

Syllabus

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Genealogical Principles

Welcome to Boston University's
Genealogical Principles course!

The Center for Professional Education (CPE) at Boston University would like to welcome you as a new student in the Genealogical Principles course. We hope you have found the Orientation informative and that you scored well on the practice assessments stepping you through Blackboard features. To be successful in the Genealogical Principles course you will need mastery of these skills. If you missed the Orientation, please go back now and study it thoroughly before proceeding here.

The information in this Syllabus will be useful to you throughout your seven weeks in this online course. Please take time to become familiar with the information on the following pages and refer to this Syllabus as necessary during the course.

Center for Professional Education Overview



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AD

Search Transcript...

Greetings. My name is Karen Murphy, and I am the Director at the Center for Professional Education. We focus on offering quality, noncredit classes that lead to professional development in target career fields. On behalf of all of us at CPE, welcome to your online class.

The online class you are taking was written by our own subject matter experts. These experts are also our own faculty. And many are still actively teaching the course that you are now taking. Here are some pointers about succeeding in this online class. The course is designed for you to log in and learn at your convenience, whether it's 5 o'clock in

^ Hide Transcript

The Center for Professional Education offers comprehensive, high-quality professional certificate programs for fundraisers, financial planners, paralegals, commercial real estate professionals, genealogists, and more. The CPE office is located at:

1010 Commonwealth Avenue, First Floor

Boston, MA 02215

1-866-633-9370 or 617-353-4497

Contact Us

| Problem or Question | Contact | Email/Phone |
|---|---|--|
| <ul style="list-style-type: none">• General program information• If you need verification/official proof that you are enrolled in the online program• If you are unsure of whom to call | Holly Conviser Assistant Director, Boston University Center for Professional Education | conviser@bu.edu 617-358-3277 |
| <ul style="list-style-type: none">• Program/tuition payment• Receipts for payment | MindMax, Inc. | 617-502-8822 |
| <ul style="list-style-type: none">• Specific module related questions: due dates, assignment feedback, etc.• Academic-related questions pertaining to the module | An academic professional | Use the Internal Messages area of your course |

Technical Notes

The table of contents expands and contracts (+/- sign) and may conceal some pages. To avoid missing content pages, you are advised to use the next/previous page icons in the top right corner of the learning modules.

This course requires you to access files such as word documents, PDFs, and/or media files. These files may open in your browser or be downloaded as files, depending on the settings of your browser.

Instructors

Boston University is proud to have gathered highly skilled genealogists to develop this curriculum for you. Many of these professionals continue to work with us to teach and improve the online curriculum today. As you proceed through the modules, you may want to return here and review their backgrounds.

Julie Michutka (Modules 1-4)



Julie Michutka has been deeply involved in Boston University's genealogy courses since 2009, initially as a student in the first class of the Genealogical Research Certificate program, and then as online course facilitator, content developer, and instructor. She is an alumna of the ProGen program, the National Institute on Genealogical Research (since re-named the Genealogical Institute on Federal Records), and a variety of other intensive advanced-level genealogy courses. Julie's background includes two degrees in Latin, a minor in Spanish, and studies in several other languages and in linguistics. Past experience includes teaching undergraduate Latin courses, tutoring math and reading skills to incarcerated women, and writing finding aids for manuscript collections at the New England Historic Genealogical Society. A resident of Massachusetts, she enjoys the historical resources and educational opportunities of the greater Boston area.

Shannon Green, CG (Modules 5-6)



Shannon is a genealogy researcher, writer, and educator. She earned the Certified Genealogist credential in 2017 through the Board for Certification of Genealogists (BCG), where she serves on the Board of Trustees.

Shannon is passionate about genealogical education: she is a certificant of Genealogical Research from Boston University (2014), and an alumna of the National Genealogical Society Home Study Course (2015), the ProGen study program (2016), and loves attending institutes and conferences. She is also a trustee for the BCG Education Fund, which sponsors educational opportunities for students focused on improving their skills consistent with *Genealogy Standards*.

She has published in the *National Genealogical Society Quarterly*, the *National Genealogical Society Magazine*, the *New York Genealogical & Biographical Society Record*, and regional magazines and journals. She has an undergraduate degree from Duke University and an MBA from Vanderbilt University. Shannon recently moved from Connecticut to Colorado with her

husband and three school-age children.

Allison Ryall (Module 7)



Allison has been doing genealogical research since she was a teenager. She has a BA degree in History, BA degree in Russian Studies, and MA degree in American and New England Studies from the University of Southern Maine.

She is the current coordinator of the Association for Professional Genealogists' Professional Management Conference and the program chair for the 2011 New England Regional Genealogical Conference (NERGC).

Previously, Allison has served as a grader for the National Genealogical Society's Home Study Course; has held the role of conference tri-chair, program chair, and Ancestors Road Show Chair for NERGC; and was the co-chair of the Ancestors Road Show at FGS Boston. She also was the recipient of a research grant from the Slavophile Society of Maine for her master's thesis work on Russian immigrants and had the opportunity to live in Russia during the

summer of 2006 and in Slovakia during the summer of 2008.

