

# CRJU 3800 - Race, Ethnicity, and Criminal Justice [Summer 2017]

## Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone number: (xxx) xxx-xxxx

Fax: (xxx) xxx-xxxx

E-mail address: [xxxxxxxxxx@xxxxx.edu](mailto:xxxxxxxxxx@xxxxx.edu)

**Office hours:**

**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

## Course Description

This course addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.

### Prerequisites:

- CRJU 1100

### Course Learning Outcomes:

This course should enable students to:

1. Students will demonstrate the ability to identify and understand key concepts in the study of race, ethnicity, and criminal justice;
2. Students will demonstrate the ability to identify and understand how class, race, and gender intersect and affect patterns of crime and victimization;
3. Students will demonstrate the ability to articulate and analyze how disadvantage influences patterns of crime and victimization and how discrimination develops and affects the administration of justice in our society.

## Required Text, Software, and Additional Materials

**Title:** Investigating difference: Human and cultural relations in criminal justice

**Author(s):** The Criminology and Criminal Justice Collective of Northern Arizona

**Publisher:** Upper Saddle River, NJ: Prentice Hall

**Edition/Year:** 2nd/2009

ISBN: 978-0205610211

Type (Required/Optional): REQUIRED

Title: Privilege, Power, & Difference

Author(s): Allan G. Johnson

Publisher: McGraw-Hill

Edition/Year: 2006

ISBN: 978-0072874891

Type (Required/Optional): REQUIRED

Title: The new Jim Crow: Mass incarceration in the age of colorblindness

Author(s): Michelle Alexander

Publisher: New York, NY: The New Press

Edition/Year: 2012

ISBN: 978-1595586438

Type (Required/Optional): REQUIRED

**Bookstore:**

The eMajor textbook listing and eMajor bookstore information can be found at <https://emajor.usg.edu/current-students/textbooks>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

**Materials and Resources:**

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**Student Services**

**Technical Assistance:**

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

**Tutoring:**

**Smarthinking** is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course Resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## **Accessibility Services:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

## **Course Format and Requirements**

### **Teaching Philosophy:**

XXXXXXXXXXXXXXXXXXXX

### **Course Requirements (Instructional Methods):**

#### Course Readings and Lectures

I have video recorded all of my lectures for this course and they will be posted for your viewing. This is so that you may have the experience of having a face-to-face class without having to “be in class.” You are **REQUIRED** to watch ALL posted video lectures to be successful in this course. The powerpoints are also posted with each accompanying lecture so that you may follow along. You are also required to read each corresponding chapter. Failing to watch lectures, take notes, and read the chapter will almost certainly result in the failure of the class.

#### **Attendance Verification: Mandatory Attendance Quiz**

You will be required to take an Orientation/Attendance quiz (worth 30pts) which will be due by noon Friday June 2, 2017. This quiz is to make sure you read the Syllabus from start to finish and that you understand all that is expected from you in this course.

#### **Attendance Verification: Ice-Breaker/Introduction Discussion**

As this is an online course, it is important that we have an element of interaction and classroom community. There will be one **(1) Ice-Breaker/Introduction Discussion (worth 30pts) and due by noon Friday June 2, 2017.**

#### **Optional Discussion Forums**

Discussion forums (optional) are open in each Module so that you may post any questions or comments that you may have after viewing the lectures (so long as they do not violate the code of conduct). This will be to allow you the chance to be engaged in the material in a manner similar to students in my face-to-face course. Any question/comment posed may be answered by any classmate or by me. You are also welcome to post any relevant news articles regarding what we are talking about. I strongly encourage this dialogue. Engaging in non-required activities shows me that you are going above and beyond and may be considered in your final grade.

## **REQUIRED Discussion Forums**

There will be 4 required discussion forums throughout this semester (1 for every 2 modules; e.g. Discussion Forum 1 will be over Modules 1 & 2), which will include questions that I would normally have students do individually and/or with a partner in a face-to-face class do "in-class" and then we would discuss as a class. These required discussion forums will act similarly. Each is worth 30 points for a total of 120 points. See the course schedule for Discussion timeline.

