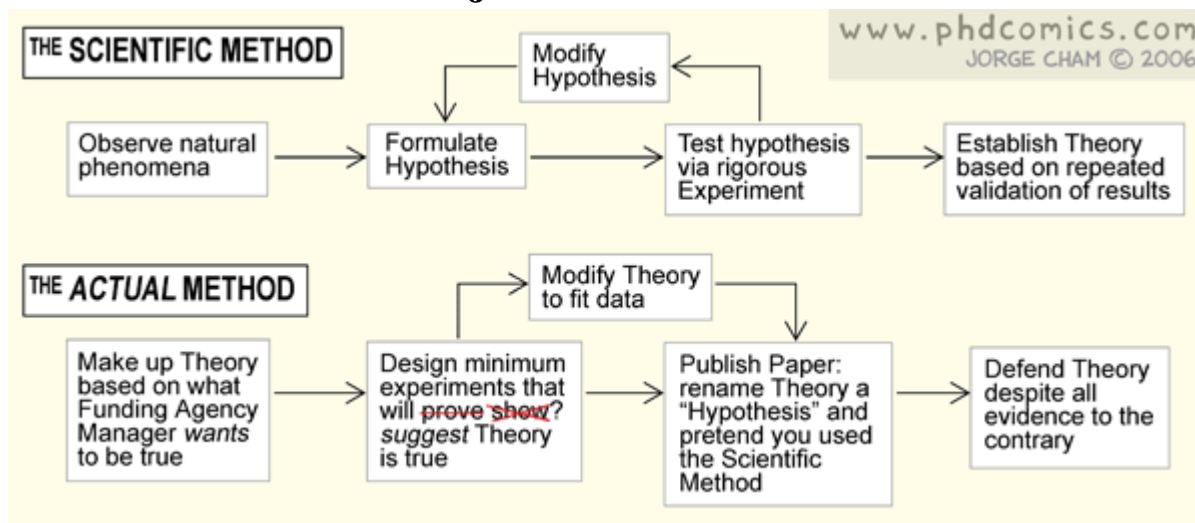


# Lewis-Clark State College

## - Spring Term 2016 -

### SS 499 Research Project and Seminar in Social Science



**General Course & Contact Information:**

|   |   |
|---|---|
| <b>Instructor:</b> Leif Hoffmann            | <b>Office:</b> SPH 304  |
| <b>Class Dates:</b> Fridays 9am to 11:30am  | <b>Advising Hours:</b> T & TH 10:30am – 11:30am & Wednesdays 3pm to 4pm or by appointment |
| <b>Classroom:</b> Sam Glenn Complex, Rm 204 | <b>Phone:</b> 208-792-2818  |
| <b>Credits:</b> 3 (CRN:54061 )              | <b>Email:</b> lshoffmann@lcsc.edu   |

**Course Description and Objectives:**

“Google is not a synonym for research.”

Dan Brown, *The Lost Symbol* (2010)

This course, commonly called “Senior Research”, is a capstone course for the social sciences. Students will use the skills and knowledge they have developed during their undergraduate tenure to design, complete, and formally present a research project in one of their Social Science disciplinary emphases (Anthropology, History, Sociology, Political Science). **You are required to do research in your declared emphasis area.**

The written and oral presentations provide the division faculty and other interested parties with an opportunity to evaluate how well our programs provide students with the social science concepts and skills necessary for success after graduation. Indeed, the expectation is that the research project and subsequent presentation of it to a wider audience should reflect the culmination of what the students have learned in their previous courses, and should be of a quality that is close to graduate level work. The course is not intended to teach students how to research, but rather to enhance and build upon existing research skills and to provide evidence that the students have developed substantive research skills during the undergraduate studies.

In short, the objectives of the course are for the students to

- ❖ Conduct social science research
- ❖ Think analytically about social phenomena
- ❖ Understand an apply social science theories, concepts, and categories

- ❖ Read and analyze works dealing with social science issues
- ❖ Write a clear, concise, and organized paper
- ❖ Give a clear, concise, and organized oral presentation
- ❖ Demonstrate knowledge of one of the Social Science Program's emphases

### Required Texts:

No specific book is required for the course. However, students will be required to consult and read at least one book on methodology as a refresher at the beginning of the term and to either submit a summary of the book or a research design referring back to the book to the instructor (cf. expectations & requirements section below).