Program Director

Melissa Johnson, CG



Melissa A. Johnson, CG® is the Program Director for the Boston University Genealogy Studies programs. She is a New Jersey-based professional genealogist specializing in genealogical research; writing, editing, and publishing; using DNA to solve genealogical problems; and forensic genealogy. Melissa focuses on researching families with roots in New Jersey, New York City, Pennsylvania, and the British Isles. She is Vice President and a Trustee of the Genealogical Society of New Jersey, and Vice President of the International Society for British Genealogy and Family History. Melissa is chair of the Association of Professional Genealogists Professional Development Committee, and President of the New Jersey Chapter of Professional Genealogists. She has served on the faculty of the Salt Lake Institute of Genealogy, Genealogical Research Institute of Pittsburgh, Institute for Genealogy and Historical Research, British Institute, and the

Forensic Genealogy Institute. Her work has been published in the *National Genealogical Society Quarterly*, *New York Genealogical and Biographical Record*, *NGS Monthly*, *Association of Professional Genealogists Quarterly*, *NGS Magazine*, *Genealogical Magazine of New Jersey*, and numerous other publications.

Program Founder

Melinde Lutz Byrne, CG, FASG, FNGS

Melinde Lutz Byrne, FASG, is an archivist and anthropologist by training and has been a genealogist since 1976. Author or editor of over forty books and numerous articles, she also co-edited the *National Genealogical Society Quarterly* for several years. She has served as an officer in the Oregon Genealogical Society, Massachusetts Genealogical Council, New Hampshire Society of Genealogists, and New England Genealogical Regional Consortium. She is a past President of the American Society of Genealogists. Melinde has been a winner of the Donald Lines Jacobus Award for

publishing excellence, the Connecticut Society of Genealogists' Outstanding Published Genealogy award, and the Donna Holt Siementkowski Award for service to the field of genealogy. After doing serials acquisitions for the Tozzer Anthropological Library at Harvard University, she worked with Blake and Blake, Genealogists, for over a decade, locating thousands of missing heirs.

Facilitators

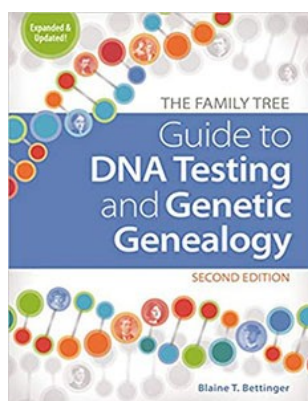
In order to improve your student experience, we divide the class into groups. To assist the instructor, we have a very experienced team of facilitators. Instructors may also facilitate a group for another instructor. Students will be introduced to their facilitators in the course announcements.

Genealogical Research Resources

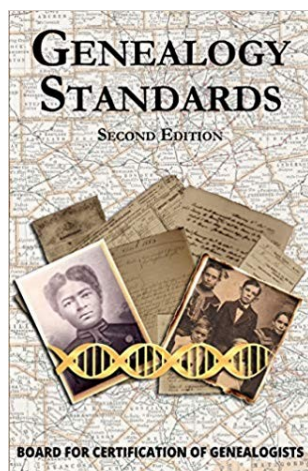
Throughout this program you will be given reading and homework assignments. The following are the required textbooks and the access information to subscription web sites.

Required Textbooks

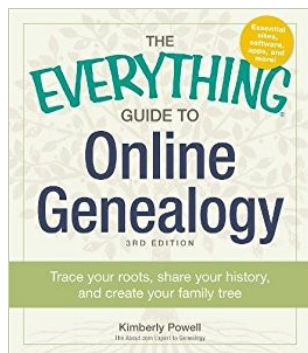
The following texts are required for Genealogical Principles:



Bettinger, Blaine T. *The Family Tree Guide to DNA Testing and Genetic Genealogy*. 2nd ed. New York: Family Tree Books, 2019.



Board for Certification of Genealogists. *Genealogy Standards*. 2nd ed. Nashville, Tenn.: Turner Publishing, 2019. ISBN: 978-1-684-42352-1



Powell, Kimberly. *The Everything Guide to Online Genealogy*. 3rd ed. Avon, Mass.: Adams Media Corporation, 2014. ISBN: 978-1440570681

You will find a list of reading assignments in the Study Guides at the beginning of each Module and later in this Syllabus.

Online Resources

XanEdu

coursepacks.xanedu.com

XanEdu is customized material for the Genealogical Principles course. To access the digital XanEdu course pack, visit the URL, create a student account, and enter the 16-digit digital course pack key you will receive from CPE. You will receive more information and access to the course pack during **Module 1**.

Using *FamilySearch*

One online record provider that we'll be using frequently is [FamilySearch](http://FamilySearch.org). Some of you are already familiar with the web site and all it has to offer; some of you are familiar with parts of the site; and for others, using it will be a new experience. By the end of the first few weeks you will all have a good working understanding of the many substantial resources at *FamilySearch*.

FamilySearch claims (with good reason) to be the largest genealogy organization in the world and is associated with The Church of Jesus Christ of Latter-day Saints (LDS, also called Mormons). The *FamilySearch* website and its millions of records and educational materials are free for anyone, but access to it requires creating a free account on the site. You can quickly and easily create your free account by clicking "Sign in" in the upper right corner of the [FamilySearch](http://FamilySearch.org) home screen and then on the next page clicking (again in the upper right corner) "Create an Account." There are links to pages for "Terms of Use" and "Privacy Notice" at the bottom of the page.

