ONLINE SYLLABUS
Cultural Equity in the Arts
Fall 2017
LLAMS 22/ARTS-EXT 390A
Arts Extension Service
University of Massachusetts Amherst

INSTRUCTOR CONTACT INFORMATION
INSTRUCTOR: Vicki Meek.
Virtual Office Hours: by appointment.
Contact me through the Course Messages section.

TECHNICAL SUPPORT CONTACT INFORMATION:
Students enrolled in UMass Online courses seeking technical assistance can get help 24 hours a day, 7 days a week. For technical support, go to Help & Resources on the left menu of the course.

ABOUT THE INSTRUCTOR:

Vicki Meek is a native of Philadelphia, Pennsylvania and a nationally recognized artist who has exhibited widely. Meek is in the permanent collections of the African American Museum in Dallas, The Museum of Fine Arts in Houston, and Norwalk Community College in Norwalk, Connecticut. She was awarded three public arts commissions with the Dallas Area Rapid Transit Art Program and was co-artist on the largest public art project in Dallas, the Dallas Convention Center Public Art Project. Meek was selected as one of ten national artists to celebrate the 10th Anniversary of the Nasher Sculpture Center with the commissioning of a site-specific installation. In addition, Vicki Meek is an independent curator and writes cultural criticism for her blog Art & Racenotes. With over 40 years of arts administrative experience that includes working as a senior program administrator for a state arts agency, a local arts agency and running a non-profit visual arts center, Vicki Meek retired in March, 2016 as the Manager of the South Dallas Cultural Center in Dallas, Texas, a full-service African-centered center that is a division of the City of Dallas Office of Cultural Affairs. She served on the board of National Performance Network 2008-15 and was Chair from 2012-2014. Meek is currently a full-time artist who splits her time between Dallas and Costa Rica where she is COO of USEKRA: Center for Creative Investigation, a 501c3 creatives retreat.
COURSE DESCRIPTION

Today’s Arts and Culture organizations and their leaders are confronting the multi-faceted issues of Cultural Equity and need to understand the role that inequity has played in decision making, hiring, programming, funding, arts policy, loss of audience, and audience participation. Arts Leaders are now looking both inward and at their own institutions, and need the information and tools necessary to address biases, and create equitable and just institutions with deep connections to their surrounding communities. This course will explore the history of inequity in the arts, how “the arts” came to be defined through a Western European lens, how cultural funding affects opportunity, and how systems in our culture and society have prevented building diverse staff and board leadership. Topics will include how to create authentically-inclusive programming, how to partner and cross-program with organizations that serve different demographic communities, how to expand audiences for the traditional arts in a time of demographic shift, how to advocate for change, and how to create an organizational infrastructure that promotes equity and diversity. This course will explore the role of personal biases and will help students find new solutions that fit the needs of today’s organization and their communities.

COURSE OBJECTIVES

- To develop awareness of issues, language, the history of inequity in grantmaking as well as hiring practices and Board Member diversity.
- To contribute to the creation of a ‘community of practice’ with fellow classmates and the instructor that helps to refine and deepen one’s understanding of the arts management profession, as evidenced through participation in weekly discussions and feedback sessions.
- To demonstrate an understanding of how to recognize biases and create authentic institutions that will build deep alliances with their constituents.
- To access online tools and reference materials to help broaden awareness of cultural equity in the arts as demonstrated through research activities and written assignments.
- To demonstrate an ability to develop and/or analyze an organization’s cultural equity statement, policies, and practices through discussions and written assignments.

PREREQUISITES

In order to complete the assignments for this class, you will need to have and know how to use Microsoft Word (or comparable word processing program) and Adobe Acrobat (Reader).

HOW TO START THIS CLASS

For those of you who have never taken an online class, the process can be a bit disorienting. Taking the time to familiarize yourself with the features of the class and our online platform, called Blackboard, before you plunge in will help feel comfortable.

I suggest that you take the following steps to get started with this class:

1. Begin by reading this syllabus in its entirety.
2. Order the book(s) listed under “Required Readings” below.
3. Under your **Courses** tab on the main Blackboard screen, you will see **Student Orientation for Blackboard Learn**. This is a general overview of Blackboard Learn provided by the University. Although not all of the information will be applied directly to this class, it is a quick and effective way to get oriented with the system.