Below is a *non-exhaustive* list of methods books recommended by our LCSC Social Sciences faculty. While these suggestions are organized by emphasis area, there are NOT limited to a specific discipline, and it is highly recommended that you consider taking a look at more than one of these books.

#### Anthropology

- ❖ Bernard, H. Russell. (2011). *Research methods in anthropology* (5th ed.). Lanham, Md.: AltaMira Press.
- ❖ Emerson, Robert M, Fretz, Rachel, Shaw, Linda L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). Chicago: The University of Chicago Press.

#### History

- ❖ Benjamin, Jules R. (2010). *A student's guide to history* (11th ed.). Boston: Bedford/St. Martin's.
- ❖ Marius, Richard, Page, Melvin E. (2015). *A short guide to writing about history* (9th ed.). Boston: Pearson.
- ❖ Storey, William Kelleher. (1999). *Writing history: a guide for students*. New York: Oxford University Press.

#### Sociology

- ❖ Babbie, Earl R. P. (2014). *The basics of social research* (6th ed.). Belmont, Calif: Wadsworth, Cengage Learning.
- ❖ Burawoy, Michael. (1991). *Ethnography unbound: power and resistance in the modern metropolis*. Berkeley: University of California Press.
- ❖ Denzin, Norman, Lincoln, Yvonna. (2011). *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks: Sage.
- ❖ Edwards, Mark. (2012). *Writing in Sociology*. Thousand Oaks, Calif.: Sage.
- ❖ Jorgensen, Danny L. (1989). *Participant observation: a methodology for human studies*. Newbury Park, Calif.: Sage Publications.

#### Political Science

- ❖ Baglione, Lisa A. (2016). *Writing a research paper in political science : a practical guide to inquiry, structure, and methods* (3 ed.). Thousand Oaks, Calif.: CQ Press.
- ❖ Johnson, Janet Buttolph, Reynolds, H. T., Mycoff, Jason D. (2015). *Political Science Research Methods* (8 ed.): CQ Press.

- ❖ Brady, Henry E., & Collier, David (Eds.). (2004). *Rethinking social inquiry: diverse tools, shared standards*. Oxford: Rowman & Littlefield Publishers, Inc.
- ❖ King, Gary, Keohane, Robert O., & Verba, Sidney. (1994). *Designing social inquiry: scientific inference in qualitative research*. Princeton, NJ: Princeton University Press.
- ❖ Parsons, Craig. (2007). *How to map arguments in political science*. Oxford; New York: Oxford University Press.
- ❖ Powner, Leanne C. (2014). *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks, California: CQ Press.
- ❖ Van Evera, Stephen. (1997). *Guide to methods for students of political science*. Ithaca: Cornell University Press.
- ❖ Williams, Kristen. (2013). *Research and writing guide for political science*: Oxford University Press.

Please be aware that while several of these books will be available on reserve and/or at the LCSC library, others will need to be ordered via interlibrary loan.

### Expectations & Requirements:



This is not your average upper division college course. It is **YOUR** capstone course. Thus, after having taken courses over several years, exploring diverse topics and methodologies, it is now the time for you to pull all your knowledge and skills together to present *your own research* to a larger audience.

Consequently this course involves an *extensive* amount of reading and student-led discussions and feedback centered on your individual research projects. Working on a research project and writing a research paper from start to finish and ideally to contribute to a discipline's knowledge, even at the smallest scale, is a huge endeavor. While many students tend to dread such an assignment and don't know where to start, others simply say to themselves "no problem" I will just turn a report in on something I am interested in. Neither of these approaches is beneficial to you as a student or to me as an instructor.

Research is a reiterative, on-going process and involves a lot of time, effort and thought. Many students tend to think that a research paper is simply a long, descriptive report of some event, phenomenon, person or country. This is a *dangerous misconception* and nothing could be further from the truth. Descriptive reporting is only a small part of most research. You need, above all, to think and write analytically and make a clear argument. This involves, for instance, to not only clearly develop a research question/puzzle and to think about operationalization of concepts, but also to ponder what rivaling explanations might exist to answer your research question/puzzle and what data might be the most useful to collect and analyze. Indeed, when making your case, you not only need to acknowledge that other possible explanations exist, but

you need to show that both your preferred logic and the data supporting it are stronger than any competing perspective's framework and its sustaining evidence. It is pretty *difficult* to develop a clear research paper and to make an argument concisely in taking into account not only what *you* think but also what *other people* (might) argue. In other words and depending on your research project, spend some time discussing the most prominent contending explanations and demonstrate why your privileged explanation is the most persuasive one. Thus, make sure to start early on your project.