Occasionally students have expressed concern that creating an account on this site will result in spam, or unwanted emails, or proselytizing. None of these things will happen. Creating a new account now also creates a family tree populated with your name. If you do nothing with this tree, it remains unsearchable and unseen to anyone other than yourself.

Online Access to *Ancestry Library Edition* and *HeritageQuest.com*

As part of your registration to this online program, you have been given complimentary access to both *Ancestry Library Edition* and *HeritageQuest.com* through our University-wide subscriptions.

The URLs you are granted access to are as follows:

Ancestry Library

<http://ancestrylibrary.proquest.com/>



HeritageQuest Online

<http://www.heritagequestonline.com/>



Ancestry Library and *HeritageQuest* sites can be accessed remotely by using the following username and password:

Username: bostonu

Password: ai>q90t6i

This username and password are authorized for use by Boston University students only!

If this information is found posted or shared anywhere else (online or otherwise), our *Ancestry Library* and *HeritageQuest* subscriptions will be terminated. We appreciate your cooperation in this matter.

Use of the username and password is prohibited once the course has ended.

Course Structure

There are seven modules within this course. This Syllabus will remain open and accessible to you throughout the entire program. This Syllabus contains administrative information such as: module descriptions and assignments, academic policies, contact information, and grading criteria. Every time you enter Genealogical Principles you will see this Syllabus listed.

A new module will open every week beginning Tuesday morning at 12:01 AM ET.

Though each week in this course is its own module, the course as a whole is divided into three instructional sections, each with its own teaching team: Modules 1-4 are one cohesive section focused on Introduction to Analysis and Proof, Modules 5-6 cover Resources, Planning and Reporting and Module 7 covers Genetic Genealogy Concepts, Standards, and Ethics. As each section comes to a close you should capture any of the discussion threads you want to keep and print the module content if you wish to save it.

Module Structure

Each Genealogical Principles module explores different skills necessary for practicing genealogists. However, some elements will be consistent throughout the modules. When you open a module you will see a Study Guide. This will list all of the different readings, discussions, and assessments for the Module. Within the lessons the topics are numbered in a way similar to that used in this Syllabus. Most lessons build on each other, so we recommend that you go through them sequentially as presented. For review or clarification, lessons can be accessed out of sequence and multiple times.

Most modules contain an introduction and a conclusion. You will read written content, see videos, hear audios, open pdf files, complete interactive media, or fill in blanks with answers you have researched. Most modules will have active hyperlinks to outside websites. Often these links contain additional resources for you to explore later.

As you go through the narrative text, you will also see discussion questions and assessments. You can complete them at that time or access them

through the Navigation Area in the top left-hand part of your screen. You should **not** try to complete any of these items prior to reading through the supporting materials.

If at any time you have problems, come back to this Syllabus, look at the contact information and send an email, internal message, or call the proper resource for help.

Course Assessments

Each module will have one or more graded elements that will contribute to your final module grade. These final module grades will then determine your overall course grade. Assessments will appear as you proceed through the module text. Viewing them in-line guarantees that you have read the needed material to successfully complete the work. Assessments can be accessed via the link in the main course navigation panel on the top left.

An Assessment is a graded exercise composed of true/false, short answer, or multiple choice questions. In some cases you will receive your score immediately after taking it—it is auto-graded. In other cases your answers will be hand-graded. For all assessments, there is an **open date** and a **due date**.

Open Date: The open date is when you can see the quiz, survey, or evaluation. Normally, it is the same day a module opens.

Due Date: The due date is the date by which an assessment is required to be submitted. The due date is displayed with the assessment and is also displayed on the Calendar. Due dates should be reinforced in the announcements.

Note

All times are listed using Eastern Time. Students are responsible for conversion into their own time zones and submitting work according to the Eastern Time zone.

Some of the Assessments will be auto-graded. Other Assessments will be hand-graded. When hand-graded, all grades will be released to the students at the same time. So, if Sally submitted her assignment on Tuesday, but Ted (the last student) didn't submit his until Thursday, grades and feedback would not be released until Ted's was graded on Friday. Once grades are released, they may be viewed in the My Grades section of the Navigation Area.

Instructions on how to submit a short answer Assessment were part of your Orientation exercises. If you have not completed your Orientation yet, remember to do so before proceeding into this course.

Assessment Submission Assistance

There are two ways to access assessments:

1. **Directly:** Once you have covered the necessary content in the text, a course content page will refer you to an assessment (with a unique name). You can click on the assessment link provided on that page and it will take you to the Submission area for that assignment.
2. **Indirectly:** Through the Navigation Area, click on the Assessments selection. This will display all assessments available to you. Click on the bolded title of the module's assessment you wish to access. This will take you to the Submission area for that assessment.

Reading Assignments

Each module has reading assignments that you are responsible for completing. The information in the Study Guides on the next page will help you manage your time and set expectations. These readings

will also be listed in the Study Guides throughout the course.

Module Study Guides

Module 1: Foundations

November 3–9

- Readings:** Board for Certification of Genealogists (BCG). *Genealogy Standards*. 2nd ed.
- Pages xix-xxii
 - All of chapter 1
 - Chapter 2, Standards #1-6
 - Chapter 3, the introductory paragraph on reasoning from evidence on p. 23 and Standards #37-40
 - The Evidence Analysis Process Map inside the back cover
 - Glossary as needed

Powell, Kimberly. *The Everything Guide to Online Genealogy*. 3rd ed.