## **Exams**

You will be given 3 exams in this class. Each exam is worth 100 points for a total of 300 points. Exam questions will be based on assigned readings, learning modules, discussions, and films/documentaries. Exams will be administered online and are in the format of multiple choice, true/false, and short answer and given in a 90 minute time period (15 minutes longer than my face-to-face class). **You may only move forward in the exam. You will not be allowed to skip a question and go back to it at the end; once you see a question you must answer it.** Moving forward only in an exam frustrates many students. This is why I tell you about this policy from the beginning. **If you anticipate this or the limited time on the exam being an issue for you, please drop this class.** I want every student to do well, but I likewise put some clear integrity measures into the online exam system. The time you are given is the same time students in a Tuesday/Thursday section would be given for an exam. You should have more than enough time to complete the exam. **Please think carefully before remaining in this class if the moving forward only will cause you undo pressure or angst. Once you start the exam, you must complete it. You can't pause it and come back to it later.** If something goes wrong during the exam (technical difficulties with GoVIEW are the only allowed excuse), you must have official documentation that you contacted and received help with GoVIEW. See the above section of the syllabus for contact details for GoVIEW.

You will be given a two day window to take exams. The exam period will start at 12:01am on the first day of the exam period and end at 11:59pm on the following day. Remember, you are only allowed 90 minutes to take the exam, so be sure you don't wait too late the second night to take the exam. For example, if you begin at 11:15pm the second day of the exam, the exam will no longer be available after 11:59pm. **See Academic Honesty section of the syllabus regarding sanctions for cheating on exams.**

**Missed Exams:** Exams cannot be made up. In the case of a legitimate university approved excuse and prior approval, a makeup exam will be given at the end of the semester and will be an objective comprehensive exam (covering the whole course) to be scheduled with the professor.

**The FINAL EXAM MUST BE TAKEN AT THE DESIGNATED TIME. NO MAKE-UPS WILL BE GIVEN.**

## **Homework Assignments**

There are 8 homework assignments throughout this course that are directly related to course material covered in the video lectures and documentaries/films required to watch (all together worth a total of 120 points). See the course schedule and each module for directions for each assignment AND for the corresponding due dates. **NOTE: Pay close attention to due dates as most assignments are NOT due at the end of each module. It is up to YOU to be responsible and keep up with due dates/deadlines.**

## **Reflection Papers: "The New Jim Crow" AND "Privilege, Power, and Difference"**

Aside from your main textbook, you will have 2 books to read and write reflection papers over: 1.) "Privilege, Power, & Difference" by Allan Johnson and 2.) The New Jim Crow: Mass Incarceration in the Age of Colorblindness" by Michelle Alexander. You will write 5 reflection papers over the first book (20pts each/100pts total). You will write 6 reflection papers over the second book (25pts each/ 150pts total). See the course schedule for due dates and see guidelines explaining the directions for reflection papers.

## **Course Schedule:**

**NOTE:** Schedule is tentative and may be subject to change.

<b>DATE</b>	<b>READING ASSIGNMENTS</b>	<b>ACTIVITIES - What's Due?</b>
<b>Syllabus &amp;</b>	Introduction, Syllabus, & Course Orientation  During this time period you will be responsible for familiarizing yourself with the course, specifically making sure you've	<b><u>Mandatory Attendance Quiz</u></b>

<p><b>Start Items</b> x/x - x/x</p>	<p>read and understand the syllabus, as well as all of the information presented in the “Syllabus &amp; Start Items” Module. <b>You are required to complete 2 assignments (Mandatory Attendance Quiz and Ice-Breaker/Introduction Discussion)</b></p>	<p><b><u>Ice-Breaker/Introduction Discussion</u></b></p>
<p><b>Module 1</b> x/x - x/x</p>	<p><b><u>Lecture topic: Breaking the ice, learning how to talk about race/ethnicity &amp; an introduction to race and CJ</u></b></p> <p>ID: Ch. 1 &amp; 3</p> <p><b>Johnson text:</b></p> <p>Introduction: pg. vii-xii</p> <p>Ch. 1: Rodney King’s Question</p> <p>Ch. 2: Privilege, Oppression, and Difference</p> <p><i>Online article: Omi &amp; Winant’s Racial Formations (1986)</i></p>	<p><i>Film: Race—The Power of an Illusion, episode 1: The Difference Between Us (Writing Assignment <b>Homework 1</b>)</i></p> <p><i>Film: Race—The Power of an Illusion, episode 3: The House we Live in (Writing Assignment <b>Homework 2</b>)</i></p> <p><i>Film: A Class Divided (Writing Assignment <b>Homework 3</b>)</i></p> <p><b>Reflection Paper 1</b> over <b>Johnson text:</b> introduction, Ch. 1, &amp; Ch. 2</p>
<p><b>Module 2</b> x/x - x/x</p>	<p><b><u>Lecture topic: Race relations, the Media, and their consequences</u></b></p> <p>ID: Ch. 2</p>	<p><i>News article assignment (<b>Homework 4</b>)</i></p> <p><b>Reflection Paper 1</b> over <b>Alexander text:</b> introduction &amp; Ch. 1</p> <p>Discussion 1 over Modules 1 &amp; 2</p>
<p><b>Module 3</b> x/x - x/x</p>	<p><b><u>Lecture topic: Race, Ethnicity, Social Structure, and Crime (with extra attention given to theoretical frameworks to understanding race and crime) PART 1</u></b></p> <p>ID: Ch. 5, 6, &amp; 9</p> <p><i>Online article:</i></p> <p><i>Jeffrey Reiman: The Rich get Richer and the Poor get Prison</i></p> <p><i>Online article:</i></p> <p><i>Kaufman et al (2008) A general strain theory of racial differences in criminal offending</i></p> <p><b>Johnson text:</b></p> <p>Ch. 3: Capitalism, Class, and the Matrix of Domination</p> <p>Ch. 4: Making Privilege Happen</p>	<p><i>Films: 1.) Waiting for the World to Change and 2.) Freedom Writers (Writing Assignment <b>Homework 5</b>)</i></p> <p><b>Reflection Paper 2</b> over <b>Johnson text:</b> Ch. 3 &amp; Ch. 4</p>
<p><b>EXAM 1</b> x/x - x/x</p>		