The vast preponderance of your work will take place outside of the classroom. While we will sometimes meet as a full class to discuss the progress of your research and to provide any feedback on submitted drafts and presentations, you need to use the rest of the time to actually do your research. It is therefore highly recommended that you arrange one-on-one discussions with your instructor in addition to our scheduled meetings.

Moreover, you are also required to **avail yourself of the emphasis area expertise of our LCSC faculty**. Consequently, you need to meet with a faculty member in your emphasis area and ask them to become your paper supervisor before the end of Week 2. In other words, don't wait until the last moment to ask one of our professors questions related to whether this might be a good research topic or a good starting point for a review of the key literature and to have them *sign the paper supervisor form*.

Students are expected to attend **ALL** scheduled class sessions in order to receive full credit for taking this course. I retain the right to take class attendance on a regular basis. If a class date is problematic for you or unforeseen circumstances hinder you to attend class, please come see me. Please do not email me with technical questions that can be answered with a more careful reading of the syllabus and the assignment sheets.

Throughout the term I expect you to come to class fully prepared, having turned in your assignments on time, and to actively participate in the class discussions by making thoughtful contributions that benefit the class. Consider forming study groups. Working together on your individual research projects will give you the opportunity to build an epistemic community among yourselves. By providing feedback to each other you will learn a lot about the shortcomings and strengths of your own research project and paper.

*Research Project/Paper:* Each student will be required to write and submit a 20 to 30 pages long research paper on a topic of their own choosing related to their social science emphasis area by the end of the course. Additional reference pages and a cover page with an abstract are required. Papers should be numbered, double-spaced with margins of 1 inch to each side. To write a good research essay, and especially to come up with an interesting research question and/or puzzle, you will need to spend some time in the library researching your topic and to use citations properly where appropriate.



To help you with your overall research project, you will have to submit smaller chunks and drafts at various points throughout the term:

➤ *Topic Proposal & Paper Supervisor Form – Due Week 2*

The topic proposal should be one-half to one page in length. Your topic should deal directly and substantively with one or more of the social sciences. It should be broad enough to write a whole paper on but circumscribed enough so that you will not be overwhelmed by it. Your topic proposal should clearly state what you would like to research, and already start to develop the question(s)/research puzzle you would like to answer and why you picked the topic, i.e. why is this topic **THEORETICALLY RELEVANT / WHY SHOULD THE READER CARE?** What do you hope to learn or discover?

➤ *Preliminary Bibliography – Due Week 3*

Your preliminary bibliography should contain at least 15 sources of which *at least* 10 should be academic/peer-reviewed sources, i.e. articles out of academic journals or academic books, beyond those listed in the syllabus. If your emphasis area is History you also need to make sure that at least two of your listed sources are primary source.

Academic sources are works that have been "peer-reviewed", not corporate press releases or articles from online magazines or newspapers or blogs, etc. This means that before they are published other researchers in the particular subject field have read them, commented on them, suggested improvements, checked the data, and determined whether the research is rigorous enough to be published. They usually contain an extensive bibliography. Articles posted on-line by think tanks, etc., while following many of the general academic guidelines, are **USUALLY NOT** peer-reviewed.

The best place to start is by talking to the human being working the reference desk at your college library. If it's currently two AM and your assignment is due tomorrow, you may still be able to find some sources online, but you have to start in a library database, not in Google or Yahoo! If you are unsure if a particular work is scholarly or not, or are not sure in general how to tell, please be sure to ask me.

➤ *Draft introduction & Methodology Book Summary or Research Design – Week 4:*

You will need to submit two documents. First, an one to three page long developed introduction that clearly describes your research question(s)/puzzle, your main (at this point, of course, still assumed) research results/contributions, and how your paper is structured. It is understood that the introduction will change and be regularly revised as your research progresses. However, your introduction should clearly show that you are aware of the major components of your research paper. Second, you will need to submit an one to two page summary of a methodology book you read as a refresher or an one to two page design of your research project based on a method's book/course. **Remember that the method books are reference works that you will need to consult throughout your projects**, even after having submitted your summaries.