- Chapters 1-3, note critical typos on pp. 32 and 46

Discussions: Please post your **Introduction** as soon as possible.

Discussion 1 postings end Monday, November 9 at 11:59 PM ET

Assessments: **Course Navigation Assessment** due Friday, November 6 at 11:59 PM ET

Module 1: Family Group Sheet due Monday, November 9 at 11:59 PM ET

Note: Access to discussion forums and assessment ends on Monday, November 16.

Module 2: Mining Records

November 10–16

- Readings:** BCG. *Genealogy Standards*. 2nd ed.
- Standards #23, 24, 29, 30, 41, 46-48

Powell. *The Everything Guide to Online Genealogy*. 3rd ed.

- Chapter 5
- Chapter 8, pp. 149-51 re: religious records
- Chapter 10

- Chapter 13

Greenwood, Val D. *The Researcher's Guide to American Genealogy*. 3rd ed. Baltimore, MD: Genealogical Publishing, 2000.

- [Chapter 24, "American Aids to Finding the Home of the Immigrant Ancestor"](#)

Smith, Marian L. "[Manifest Markings: A Guide to Interpreting Passenger List Annotations](#)," *JewishGen*.

Russell, Judy G. "[Bonding the Bride and Groom](#)." *The Legal Genealogist*, blog, 17 November 2014.

Russell, Judy G. "[A Matter of Consent](#)." *The Legal Genealogist*, blog, 6 July 2017.

For reference: United States Immigration and Naturalization Service, [Foreign Versions, Variations, And Diminutives of English Names: Foreign Equivalents of United States Military and Civilian Title](#), revised. Washington, DC: US Govt. Printing Office, 1973.

Discussions: **Discussions 2 & 3** postings end Monday, November 16 at 11:59 PM ET

Assessment: **Module 2: Immigrant Connections** due Monday, November 16 at 11:59 PM ET

Note: Access to discussion forums and assessment ends on Monday, November 23.

Module 3: Discovering Answers

November 17–23

Readings: BCG. *Genealogy Standards*. 2nd ed.

- Standards #10, 12, 35, 36

Powell. *The Everything Guide to Online Genealogy*. 3rd ed.

- Chapter 14

Greenwood. *The Researcher's Guide to American Genealogy*. 3rd ed.

- Chapter 15, "[Understanding Probate Records and Basic Legal Terminology](#)"
- Chapter 16, "[What About Wills](#)"
- Chapter 17, "[The Intestate—Miscellaneous Probate Records—Guardianships](#)"

Izard, Holly V. "Random or Systematic? An Evaluation of the Probate Process." *Winterthur Portfolio* 32 (Summer-Autumn 1997): 147-167. **Provided via XanEdu**

Russell, Judy G. "[The Beer Bust and the Surety Bond](#)." *The Legal Genealogist*, blog, 28 February 2012.

Finley, Carmen J. "[Who Was Aunt Mary? A Brief Case Study in Identification and Kinship 'Correction'](#)."

Discussions: **Discussions 4 & 5** postings end Monday, November 23 at 11:59 PM ET

Assessment: **Module 3: Probate Records** due Monday, November 23 at 11:59 PM ET

Note: Access to discussion forums and assessment ends on Monday, November 30.

Module 4: Proof in a Narrative Structure

November 24–30

Readings: BCG. *Genealogy Standards*. 2nd ed.

- Standards #10, 14, 17-19, 42, 45, 48-50
- Chapter 4, introductory paragraph on p. 33, and Standards 58-61, 64-66, 68-70

Johnson, Melissa A. "Mothers for Sophie (Kanetski) Howe of Scranton, Pennsylvania." *National Genealogical Society Quarterly* 103 (June 2015): 105-113. Available to read or download as a PDF at the [BCG website](#).

Green, Shannon. "Parents for Cynthia (Parker) Wilcoxon of Ohio and West Virginia." *National Genealogical Society Quarterly* 105 (June 2017): 93-100. [Available as PDF on the author's website](#).

Discussion: **Discussion 6** postings end Monday, November 30 at 11:59 PM ET

Assessment: **Module 4: Examining a Proof Argument** due Monday, November 30 at 11:59 PM ET

Note: Access to discussion forums and assessment ends on Monday, December 7.

Module 5: Reliable Resources

December 1–7

Readings BCG. *Genealogy Standards*. 2nd ed.