<p><b>Module 4</b> x/x - x/x</p>	<p><b><u>Lecture topic: Race, Ethnicity, Social Structure, and Crime (with extra attention given to theoretical frameworks to understanding race and crime) PART 2</u></b> ID: Ch. 8 <b>Johnson text:</b> Ch. 5: The trouble with the trouble Ch. 6: What it all has to do with us</p>	<p><b>Reflection Paper 3</b> over <b>Johnson text:</b> Ch. 5 &amp; Ch. 6  Discussion 2 over Modules 3 &amp; 4</p>
<p><b>Module 5</b> x/x - x/x</p>	<p><b><u>Lecture topic: Race &amp; Policing</u></b> No reading from main textbook; refer to ppts, notes, and handouts</p>	<p><b>Reflection Paper 2</b> over <b>Alexander text:</b> Ch. 2  <i>“What black parents tell their black sons about the police” Homework 6</i></p>
<p><b>Module 6</b> x/x - x/x</p>	<p><b><u>Lecture topic: Race &amp; the Courts</u></b> ID: Ch. 18 <b>Johnson text:</b> Ch. 7: How systems of privilege work Ch. 8: Getting off the hook: Denial and Resistance Ch. 9: What can we do?</p>	<p><i>Film: American Violet (Writing Assignment Homework 7)</i> <b>Reflection Paper 4</b> over <b>Johnson text:</b> Ch. 7 &amp; Ch. 8 <b>Reflection Paper 3</b> over <b>Alexander text:</b> Ch. 3 <b>Reflection Paper 5</b> over <b>Johnson text:</b> Ch. 9 Discussion 3 over Modules 5 &amp; 6</p>
<p><b>EXAM 2</b> x/x - x/x</p>		
<p><b>Module 7</b> x/x - x/x</p>	<p><b><u>Lecture topic: Race and Sentencing</u></b> ID: Ch. 19</p>	<p><b>Reflection Paper 4</b> over <b>Alexander text:</b> Ch. 4 <b>Reflection Paper 5</b> over <b>Alexander text:</b> Ch. 5  <i>Film: After Innocence (Writing Assignment Homework 8)</i></p>
<p><b>Module 8</b> x/x - x/x</p>	<p><b><u>Lecture topic: The color of corrections and death: Race, Prison &amp; the Death Penalty</u></b> No textbook reading; refer to ppts, notes, and handouts posted online</p>	<p><b>Reflection Paper 6</b> over <b>Alexander text:</b> Ch. 6 Discussion 4 over Modules 7 &amp; 8</p>
<p><b>FINAL EXAM PERIOD</b> x/x - x/x</p>		

## Grading and Standards

## Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
<b>Mandatory Attendance Quiz</b>	30 points	This quiz is to make sure you read the Syllabus from start to finish and that you understand all that is expected from you in this course.
<b>Online Introduction Discussion</b>	30 points	As this is an online course, it is important that we have an element of interaction and classroom community to get to know each other.
<b>Homework Assignments</b>	120 points	See details above for more information.
<b>Exams</b>	(3 x 100pts) 300 points total	There will be 3 exams in the format of multiple choice, true/false, and short answer. The exams will encompass all material covered in your readings, lectures, class discussions, films, etc. Each exam is worth 100 points, for a total of 300 points of your final grade.
<b>6 Reflection papers for "The New Jim Crow"</b>	(6 x 25pts) 150 points total	See details above for more information.
<b>5 Reflection papers for "Privilege, Power, &amp; Difference"</b>	(5 x 20pts) 100 points total	See details above for more information.
<b>4 Discussion Forums</b>	(4 x 30pts) 120 points total	As this is an online course, it is important that we have an element of interaction and classroom community.
<b>Total Points</b>	850 pts total	

## Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- 765 - 850 points = A (90-100%)
- 680 - 764 points = B (80-89.99%)
- 595 - 679 points = C (70-79.99%)
- 510 - 594 points = D (60-69.99%)
- 509 pts or below = F (59.99% or below)

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will



demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

### **Grade Turnaround:**

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

## **Attendance and Late Policy**

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. You are expected to be engaged in the material regularly, ideally daily. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty. See below.