4. Click on the every button on the screen to explore the site.

5. Explore the folders contained on the **Welcome** screen for this course, especially the **Start Here & Helpful Links** folder.

6. Click on the **Weekly Content** link in the left-hand course menu to access the course content, then **Week 1** to access the lecture and discussion threads for your first class (*this folder will not be open for viewing until the first week of class*).

7. Read the instructions below.

**HOW THIS CLASS IS ORGANIZED**

To orient you to this class, I’ve provided a basic overview of the location of the main areas of your Blackboard Learn course. The site is designed to be as user-friendly as possible. Below I’ve identified the key components of the class, and which navigational links to use to access them. This information is also available at [umassonline](https://confluence.umassonline.net/pages/viewpage.action?pageId=116687605), or found at: https://confluence.umassonline.net/pages/viewpage.action?pageId=116687605

**HOW TO ACCESS YOUR WEEKLY COURSE WORK**
On the Weekly Content screen you will find links to each week containing a lecture, discussion question(s), feedback, and readings. Note: Only a few weeks are visible in the early weeks of the semester. You will not be able to view any weekly content until the first official day of the course.

HOW TO ACCESS THE COURSE CALENDAR

The due dates for your weekly Assignments, Discussions and Feedback can be found under the “Course Calendar” link in the course menu and the syllabus.
Assigned and Discussions on the calendar. Check the syllabus for a full list of graded and ungraded assignments.

HOW TO ACCESS YOUR WEEKLY DISCUSSIONS AND FEEDBACK TOPICS

In most weeks, you are asked to respond to an open-ended question about a particular aspect of the lecture or readings. You will also post your weekly Assignment in the Feedback section so that your peers can offer feedback on your written assignment (see below). Everyone must offer feedback on at least one other student’s paper each week. You can access the discussion and feedback areas in two ways. Click on the Week’s link in Weekly Content, or click on Discussions & Feedback on the course menu bar located at the left side of the screen. A tutorial on posting in Discussion forums is located in your Student Orientation course under “Collaborating”.

In the Course Calendar, you have the option of viewing any number of your classes at a time. Make sure that the correct class is checked on the left hand side under “Calendars”.

Please note that you may only see graded assignments.
HOW TO ACCESS YOUR WRITTEN ASSIGNMENTS

You will upload written assignments in response to problems that I pose for the class. You can find your assignments by clicking on the link for the appropriate week in **Weekly Content** or clicking the **Assignments** link in the Course Menu. When you are ready to submit your assignment, click on the course module for that week and navigate to the weekly written assignment. *Former Blackboard Vista students please note: the Publishing option in the Assignments tool is no longer available.* You must also post your assignment in the Feedback forum for that week so that other students may read and respond to it.

A tutorial on posting Assignments is located in your Student Orientation course under “Assignments and Grades”.

HOW TO TAKE TESTS or QUIZZES

Exams and surveys can be accessed in the **Tests** link in your course menu, or through the link for the week when the exam is assigned.

Students with Disability Accommodations should be in touch with me if you need extra time for a quiz.
TASKS & ANNOUNCEMENTS PAGE

Access the Tasks & Announcements page by clicking to it from the course menu. Under My Announcements is where you will find announcements posted by your instructor. In your To Do list you will be able to view your upcoming assignments. *(Please note: Discussion & Feedback will not appear in your To Do list)* You can customize this page to your liking by clicking Customize Page in the top right corner.

CYBER CAFÉ

In addition to the above, I want to alert you to a special discussion area called the Cyber Café, where you will have the opportunity to have off-topic discussions with your classmates. Cyber Café is located on the Welcome page area of the site, in the Course Menu or the Discussions & Feedback section. Here you can connect with other classmates about topics unrelated to the week’s assignments or discussion questions. I will not generally open this, so please do not post questions to me there.