Lesson 1:

- Standards #19, 25, 27, 35-36, 40-48

Powell. *The Everything Guide to Online Genealogy*. 3rd ed.

| | |
|--|---|
| | <ul style="list-style-type: none"> • “Database Search Strategies,” pp. 53-56 • “Get Creative with Names,” pp. 56-57 <p>Washington, Reginald. “The Freedman’s Savings and Trust Company and African American Genealogical Research.” <i>Prologue Magazine: Federal Records and African American History</i> 29, no. 2 (Summer 1997).</p> |
| Readings | BCG. <i>Genealogy Standards</i> . 2nd ed. |
| Lesson 2: | <ul style="list-style-type: none"> • Standards #23, 29-33 <p>Leary, Helen F. M. “Skillbuilding: Converting Records into Reliable Copies.” <i>OnBoard</i> 5 (May 1999): 20.</p> <p>Mills, Elizabeth Shown. “Transcribing Source Materials.” <i>OnBoard</i> 2 (January 1996): 8.</p> <p>Russell, Judy G. “Guardians for the Kids.” <i>The Legal Genealogist</i>, blog, 1 March 2012.</p> |
| Readings | BCG. <i>Genealogy Standards</i> . 2nd ed. |
| Lesson 3: | <ul style="list-style-type: none"> • Standards #19, 25-27 <p>Sullivan, Amanda. “This Straightforward Technique Will Help You Uncover Missed Facts About Your Ancestors.” <i>Family History Daily</i>.</p> <p>Hatton, Stephen B. “A Genealogical Timeline as a Research Tool.” Originally published in <i>NGS Magazine</i>.</p> |
| Readings: | Powell. <i>The Everything Guide to Online Genealogy</i> . 3rd ed. |
| Read after completing “Self-check Activity: Timelines.” | <ul style="list-style-type: none"> • “Unearth Wills and Estate Records,” pp. 122–125 • “Chase Down Court Records,” pp. 125–127 • “Land and Property Records,” pp. 134–136 |
| Discussions: | Discussions 7 & 8 postings end Monday, December 7 at 11:59 PM ET |
| Assessments: | <p>Module 5A: <i>HeritageQuest</i> Resources due Monday, December 7 at 11:59 PM ET</p> <p>Module 5B: Transcriptions & Timelines due Monday, December 7 at 11:59 PM ET</p> |
| Note: | Access to discussion forums and assessments ends on Monday, December 14. |

Module 6: Planning and Reporting

December 8–14

Readings BCG. *Genealogy Standards*. 2nd ed.

Lesson 1: • “Planning Research,” Standards #9-18

DeGrazia, Laura Murphy. “[Planning Effective Research](#).” *OnBoard* 21 (September 2015): 17-18, 23.

Mills, Elizabeth Shown. “[QuickLesson 17: The Evidence Analysis Process Model](#).” *Evidence Explained: Historical Analysis, Citation & Source Usage*.

Powell, Kimberly. “[Think Like a Detective – How to Develop a Genealogy Research Plan](#).” *ThoughtCo*.

Lenzen, Connie M. [Oregon](#). NGS Research in the States Series, Special Publication No. 78 Arlington, VA.: National Genealogical Society, 2007.

Note: This book is available by the permission of the National Genealogical Society. It is available to student in read-only format during the time they are enrolled in the course. Students are not permitted to print the book or to download it to any other site.

Readings BCG. *Genealogy Standards*. 2nd ed.

Lesson 2: • Standards #25-27, 35-36

Powell. *The Everything Guide to Online Genealogy*. 3rd ed.

- “A Research Log is Essential,” pp. 24–25
- “Taking Good Notes Will Improve Results,” pp. 25–26
- “Document Your Findings,” pp. 31–33

Mills, Elizabeth Shown. “[Skillbuilding: Producing Quality Research Notes](#).” *OnBoard* 3 (January 1997): 8.

Readings BCG. *Genealogy Standards*. 2nd ed.

Lesson 3: • Standards #62-71, 74.

Mills, Elizabeth Shown. “[QuickLesson 20: Research Reports for Research Success](#).” *Evidence Explained: Historical Analysis, Citation & Source Usage*.

Discussions: **Discussions 9 & 10** postings end Monday, December 14 at 11:59 PM ET

Assessment: **Module 6: Research Planning & Reporting** due Monday, December 14 at 11:59 PM ET

Note: Access to discussion forums and assessment ends on Monday, December 21.

Module 7: Genetic Genealogy Concepts, Standards, and Ethics

December 15–21

- Readings:** Bettinger, Blaine T. *The Family Tree Guide to DNA Testing and Genetic Genealogy*. 2nd ed.
- Chapter 1, “Genetic Genealogy Basics”
 - Chapter 2, “Common Misconceptions”
 - Chapter 3, “Ethics and Genetic Genealogy”
 - Chapter 4, “Autosomal-DNA (atDNA) Testing”
 - Chapter 5, “Y-Chromosomal (Y-DNA) Testing”—
Read through the end of the section entitled “Daughtering Out”
 - Chapter 6, “Mitochondrial (mtDNA) Testing”—
Read through the end of the section entitled “Finding an mtDNA Descendant: Working Backward to Go Forward”
 - Chapter 7, “X-Chromosomal (X-DNA) Testing”—Read through the end of the section entitled “The Unique Inheritance of X-DNA”
 - Chapter 9, “Ethnicity Estimates”

Discussions: **Discussions 11, 12, & 13** postings end Monday, December 21 at 11:59 PM ET

Assessments: **Module 7: Genetic Genealogy Concepts** due Monday, December 21 at 11:59 PM ET

A Typical Day

Now that you have read through the Syllabus, let's discuss what your typical day might look like as an online student.

Tuesday (the first day of each Module)

Log on to Online Campus (OC). Select Genealogical Principles from Courses. Look for any new Announcement and read it. Next, check the Calendar. Notice if there are any deadlines that you must meet. When are your assessments due? Review the Syllabus. This has important information about the program, where to get help, and FAQs. Proceed to the course content and go through the lessons sequentially following the instructions within. Post on any discussion boards and complete any assessments that you encounter in the module.