**Technical Difficulties:** If you experience any technical difficulties during quizzes, exams, or discussion posts that disrupt your ability to finish your work on time, **you MUST have documentation that this was a GoVIEW problem.** Contact info for technical assistance is located above on the syllabus. In order to avoid running out of time for any reason (including technical difficulties) on any given discussion, assignment, quiz, or exam, give yourself ample time and do not wait until the last minute. Without this documentation, you will earn a 0 on the assignment you failed to complete.

### **Time Commitment:**

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

In fairness to all students, I do not and will not accept late work. Assignments are due at the posted time and no later. If you do not turn work in on time, you will earn a zero (0) on that assignment.

Your grades in this class will be an accurate reflection of your time, effort, and commitment to the subject matter at hand. Everyone begins this class with an 'A'. What you choose to do with that grade as the term progresses is up to you. You know up front what the requirements of this course are. If you are not willing or able to commit the time and effort to this class, you cannot and should not expect me to 'give you a break'.

If you are only a few points away from the next higher grade, do not anticipate me curving you into that grade and do not ask me to. I am very consistent in awarding final grades, and unless there is an error in calculation, you will be awarded the grade that you earned based upon the distribution above.

## Extra Credit Policy:

You want to know the secret to doing well in this class and any other course? Below is the mysterious secret that people pay to discover...

Study! Maintain a presence online! Put down the remote! Quit texting! Get off social media! Just say no! Get busy! Earn your grade on assignments already required! If you know the material, the grade will follow. **THERE IS NO EXTRA CREDIT IN THIS COURSE.** If you ask for extra credit, I will deduct a letter grade from your final grade.

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/index> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## **Additional Policies & Procedures**

## Online Discussion Etiquette ("Netiquette")

Practice "netiquette" during discussion postings or any chat communications:

- **Mutual Respect:** Respect is the most important ground rule we have in this course. I will treat you with respect, and expect you to treat me and your fellow classmates with respect. In discussing controversial issues it is important that students feel comfortable expressing their opinion, yet it is imperative that you refrain from using derogatory or offensive language. Remember the Golden Rule: "Do unto others as you'd have others do unto you."
- **Conversation:** This is an academic environment; therefore, conversation should be related to the discussion at hand. Private conversations or any other activities which might distract class members are non-productive to the learning environment so please be courteous and avoid them.
- **Some other tips:**
  - Capitalize words only to highlight a point or for titles—Capitalizing otherwise is the equivalent to SHOUTING!
  - It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :-) or ;-)) to let others know that you're being humorous.
- Provide citations for all quotes, references, and sources.
- **Be forgiving of other people's mistakes:** Everyone makes mistakes, including myself. If you notice a mistake, be kind and polite if you point it out. Remember, you may be the one to make the mistake the next time.

## Email Etiquette & Guidelines

College is a professional environment meant to prepare you for your future. \_\_Most importantly, you are not sending me a text message; therefore, I expect correct spelling, grammar, and punctuation in all email communication. Finally, in the subject line, please indicate your name and course/section number for the class you are enrolled. Any emails that do not adhere to these guidelines will remain unanswered or an email will be sent simply stating, "refer to your syllabus."

## GoVIEW Bi-Weekly Maintenance Schedule

There is bi-weekly maintenance in GoVIEW that occurs every other Friday evening from 10pm until 7am Saturday beginning on Friday May 19. This will interfere with being able to access any material through GoVIEW during these periods. Plan accordingly. You can find the schedule at the website

below. [http://www.usg.edu/information\\_technology\\_services/online\\_learning\\_options/georgiaview/maintenance\\_schedule//](http://www.usg.edu/information_technology_services/online_learning_options/georgiaview/maintenance_schedule//)

## Time Zone

e-Major operates under the Eastern Time Zone in the United States. Most, if not all of you, live in the Eastern Time zone since you are in the USG system. However, I realize that some of you travel or may live in other time zones for various reasons. Do realize that ALL due dates apply to the EASTERN TIME ZONE in the United States regardless of your own location.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.