ASSIGNMENTS

You will be asked to complete a combination of discussions and assignments every week (in addition to required readings and the moderation of at least one discussion or feedback thread during the course of the semester). Some of these assignments may be substituted with other activities (such as a quiz), but generally, you will be required to do the following each week:

1. **CONTRIBUTE TO A DISCUSSION TOPIC**, in which you are asked to respond to an open-ended question, or series of questions, about a particular aspect of the lecture or readings, and respond to a minimum of two peers in response to their answers. Each week, one or two students will be assigned the task of moderating this discussion thread. *Please see MODERATION OF DISCUSSIONS below.*

2. **SUBMIT A WRITTEN ASSIGNMENT/TAKE A QUIZ**, where you will upload a written assignment or take a quiz. In some weeks, you may find both an assignment and quiz are due. Note the due dates in the table below.

3. **OFFER FEEDBACK IN A DISCUSSION THREAD**, in which you are asked to post your assignment to share and offer feedback on at least one written assignment of a fellow classmate. Each week or as assigned, one or two students will be assigned the task of moderating this feedback thread. *Please see MODERATION OF DISCUSSIONS below.*
DISCUSSION THREAD MODERATION:

Beginning in the second or third week of class, each student will be assigned the task of moderating one Feedback or Discussion topic as a way to build community and foster a deeper engagement with course material. While I will also participate in Discussions, my role will be to provide summary comments and respond to questions you direct specifically to me. Moderators will be asked to do the following:

- Introduce yourself as the moderator through the class email or in the discussion thread and restate the discussion question that I’ve posed.
- Contribute your own response to the discussion question.
- Read and respond to all main student discussion threads (i.e. you do not have to respond to every student, but must offer input into each thread that is opened by students).
- Pose follow up questions to stimulate discussion, drawing upon class material.
- Foster a civil and positive classroom environment.
- Move “off topic” conversations to the Cyber Café.

Typically, the Discussion moderator will remind fellow students that s/he is moderating that week’s Discussion or Feedback thread by sending an email to all students and instructors. Here’s an example of an email that was sent out in a previous semester:

Hello Everyone!

I will be moderating the discussion board this week!

Discussion Topic: Week 9  (the student then pasted the instructions for that week’s discussion thread from the course)

Looking forward to our chats on the discussion board!  Have a good week!

Best,
(name of student)

If you are not available to moderate the discussion during your assigned week, it is your responsibility to swap dates with another student and notify me of this change.

Look at the Moderation schedule on the left hand sidebar of Blackboard to see when you are scheduled to moderate a forum. A final version will be available after add/drop in the 3rd week of class.

LATE ASSIGNMENT POLICY:
Only students with documented disabilities (see Students with Disabilities section below) are permitted to submit their assignments later than the due dates above. Specific accommodations will be detailed in an email to you once I receive a letter from the Disability Service Office that verifies your disability. If your assignment is between 1-7 days late, you will be marked down 1/3 a grade for each day it is overdue (i.e. if an “A” assignment is turned in one day late, it will receive an A-. note: this is for credit students only. Noncredit students must get a C to pass, so an A-equivalent paper that is 5 days late will not pass). Assignments submitted more than 7 days late will receive an F. This includes Discussion and Feedback postings, exams and all written assignments. Note that I do not routinely check for late submissions. If you have submitted an assignment that is late, please email me (in the course messages area) to notify me that you have done so, so I can go back and re-grade the assignment.
REQUIRED READING:

This class will draw from the following required text: Diversity, Equity and Inclusion, by Hollins and Govan. You may purchase this through Amazon or your favorite local bookstore as a new, used or ebook.

All other readings will be posted in Blackboard or will have links to websites.

INSTRUCTOR FEEDBACK:

You will find my comments on your Assignments in the “Assignments” area of your course. I provide individual feedback to each student, and if I see common challenges emerging in the assignments, I will generally provide group feedback as an Announcement that is then posted to the relevant Feedback forum (see “How this Class is Organized” above). I will respond to Discussion threads in the same area that you and your classmates offer responses to each other.

I usually log in to the course three times a week which I will announce in the Discussion area, to check discussion threads and assignments and participate in the feedback and discussion areas. I will notify you to any significant variations in this plan.

If you are new to online education, you may find it frustrating to post a question (say on Friday) and not hear back from me until the next Monday, however, just like a campus-based course, I have ‘office’ hours and will do my best to stick to them. DO, however, send me an email through the Messages area of class. I do my best to check there regularly.

METHOD OF EVALUATION/GRADING:

I will update the grade book regularly to reflect the completion of your assignments. Please check the Grade Book to see if I have recorded all of your work, and notify me if I have missed a contribution.