Remember to take note of where you stop since there is no automatic bookmarking.

Wednesday

Log on to OC and find your program. Look for any new Announcements and read them. Next, look at any previous discussion boards that you posted to and read them. Respond as you see fit. Check the Ask the Instructor board as it contains questions that your fellow students have asked. It may clarify a question that you had or provide additional information about a subject. If you did not look at the Calendar yesterday, look at it today (Month view will help you plan better). Record any important dates. Check Internal Messages to see if you have any messages in your inbox. Some instructors prefer to use messages rather than announcements. Now you can continue to go through new content or review the previous day's reading.

Thursday

Yes, ideally you should be logging on every day, just to keep up with the class and any new information. Check the announcements, Internal Messages, Ask the Instructor, and other discussion boards. Continue with course content and keep current on all communications.

Friday-Monday

You should now have established good habits. You are actively engaged and watching for activity in the course (announcements, messages, discussion boards, calendar) and you are proceeding through the content at your own pace. After you have completed an assessment, don't forget to watch for your grades to be posted.

End of Module

There is some housekeeping you should do prior to a module closing. If you haven't completed the assessments due, complete them now and be aware the time stamps are Eastern Time, so adjust your schedule to that.

If you want to print the content from the module, do so now. Likewise, if you want to capture any of the discussion threads, you should do so now.

Good luck and enjoy the online experience!

Grading Criteria

Grading

Your final course grade will be calculated as follows:

| Module | Item | Points |
|-----------------------|-----------------------------------|--------|
| Module 1 | Introductory Assessment | 6 |
| | Family Group Sheet | 94 |
| Module 2 | Immigrant Connections | 100 |
| Module 3 | Probate Records | 100 |
| Module 4 | Examining a Proof Argument | 100 |
| Module 5 | M5A: HeritageQuest Resources | 45 |
| | M5B: Transcriptions & Timelines | 45 |
| | Participation | 10 |
| Module 6 | M6: Research Planning & Reporting | 90 |
| | M6: Participation | 10 |
| Module 7 | M7: Genetic Genealogy Concepts | 90 |
| | M7: Participation | 10 |
| Total Possible Points | | 700 |

Each module is worth 100 points (often a single 100 point assignment). Students are required to complete all work for each module within the period that the module is open. Failure to complete the work in that time period may result in a failing grade for the module. Grades for each module will be available in **My Grades**. Instructors will be available via Online Campus internal messaging for 48 hours following the posting of grades. Students are responsible for tracking their own grades and their standing in the course.

Your final course grade will be calculated based on the percentage points earned out of the total possible points. 73% is the equivalent of a C, which is the minimum requirement for passing the course.

| Points | Percentage | Grade |
|--------|------------|-------|
|--------|------------|-------|

| | | |
|---------|----------------------|----|
| 651-700 | 93% and up | A |
| 630-650 | 90% to less than 93% | A- |
| 609-629 | 87% to less than 90% | B+ |
| 581-608 | 83% to less than 87% | B |
| 560-580 | 80% to less than 83% | B- |
| 539-559 | 77% to less than 80% | C+ |
| 511-538 | 73% to less than 77% | C |
| 490-510 | 70% to less than 73% | C- |
| 420-489 | 60% to less than 70% | D |
| 0-419 | Less than 60% | F |

Academic Policy

Center for Professional Education students fall under the auspices of Metropolitan College (MET) at Boston University, and as such are bound by the [MET Academic Code of Conduct](#).

Participation

Boston University's Genealogical Principles course is designed for the working adult. Aside from this introductory Syllabus, there are seven modules, and each module lasts one week. Participation in all modules is expected and necessary. Each module requires about 10 to 16 hours per week of engagement with the materials. Students must complete all modules within the seven-week course.

Student Conduct and Ethics

Being an ethical genealogist means adhering to guidelines. Students must not create Internet profiles, trees, or post questions or answers in email lists, blogs, or other online venues concerning any course material, course assessments, or course case studies. This helps preserve the integrity of the course for all participants, current and future. Those violating this will be asked to remove or block the material immediately. Be aware that in some cases you are creating a permanent record that cannot be removed. Failure to observe this guideline may result in removal from the course. This policy is known as the "What happens in Online Campus stays in Online Campus" student conduct clause.

Upon completion of the course, once your final grade has been determined and recorded, you will receive a grade letter from Boston University in snail mail.

Deadlines

Withdrawals: Review [BU Genealogy Program Policies](#) for complete information.

Incompletes: Students who do not complete a module within the allowed time will not pass the course.

Discussion Netiquette

If you have taken an online course before, you are likely comfortable in this environment. But for those who are new or who may just want a refresher, here are some rules for our course discussion forums:

1. **Think of your comments** as though they were going to be printed in a newspaper. Sounds odd, but thinking of your posting this way should remind you not to write anything that might embarrass you or anyone else in the class.
2. **Don't get emotional.** Again, this may sound odd. It doesn't mean you shouldn't feel strongly about a topic or discussion question. It just means you should approach your response or comment with a clear, cool head, as calmly as possible. If it's been a bad day, take a few minutes to relax before joining the online course discussion.
3. **Avoid negativity.** You can disagree and participate in discussions with vigor. Be positive and polite, however, with those who may not agree with you.