➤ *First draft including Abstract – Week 9*

You need to submit a polished draft of your research paper on Blackboard. The draft needs to already contain all the major sections of your research paper as well as a cover page, abstract and bibliography.

- *Second draft (fully developed for peer review) – Week 12*  
You are required to upload your further developed research paper to Blackboard to enable your colleagues to read your work and comment on it. At this stage your research paper should be (as good as) complete (of course, with the exception of any modifications you are going to make based on any feedback or additional data you will receive).
- *Peer Review – Week 13*  
Within the week following the on-line submission of your fully developed draft papers you need to comment **IN DETAIL** on **AT LEAST** two research papers posted by your colleagues. This will enable your fellow students to learn from your expertise and analysis and hopefully contribute to a more collaborative learning environment. *Hence, I strongly recommend that you take your commenting duties VERY seriously. Please make sure when making suggestions for improvements or providing criticism on their research paper that your comments are constructive and realistic. You will notice that commenting on other students' work, especially the paper's strengths and weaknesses as well as unclear phrasing and grammatical errors, will help you as much as them.*
- *In-Class Presentation & Handouts – Week 14*  
This requires that you present your research paper to the entire class. It will provide you with the needed practice to talk about your research project as well as solicit valuable feedback and criticism from your peers before giving your official research presentation at the Research Symposium and submitting the final version of your research paper at the end of the term. Your oral presentation should last between 10 to 12 minutes with another 3 to 5 minutes reserved for discussion.  
  
Additional information regarding the handout and oral presentation will be discussed in class.
- *Submitting Final Draft for Distribution & Research Symposium – Week 15 & 16*  
**April 29 is the deadline to submit electronically the final research draft paper** to the instructor for distribution to the rest of the Social Sciences faculty and any other interested party. This will provide the faculty the opportunity to read your research in advance of your public presentation the following week (May 6). This will also increase your chances of receiving detailed feedback and making any last minute modifications before submitting your final version by the Wednesday following your public talk at the latest. **PLEASE NOTE faculty input from the research symposium will be considered as part of the grade.**

*Naming of Files* Be very clear and specific when saving and posting a file, especially when communicating with others via email, such as sending drafts for comments. Many students tend to name their files only "Researchpaper.doc" or "LCSCCapstone.doc". Of course, this is very confusing for the recipient of your document (be it a fellow student, an instructor or future employer). Try to develop a consistent and clear system over time. This will help you to remember what the file is about months and years down the road and make communication with others easier. **Make certain that your file name includes your last name, year, title of your document and course number/name, the type of assignment and version information:**

Smith(2016)-SS499-VarietiesofCapitalism-AcomparativeStudyofProfessionalTechnical EducationintheUSandFrance-Finished[1]



*General advice:* At this point in your academic career, it probably won't need to be repeated anymore, but the use of Wikipedia or a related site is **unacceptable** beyond employing it as a starting point similar to an encyclopedia. It is a bad idea to cite Wikipedia in any of your courses. Additionally, don't cite lecture notes as sources. **Make sure to proofread!** Spell checks can and do fail. **If there are significant spelling and grammatical mistakes throughout your research paper, you will be graded down.** A good paper is a well-written paper which avoids grammatical errors and spelling mistakes. ***Remember that this is your CAPSTONE PROJECT!***

**Give 24 hours advance notice or formal doctor's letter for excused absence or assignment extension.** No other extensions or absences will be excused. Late assignments lose a half letter grade each day. First half-grade is deducted on day of deadline for assignments turned in after class.

**Check your email every day.** This is not optional at a modern university. I will often send you information on scheduling, corrections to lectures, and other messages that you need to see. It is your responsibility to check your LCMail account. Further, by college policy, I will only respond to email that you send to me from your LCMail account. Once I have sent you a message, I assume that you have that information.

Do not hesitate to contact me for assistance with assignments or for other questions. I am there to help you to succeed and make the best out of your learning experience. In short, come see and talk to me during office hours or send me an email. Be active in class, ask questions, and share your concerns. Chances are if you are confused about an issue, there are other students in the class that share your confusion. Last but not least, **find a study partner**. This will pay off in the long run. You can study together, share notes, and help each other with the assignments, e.g. help each other proofread or constructively critique the structure and information provided in your assignments.