Note that I use a point system in lieu of letter grades in the course grade book, with points corresponding to letter grades, as indicated below.
Grading will be based on the following criteria:

1. **Written Assignments and Exams: 60% of overall grade**

You will be assigned papers and a final project. Written assignments will be assessed according to the criteria below. Written assignments and exams comprise 60% of your overall grade. Note that your final project alone constitutes 25% of your overall grade. Written assignments will be assessed according to the following criteria:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 points</td>
<td>A- to A</td>
<td>Exceptional</td>
<td>OUTSTANDING level of analysis that incorporates citations from course lectures and readings. Those that are worthy of the highest grade draw upon additional resources that the student has spent the time to research (interviews, other readings, personal experiences, etc.) and/or incorporate material from the class in ways that demonstrate that the student has experimented with the concepts and/or theories and applied them to the questions in the assignment. Student expands upon the assignment by bringing in specific examples from cultural organizations that demonstrate that the student has engaged in the assignment and learned something new from it. Student responds fully to the assignment. Work reflects a student’s original thinking. Written assignments are checked for grammar and spelling, and are well organized and clearly presented. Any visual materials are presented professionally and clearly. Paper is posted on time.</td>
</tr>
</tbody>
</table>
### Discussion Contributions and Moderation: 25% of overall grade

Almost every week, you are required to contribute to a Discussion thread, by responding to questions posed by the instructor. Create a new thread to respond to the Discussion topic. I will grade your Discussion topic and response using a rubric below. Note that moderators will be assessed using the criteria after the word MODERATORS in the rubric below. Discussion threads and moderation comprise 25% of your overall grade.

Your initial Discussion post is due the Friday of each week. You will also see on the Discussion rubric, that in order to receive the highest points possible each week, you will need, at a minimum, to respond to **two** other student’s Discussion posts, and **one** other student’s response to your post (for a total of **four** posts) each week by Wednesday. You will also be assigned to moderate a discussion one week out of the semester. A higher grade will be given to moderators who respond to a majority the posts and to those who aim for quality vs. quantity of posts. Discussion threads and moderation comprise 25% of your overall grade.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-89.99</td>
<td>B-to</td>
<td>Exceeds</td>
<td>GOOD level of analysis. Would be A level work except lacks original thinking, connection to specific examples from cultural organizations that the student has researched (see above), and/or professional presentation. Student draws upon course work, but the level of analysis is limited (often just naming a theory without any apparent comprehension of its meaning, for example). Student responds fully to assignment. Paper is posted on time.</td>
</tr>
<tr>
<td>70-79.99</td>
<td>C- to B+</td>
<td>Meets Minimum Expectations</td>
<td>BASIC level of analysis or did not fully respond to assignment. Paper may be poorly organized or contain significant grammar or spelling errors. Superficial or no supporting evidence from course lectures and readings evident.</td>
</tr>
<tr>
<td>60-69.99</td>
<td>D- to D+</td>
<td>Needs Improvement</td>
<td>SUPERFICIAL level of analysis, minimal effort, or paper is late and downgraded accordingly. Student does not respond fully to the assignment or provides incomplete or missing answers.</td>
</tr>
<tr>
<td>0-59.99</td>
<td>F</td>
<td>No Participation</td>
<td>No posting, posted late (see syllabus policy), failed to revise returned work, work is plagiarized (see syllabus policy).</td>
</tr>
<tr>
<td>10 points</td>
<td>PASS</td>
<td>NONCREDIT STUDENTS ONLY</td>
<td>FOR NONCREDIT STUDENTS ONLY: this posting is equivalent to a letter grade of C or better. See the criteria above for specific details of how work is evaluated. If you are a credit student and have been given this grade in error, please notify me immediately. Equivalent to the letter grade P (Pass).</td>
</tr>
<tr>
<td>Points</td>
<td>Grade</td>
<td>Description</td>
<td>Criteria</td>
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</tr>
<tr>
<td>90-100</td>
<td>A- to A</td>
<td>Exceptional</td>
<td>OUTSTANDING level of analysis that incorporates information from course lectures and readings and applies the analysis to cultural organizations. Students who receive this grade display a high level of attentiveness to and encouragement of others, as demonstrated by their substantive responses to <strong>at least two</strong> other student's initial postings in this discussion thread, their own contribution in response to the discussion question(s) posed by the instructor, and their response to <strong>one</strong> other student’s response to their post (for a total of <strong>four</strong>). Students with this grade draw upon personal experience to analyze cultural organizations. MODERATORS respond to <strong>at least half</strong> of the discussion threads and demonstrate their ability to draw upon course materials to further the discussion.</td>
</tr>
<tr>
<td>80-89.99</td>
<td>B-to B+</td>
<td>Exceeds Minimum Expectations</td>
<td>GOOD level of analysis that incorporates information from course lectures and readings and applies the analysis to cultural organizations. Students who receive this grade display a good level of attentiveness to and encouragement of others as demonstrated by their response(s) to <strong>at least two</strong> other student's posting in class discussion threads, in addition to their own contribution in response to the discussion question(s) posed by the instructor, and one other additional post (for a total of <strong>four</strong> posts). They also draw upon personal experience to analyze cultural organizations. MODERATORS keep conversation moving by responding to the majority of students in the class.</td>
</tr>
<tr>
<td>70-79.99</td>
<td>C- to C+</td>
<td>Meets Minimum Expectations</td>
<td>BASIC level of analysis that superficially incorporates information from course lectures and readings and applies the analysis to cultural organizations in response to the discussion question(s) posed by the instructor. Students who receive this grade display an adequate level of attentiveness to and encouragement of others, though likely only posted 1-3 times, including <em>their own contribution</em> in response to the discussion question(s) posed by the instructor. Students draw upon personal experience to analyze cultural organizations. MODERATORS respond to a limited number of students in the discussion thread.</td>
</tr>
<tr>
<td>60-69.99</td>
<td>D- to D+</td>
<td>Needs Improvement</td>
<td>SUPERFICIAL level of analysis in their contribution in response to the discussion question(s) posed by the instructor that does not incorporate course lectures or readings, and does not apply information to cultural organizations. MODERATORS only post about their own</td>
</tr>
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</table>
work and perhaps one other student, but fail to moderate the discussion.