4. **No typing entirely in caps.** This comes across as shouting.
5. **Don't disrupt a discussion with unrelated comments.** If you wish to discuss something that falls outside of a discussion board's assigned topic, please take it to the Water Cooler.
6. **Refrain from discussing political, religious, and social hot topics.** We do not want anyone to feel uncomfortable or offended in this class, so please use good judgment even in your Water Cooler conversations.
7. **Respect others' time.** Do not clog up discussion boards with "I agree" or "That was my question too." It's fine to encourage another classmate, but use an internal message or the Water Cooler for that.
8. **Be precise** when you make a comment or ask a question in a discussion board or Internal Messages. Remember that your colleagues and instructors are not mind-readers and do not necessarily know what you are referring to. When referencing course content identify exactly where you are in the unit, for example, "I don't understand the Smith example used in section 3.1 Asset Management."
9. **Keep in mind that not everyone is using high-speed connections.** Don't cut-and-paste large sections of text or images into a discussion. If you are citing something large from an outside source in a public area like a discussion forum, provide a web address or link and steer others to what you wish them to see.

With your participation and cooperation, we're sure to have some lively, exciting discussions in this course.

Note

We reserve the right to remove discussion posts that do not adhere to the netiquette as outlined above.

Discussion: Introductions

Throughout this program you will see entries in the Table of Contents (TOC) with "Discussion" in the title. When you encounter one, you should go to the Group Discussion Board under *My Groups* in the Navigation Area and find the assigned discussion forums. You may also post in the Water Cooler or Ask Your Instructors forums.

At this time please go to the "Introductions" discussion where you will post some information about yourself, your experience, and your genealogical interests.

When you have finished posting, return to the TOC and continue with the content page following the Discussion. Since students and faculty post at different times, you will want to read new postings every day. You can do this by going directly to the Group Discussion Board.

Evaluation Instructions

As part of our continuous improvement process, we ask that every online student fill out an end-of-the-course evaluation form. We rely heavily on these evaluations. Your feedback is anonymous in that your name will not be tied by the system to your individual responses. You may include your name if you choose.

Remember

- A short evaluation will be available at the end of the course.
- The evaluation is due by 72 hours after the last day of the course.
- The evaluation consists of multiple-choice questions.
- Questions will be delivered all at once, and you may revisit questions as many times as you like prior to submitting the evaluation.
- Once you begin the evaluation, you will have as much time as you need to complete it.

Also note

- You can submit the evaluation only once.
- You can change your answers as many times as you like, prior to submitting the evaluation.

Frequently Asked Questions

What time will my new module open?

Module 1 will open at 10 AM ET on the first day of the course. All subsequent modules will open on Tuesday mornings at 12:01 AM ET.

What if I can't get all of my work done in the weeks the module is open?

Students need to do their best to complete all of the work while the module is active. Adhere to the due dates of assessments. Grades are based on whatever coursework a student has completed and submitted by those dates; if the coursework is incomplete, a failing grade may be given for that module.

How can I contact my instructor or facilitator after her module is closed?

Like many of you, our staff work other full time jobs. BU has contracted with them to be available during the time their module is running. Therefore, take advantage of the discussion boards to get your module questions answered then. Note: academic professionals will be available via Online Campus internal messaging for 48 hours following the posting of grades.

Do I have to be online at a specific time every day?

No. Since this course is asynchronous, students can log into the course at noon or midnight or whatever other time of the day they would like. However, students are encouraged to log into the course daily to check in, participate in discussions, and see if there are any new course announcements or internal messages. Also, since your course grade may benefit if you participate constructively, it is in your best interest to regularly spend time in the course.

I sent my academic professional an internal message and I have not heard back from her immediately; what should I do?

Academic professionals are online in the course every day, but they are not logged in all day long. They will respond to your message. In an onsite course, you "raise your hand" and ask a question and it is answered. Online, you will need to wait for your reply until the academic professional is on duty. Each academic professional may keep a different schedule, so look for her opening announcement for details.

Where are my Discussion Boards?

When you go to your Group Discussion Board under **My Groups**, only discussion questions for the current module will be visible. Future discussion questions will appear when new modules open.

How can BU tell if I spent 20 hours or 20 minutes on a module?

Online Campus is a sophisticated Learning Management System. It keeps statistics about every user including the dates and times of each session. It tracks messages read and sent, discussion group participation, and online quiz statistics among other things.

When will I see my grade for a module?

The final grade for each module will be posted approximately three days after the module closes.

Is there a comprehensive final exam at the end of the program?

No, there is no final comprehensive exam. Your final course grade is based on the sum of your seven module grades only.

What is the best web browser to use with Online Campus?

Both Firefox and Google Chrome are recommended web browsers to use with the Online Campus program. If something doesn't appear or work correctly, copy the URL (web address) into another browser to see if that solves the problem.

What if I am working in Online Campus and need to access a website that isn't supported by the browser I am using?

This happens occasionally. Some websites work better with certain browsers. You can be working with Online Campus in Firefox, for example, and need to access an outside website with Chrome. To test out which works best, just copy the URL (web address) into the other browser to see if function improves.

Is there something I can do so that I can print out the modules?