To stay informed about LCSC Social Sciences activities beyond the regular classroom consider to "like" us on Facebook at <https://www.facebook.com/LCSCSocScienceDiv>.

*Disability accommodations:*

Students with learning disabilities will be accommodated in accordance with university guidelines. Please speak with me during the first two weeks of class and consult the LCSC Student Counseling Center immediately (Reid Centennial Hall, Room 111; phone: 208-792-2211).

Moreover, if you are having difficulty writing or just want to improve your paper, you might want to take advantage of the services offered by the LCSC Writing Center, Library, Room 172 (<http://www.lcsc.edu/writing-center>).

**Classroom Etiquette:**

Students are expected to conduct themselves professionally as adults. You are expected to be in class on time. If due to unforeseen circumstances, you arrive late or need to leave early, please do so with the least amount of interruption for the class, e.g. take the first seat available / sit close to the door. The central premise regarding classroom etiquette is to respect others by practicing simple manners.

*Cell phones:* Please remember to turn off your cell phone before class and exams. If your cell phone rings in class it is not the end of the world, just try to turn it off as soon as possible. If you need to take an important call, please leave the room. ***DO NOT text, check Facebook or listen to music with headphones during class.*** When doing so you are obviously not participating in the class or contributing to the learning environment. Most importantly, however, you are doing

yourself a disservice by dividing your attention and giving your colleagues and the instructor the impression that you are rude.

*Laptops:* Feel free to bring your laptops to class for taking notes. However, out of courtesy, please refrain from playing on-line games, surfing the net non-stop or sending emails to the instructor during lecture. In doing so, you might easily distract your fellow students sitting beside or behind you and portray yourself as unprofessional.

Please treat the other students in the course with the utmost respect. If you are participating in a debate, please criticize your opponent’s arguments rather than the opponent’s identity. If you come to class late or need to leave early, please do so in a quiet manner so as not to disrupt the classroom environment. If you need to say something to your neighbor, whisper it or write a note – those sitting nearby will thank you for your courtesy.

**Grading Procedures:**

Please **be aware that minimum requirements are as the term indicates MINIMUM requirements** to not fail an assignment. In short, do NOT expect to receive an outstanding grade for simply having done the minimum. There is no curve in this course. All assignment and exam grades throughout the term and the overall course grade will be calculated on a 100 point scale and calibrated as follows:

| Letter Grade |               | A | 100 - 92.50   | A- | 89.50 – 92.49 |
|--------------|---------------|---|---------------|----|---------------|
| B+           | 87.50 – 89.49 | B | 82.50 – 87.49 | B- | 79.50 – 82.49 |
| C+           | 77.50 – 79.49 | C | 72.50 – 77.49 | C- | 69.50 – 72.49 |
| D+           | 67.50 – 69.49 | D | 59.50 – 67.49 | F  | Below 59.49   |

| Activity  | When Due                | % of Course Grade   |
|---|-------------------------|---|
| Participation   | On-going                | Varies; being quiet can’t hurt you, but strong participation can bump up your grade |
| Topic & Paper Supervisor Form                                 | January 29 in class     | 5%  |
| Preliminary Bibliography                                      | February 5 by email     | 5%  |
| Draft Introduction & Methodology Book Summary/Research Design | February 12 in class    | 10%   |
| First Draft   | March 18 on Blackboard  | 10%   |
| Second Draft  | April 8 on Blackboard   | 10%   |
| Peer Review   | April 15 on Blackboard  | 10%   |
| Research Symposium  | May 6                   | 20%   |
| Final Version   | May 11 at noon by email | 30%   |

To avoid any confusion, please note once more that the overall course grade is weighted. Thus, as shown above, each assignment contributes differently to your course grade. You can also calculate your own grade by using the following formula: Course Grade = .05 (x) + .05 (x) + .10 (x) + .10 (x) + .10 (x) + .20 (x) + .30 (x).



*Regrading of assignments:* You may request the regrading of materials that have been graded by the instructor. Any request has to be made in writing by providing a brief explanation of why you wish to have the assignment regraded.