<table>
<thead>
<tr>
<th>0-59.99 points</th>
<th>F</th>
<th>No Participation</th>
<th>No participation.</th>
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<tbody>
<tr>
<td>10 points</td>
<td>PASS</td>
<td>NONCREDIT STUDENTS ONLY</td>
<td>FOR NONCREDIT STUDENTS ONLY: this posting is equivalent to a letter grade of C or better. See the criteria above for specific details of how work is evaluated. If you are a credit student and have been given this grade in error, please notify me immediately. Equivalent to the letter grade P (Pass).</td>
</tr>
</tbody>
</table>

**3. Online Feedback Thread: 15% of overall grade**

Each week, you are required to download one other student’s written assignment and respond to it in a feedback thread in the online portion of this class. Create a new thread for each response you offer.

<table>
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<tr>
<td>90-100 points</td>
<td>A- to A</td>
<td>Exceptional</td>
<td>OUTSTANDING level of analysis that incorporates information from course lectures/readings and/or outside resources, and applies the analysis to at least one other student’s assignment. Responds thoroughly to questions posed by the instructor in analyzing the work of another student. Student participates in the feedback thread by posting to <strong>at least one other</strong> student’s feedback posting in addition to responding to other students posts on their own feedback thread(for a minimum of <strong>three</strong> posts including their posted assignment).</td>
</tr>
<tr>
<td>80-89.99 points</td>
<td>B-to B+</td>
<td>Exceeds Minimum Expectations</td>
<td>GOOD level of analysis that incorporates information from course lectures/readings and/or outside resources, and applies the analysis to at least one other student’s assignment. Responds adequately to questions posed by the instructor in analyzing the work of another student. Student does not participate in the feedback thread discussion beyond offering their feedback to one other student’s assignment.</td>
</tr>
<tr>
<td>70-79.99 points</td>
<td>C- to C+</td>
<td>Meets Minimum Expectations</td>
<td>BASIC level of analysis that draws upon personal experiences and insights and applies it to the analysis of another student’s work. Superficially incorporates information from the course lectures and readings in this analysis.</td>
</tr>
<tr>
<td>Points</td>
<td>Grade</td>
<td>Comment</td>
<td>Details</td>
</tr>
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</tr>
<tr>
<td>60-69.99</td>
<td>D- to D+</td>
<td>Needs Improvement</td>
<td>SUPERFICIAL level of analysis; does not ask any questions or offer any observations connected to the class content, or discussion concepts to a fellow student’s written assignment.</td>
</tr>
<tr>
<td>0-59.99</td>
<td>F</td>
<td>No Participation</td>
<td>No posting.</td>
</tr>
<tr>
<td>10</td>
<td>PASS</td>
<td>NONCREDIT STUDENTS ONLY</td>
<td>FOR NONCREDIT STUDENTS ONLY: this posting is equivalent to a letter grade of C or better. See the criteria above for specific details of how work is evaluated. If you are a credit student and have been given this grade in error, please notify me immediately. Equivalent to the letter grade P (Pass).</td>
</tr>
</tbody>
</table>

