’ll present your analysis in a short paper.

✓ Breed Position Paper: In this short paper, you’ll take a stand on an issue related to breed specific legislation or the phasing out of pedigree dog breeds. The purpose of this assignment is to practice writing convincing arguments using appropriate sources as evidence. You’ll supplement sources provided by me with sources you locate on your own. During this assignment, you’ll also practice the art of effective peer-reviewing.

✓ In-class activities & short quizzes: There will also be some in-class activities (e.g., oral summaries, group presentations, etc.) and quizzes sprinkled throughout this part of the course.

Second half of the course: Major research project: In the second half of the course, you’ll be working on crafting a scholarly research paper in which you present an argument about some aspect of domestic dogs. Most assignments during this part of the course are designed to guide you from thinking of a topic to producing a polished research paper. The various assignment s are shown on the schedule and I’ll provide detailed information about each as the time approaches.
**Grading breakdown**
Final grades will be determined based on the total points accumulated by each student. The approximate point breakdown is shown below. There are likely to be some minor adjustments during the semester.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>POINTS EARNED (Fill in yourself)</th>
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<tbody>
<tr>
<td>Reading Responses (10 @ 5pts each)</td>
<td>50</td>
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<tr>
<td>Dog Origins Search &amp; Analysis</td>
<td>20</td>
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<tr>
<td>Breed-specific Legislation Web Site Critique</td>
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<tr>
<td>Breed Position Paper</td>
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<tr>
<td>• Outline</td>
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<tr>
<td>• Draft</td>
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<tr>
<td>• Final</td>
<td>30</td>
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<tr>
<td>Research Project</td>
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<tr>
<td>• Prep work</td>
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<tr>
<td>• Scaffold</td>
<td>10</td>
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<tr>
<td>• Additional process assignments</td>
<td>10</td>
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<tr>
<td>• Polished draft</td>
<td>30</td>
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<tr>
<td>• Final Draft, oral summary, reflection essay</td>
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<tr>
<td>Quizzes</td>
<td>20</td>
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<tr>
<td>Attendance, participation, peer-review</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>COURSE TOTAL</strong></td>
<td><strong>290</strong></td>
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Final course grades will be based on the following standard scale:

- **A** = 93–100
- **A-** = 90–92.9
- **B+** = 87–89.9
- **B** = 83–86.9
- **B-** = 80–82.9
- **C+** = 77–79.9
- **C** = 73–76.9
- **C-** = 70–72.9
- **D+** = 67–69.9
- **D** = 63–66.9
- **D-** = 60–62.9
- **F** = below 60

**WHAT IS MY CURRENT GRADE IN THE CLASS?**

To figure this out, simply divide the points you have earned by the total possible points thus far.

**Course policies**

- **Attendance**: Attendance is required.
  - I will generally take roll at the start of a class. Being more than 10 min late may count as an absence.
  - More than two unexcused absences (6.7% of class sessions) will decrease your overall course grade, and more than four unexcused absences (13.3% of class sessions) will decrease your final course grade by at least one letter grade. If you have a medical or family emergency that will cause you to miss a week or more of class, please contact me and/or Academic Advising at 879-3250.

- **Print out and bring readings to class**: Please bring readings to class on the day they are assigned so that they can be consulted during the discussion. *For readings that are posted on Canvas, you’ll need to print these out and bring them to class; do not bring electronic devices to view the readings.* To keep your printing and paper use at a minimum, use any technique you want to minimize the amount of paper used. (To do my part, you’ll be turning in almost all of your assignments through Canvas so there will be no need to print our hard copies.)
• **Turning in work:** Work must be submitted on time. For worked turned in late, the maximum credit available will be reduced by 10% per day (including weekends) until there are no points remaining, or after one week, whichever comes first. No assignments will be accepted after 5 pm on the last day of class. Work turned in late on the same day that it is due will be considered ½ day late and 5% of the points possible will be deducted from your earned grade.
  - **Reading Responses** or other assignments designed to prepare you for class will not be accepted late since the point of these assignments is to help prepare you for class.