*Incompletes:* Incompletes will only be granted in exceptional emergency situations (such as death in the immediate family or serious illness – family visits, weddings, etc., do not count), when the relevant assignment(s) cannot be completed in time. In all other cases the grade will be based upon the work completed by the end of the semester, which may result in a failing grade. The grade “I” for an incomplete may be assigned only after instructor and student have completed and signed a Contract for Grade of Incomplete which makes arrangements for the unfinished work to be completed.

**Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:**

Any form of plagiarism or cheating will not be tolerated. When you hand in an assignment, make sure that everything in it is your own work and that you have made the appropriate references where necessary. It is your responsibility to understand what constitutes plagiarism. Neither ignorance nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Violations will be punished to the full extent possible, including flunking of the course and a referral to the Dean of Student Services. Raise any questions and concerns you have with the instructor before problems arise. To learn more about LCSC’s Policy on Academic Dishonesty, read it at <http://www.lcsc.edu/student-affairs/student-code-of-conduct/> .

**Course Schedule:**

| <b>Date</b>   | <b>Class</b>                                      | <b>Assignment for Class</b>   |
|---------------|---|---|
| <b>Week 1</b> |   |   |
| January 22    | Syllabus review / Introduction to class           | No reading required   |
| <b>Week 2</b> |   |   |
| January 29    | LCSC Library Session                              | Topic & Paper Supervisor Form due at beginning of class   |
| <b>Week 3</b> |   |   |
| February 5    | No Class – Schedule Individual Meetings As Needed | Preliminary bibliography  |
| <b>Week 4</b> |   |   |
| February 12   | Update On Research                                | Draft intro with thesis/research puzzle due; summary of methodology book or research design due |
| <b>Week 5</b> |   |   |
| February 19   | No Class – Schedule Individual Meetings As Needed |   |
| <b>Week 6</b> |   |   |
| February 26   | No Class – Schedule Individual Meetings As Needed |   |
| <b>Week 7</b> |   |   |
| March 4       | No Class – Schedule Individual Meetings As Needed |   |

| Week 8  |   |  |
|---|---|--|
| March 11  | No Class – Schedule Individual Meetings As Needed   |  |
| Week 9  |   |  |
| March 18  | No Class – Schedule Individual Meetings As Needed   | First Draft including abstract due   |
| Week 10   |   |  |
| March 25  | Update On Research  |  |
| Week 11   |   |  |
| SPRING BREAK March 28 – APRIL 1– NO CLASS   |   |  |
| Week 12   |   |  |
| April 8   | Thinking like a Social Scientist - Workshop covering the logic of quantitative, qualitative, and interpretive methods by Prof. Craig Parsons (University of Oregon) | Second (fully developed) Draft due   |
| Week 13   |   |  |
| April 15  | Update on Research & Peer review discussion   | Peer Reviews due – Make sure to post them <i>before</i> class                      |
| Week 14   |   |  |
| April 22  | In-Class Presentation & Peer Review Discussion  | While no grade % is attached to this practice run, your presentation is MANDATORY. |
| Week 15   |   |  |
| April 29  | No Class  | Final Draft Papers due for distribution  |
| Week 16   |   |  |
| May 6   | Presentation at Research Symposium  |  |
| Week 17   |   |  |
| FINAL VERSION OF RESEARCH PAPERS AND SELF-REFLECTION PAGES DUE AT NOON ON WEDNESDAY, MAY 11 |   |  |

**YOUR THESIS TITLE**

CONDENSING OVER HALF A DECADE OF YOUR LIFE IN ONE SENTENCE.

www.phdcomics.com  
JORGE CHAM © 2006

**the colon**  
Can't decide what to title your thesis? Use a colon!

**a preposition**  
A good preposition tells your readers "hey, this is not just a futile exercise"

**“Witty catchphrase”**

**: Length-enhanced superlative verbiage with prolixity**

**in/of/for**

**Obscure topic few people care about.**

**witty catchphrase**  
Makes people think you're hip and culturally relevant. Only marginally related to the actual thesis? No problem.

**the boring stuff**  
Nothing says "academic rigor" like a long string of dry scientific-sounding terminology and fancy buzzwords.

**obscure topic few people care about**  
Sad, but true.

# LEWIS-CLARK STATE COLLEGE Syllabus Addendum

## Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/consumer-information/>

## Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

## Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog> and the LCSC Student Handbook (<http://www.lcsc.edu/media/2157659/Student-Handbook.pdf>) for more information.

## Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

## Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

## Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

## Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page (<http://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

## Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

## Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

## Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

## Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015