Yes. Each module has a corresponding compiled page that you can download and print. Remember, that graphics, videos, some exercises, discussions, and assessments will not be included. This file is meant to be a supplement to your online learning, not to replace it.

What web browser should I be using in order to print out the modules?

Both Firefox and Chrome will work for printing modules from Online Campus.

Is an iPad compatible with Online Campus?

The iPad is not supported by Tech Support, but you should be able to log into Online Campus using Safari on your iPad. You can read discussions, send and receive messages, read text in the module content, and view the instructional videos. However, there may be times when there is an interactive component within a module such as a self-assessment exercise that will not work on the iPad. This could change in new generations, but for now it is suggested that anyone accessing Online Campus for coursework not rely solely on an iPad at the risk of missing a crucial component of the course.

Should I be contacting tech support with any computer questions or should I be posting them on the Ask the Instructor Discussion Board?

This depends on the kind of questions that you have. Tech Support is very useful in helping students to get set up for Online Campus. The easy-to-use online computer assessment each student goes through in order to determine whether a computer is up-to-date before beginning the course is very important. If you had any problems with this, you have probably spoken with Tech Support already. If you do need to contact tech support, first make sure that you have done two essentials: [cleared your browser cache](#) and re-booted your computer. Generally, those are the first two actions recommended by Tech Support.

Technical Support

Experiencing Issues with BU Websites or Blackboard?

It may be a system-wide problem. Check the BU Information Services & Technology (IS&T) [news page](#) for announcements.

Boston University technical support is available via email (ithelp@bu.edu), the [support form](#), and phone (617-353-4357). Please note that the IT Help Center has multiple locations. All locations can be reached through the previously mentioned methods. For IT Help Center hours of operation, please visit their [contact page](#). For other times, you may still submit a support request via email, phone, or the support form, but your question won't receive a response until the following day. If you aren't calling, it is highly recommended that you submit your support request via the technical-support form, as this provides the IS&T Help Center with the best information in order to resolve your issue as quickly as possible.

Examples of issues you might want to request support for include the following:

- Problems viewing or listening to sound or video files
- Problems accessing internal messages
- Problems viewing or posting comments
- Problems attaching or uploading files for assignments or discussions
- Problems accessing or submitting an assessment

To ensure the fastest possible response, please fill out the online form using the link below:

| |
|---|
| IT Help Center Support |
| 617-353-4357 or Web |
| Check your open tickets using BU's ticketing system . |

Navigating Courses

For best results when navigating courses, it is recommended that you use the Mozilla [Firefox](#) browser.

The Table of Contents may contain folders. These folders open and close (+ and – signs) and may conceal some pages. To avoid missing content pages, you are advised to use the next- and previous-page buttons (and icons) in the top-right corner of the learning content.

Please also familiarize yourself with the navigation tools, as shown below; these allow you to show and hide both the Course Menu and the Table of Contents on the left. This will be helpful for freeing up screen space when moving through the weekly lecture materials.

Navigation tools for the Table of Contents are shown in the image below:

The screenshot displays the Blackboard interface. On the left is a dark grey sidebar titled "DE Student Orientation (2020 Spring 2)" with a home icon. It lists several menu items: Home Page, Announcements, Assessments, Assignments, Calendar, Class Discussion, External Email, Internal Messages, Live Classroom, and Live Classroom Recordings. On the right is a light grey area titled "Table of Contents". It includes navigation icons (back, forward, search) and the text "Page 1 of 9". Below this is a list of nine items, each with a document icon: 1. Welcome (highlighted with a white box), 2. Student Orientation Cour, 3. Course Objectives, 4. Setting Up Your Compute, 5. Blackboard App for Onlin, 6. Disability Services, 7. Netiquette, 8. Registration Information, and 9. Technical Support. At the bottom right of the sidebar area, there is a yellow button labeled "Hide Course Menu".

Clicking the space between the Course Menu and the Table of Contents allows you to show or hide the Course Menu on the left:

■ Minimize

□ Maximize

↕ Move to the bottom

Table of Contents

■ □ ↕

Page 1 of 9 >

1. **Welcome**

2. Student Orientation Cour

3. Course Objectives

4. Setting Up Your Compute

5. Blackboard App for Onlin

6. Disability Services

7. Netiquette

8. Registration Information

9. Technical Support

Web Resources/Browser Plug-Ins

To view certain media elements in this course, you will need to have several browser plug-in applications installed on your computer. See the Course Resources page in the syllabus of each individual course for other specific software requirements.

- Check your computer's compatibility by reviewing Blackboard's [System Requirements](#)
- Check your browser settings with Blackboard's [Connection Test](#)
- Download most recent version of [Adobe Flash Player](#)
- Download most recent version of [Adobe Acrobat Reader](#)

How to Clear Your Browser Cache

The IT Help Center recommends that you periodically [clear your browser cache](#) to ensure that you are viewing the most current content, particularly after course or system updates.

This page is also found within the "How to..." section of the [online documentation](#), which contains a list of some of the most common tasks in Blackboard Learn.

Disability Services

In accordance with University policy, every effort will be made to accommodate the unique and special needs of students with respect to speech, hearing, vision, or other disabilities. Any student who feels they may need an accommodation for a documented disability should contact [Disability & Access Services](#) at (617) 353-3658 or at access@bu.edu for review and approval of accommodation requests.

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Boston University Metropolitan College