• **Extensions:** To be fair to all students in the class, I will consider granting extensions only under exceptional circumstances if you (a) have contacted me before the due date, and (b) have a legitimate reason for requesting an extension. A lot of work is not an exceptional circumstance. Getting sick is generally not an exceptional circumstance unless you can provide written documentation. Again, my policy is because of fairness to all, not because I don’t sympathize with your situation. IMPORTANT: notify me somehow as soon as an event occurs which will impact your work. We’ll have a better chance of working out a mutually acceptable solution if we can talk as soon as possible.

• **Electronic Devices:** Please put away cell phones and other electronic devices during class unless we are using them for a class activity. Repeated violations of this policy may result in a lower course grade.

• **Valuing Diversity:** Lack of respect for diversity will not be tolerated in the class. Diversity includes age, life experiences, profession, race, religion, gender, nationality, lifestyle, social class, learning style, philosophy of life, sexual orientation, personality, and mental and physical challenges.

### University Policies and Resources

**Academic Integrity and Plagiarism:**

To help refresh your memory about issues related to academic integrity and plagiarism, please go through the tutorial available through Collin’s Library and take the associated academic integrity quiz (link on the right side or the bottom of the page, depending on your browser).

http://research.pugetsound.edu/c.php?g=304242&p=2028010

*When you sign the Student Contract for this course, you are stating that you have read the information on this page, and completed the accompanying Academic Integrity Quiz, and that you fully understand what constitutes plagiarism.*

It would also be a good idea to consult the Academic and Administrative Policies in the University Bulletin for how instances academic integrity violations are handled: https://www.pugetsound.edu/files/resources/ad20bulletinug_web.pdf

Please note that faculty are required to report any incident of academic dishonesty to the Registrar. The penalty applied with respect to this course will depend on the severity of the violation. It is your responsibility to make sure that you understand this issue. Please ask me if you have **any** questions.
Religious Accommodations: The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/. Please note: If you need a reasonable accommodation due to a religious holiday or organized religious activity, you must give me written notice (e-mail is fine) within the first two weeks of class so that we can coordinate the accommodation.

Mental Health Resources: As a student you may experience a range of mental health issues that can cause barriers to learning. These might include anxiety, high levels of stress, alcohol/drug problems, strained relationships, feeling down, or loss of motivation. Puget Sound’s Counseling, Health, and Wellness Services is available to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 253-879-1555, visiting https://www.pugetsound.edu/student-life/counseling-health-and-wellness/ or emailing chws@pugetsound.edu.

Students with Disabilities: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253-879-3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. It’s important to contact me early in the term (preferably within the first week of class) to discuss accommodation so that I can adequately accommodate your needs. Note that it is university policy that students who have not registered with the Disabilities Office are not eligible for accommodation.

Classroom Emergency Response Guidance: Please review university emergency preparedness and response procedures posted at http://www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.
- If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.
- If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Stay low, away from doors and windows, and as close to the interior hallway walls as possible. Wait for further instructions.
STUDENT CONTRACT  
Examining Dogs through the Lens of Science, SS12 110  
Spring 2020

Please read the syllabus and sign the contract and return it to your professor by the start of class on Thursday, January 23rd. Signed contracts are required to receive grades in this course.

I have read the syllabus and consulted the course schedule and I understand its content.

- I am aware of the assignment due dates, and I understand the penalty for turning assignments in late.
- I understand all course policies.
- I understand all university policies mentioned in the syllabus.

I have read the material about academic integrity and plagiarism contained on the Collin’s Library website as outlined in the syllabus.

- I have taken the Academic Integrity Quiz associated with the Library’s web page on Academic Integrity.
  - Take a screenshot of the first page of the quiz when you enter your name and email address.
  - Take a screenshot of the last page when you are thanked for your time spent taking the quiz.
  - Submit these screenshots to Canvas by the start of class Thursday January 23rd.
- I understand what constitutes plagiarism.
- I pledge to refrain from any act of academic dishonesty, including plagiarism.
- I understand that all written work must be completed individually by me unless the assignment specifically states otherwise. I understand that if I violate this policy, penalties will be applied.

NAME (PRINT) _________________________________________

SIGNATURE ____________________________________________

DATE __________________________