**NETIQUETTE**

Discussions in class should be a place for interaction, learning, reflection, and honesty. In this class we ask that “what comes to class stays in class” so everyone has the opportunity to share their issues and concerns in a professional manner. Please use proper and courteous language.

We will ask for full sentences, do not use Netspeak such as shorthand used in a text or tweet (BTW in place of by the way), brb instead of be right back, no emoticons, or speaking in all CAPS, as it is perceived as shouting. As for making jokes or using sarcasm (Yeah, right!?!), I have found that humor can be misunderstood in an online arena, so please aim for clarity.

**QUALITY IN DISCUSSIONS....**

This is usually the easiest area for students in my classes. They tend to do well in discussions as a whole. Students who receive higher grades tend to ...
- *Respond fully* to the discussion questions (this may seem obvious, but some section of multi-part questions are often overlooked!).
- Are comprehensive and reflect a comprehension of the material presented (or at least, an effort to comprehend it!).
- Acknowledge and build upon the responses of others.
- Display a high level of grace and encouragement of others, and draw upon personal experience to help others to overcome challenges in their case study organizations or to grapple with the discussion questions. We are all learning together!
- Remember to move off-topic discussions to a chat room so you have privacy and so others are not looking for content in the weeds.

**QUALITY IN PEER FEEDBACK ...**

This is typically the most problematic part of the course for students. This is partly due to shyness and a lack of familiarity with how to give feedback to others in the course without
offending them. My experience is that, with sensitivity and encouragement, you can offer substantive feedback that is both constructive and positive.

When providing peer-to-peer feedback on the written assignment of one other student each week, a student who receives a higher grade will often:

- Compare and contrast information within another student’s assignment or draw upon that student’s other written assignments, for example: “Chris, I noticed that you said you were confused with the differences in job descriptions in cultural organizations’ Executive Director and the Development Director. Could you elaborate on this?....etc.”

- Draw upon other content in the course and apply it in the feedback they offer others. “...As we learned in the book (or lecture), volunteers play a vital role in the work of nonprofits... I noticed that some cultural organizations are intentionally excluding volunteer help, can you tell us why that is and what you think they could be gaining from a volunteer force?...”

- Draw upon their own experiences and weave this into their analysis of other student’s work, offering respectful and sensitive advice to others, while paying attention to the content of the assignment.

- Respond comprehensively to a fellow student’s work, not with a one-line response, but a more elaborate and in-depth reflection on the work.

STUDENTS WITH DISABILITIES
I believe in full access for all students, including those with disabilities, and am aided by the University’s Disability Services in helping to make our courses fully accessible. I am proud of, and am fully committed to, our University’s nondiscrimination policy, which can be found at http://www.umass.edu/eod/aapolicy.html. If you have a documented disability, please contact the Disability Services department to get assistance with accommodations, and they will work with me (as they have done in the past) to make this course fully accessible to you. If I do not receive notification from Disability Services of your documented disability by the second week of class, I will not be able to offer you accommodations which are available here: http://www.umass.edu/disability/students. Please see their brochure about accommodations at http://www.umass.edu/eod/brochures/ds.pdf and their web site at http://www.umass.edu/disability.

ACADEMIC HONESTY POLICY
The University prohibits dishonesty in all programs of the University. According to University policy, “academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty.” Please see the University’s academic honesty policy for a full definition of academic honesty and our statement of policy. Obviously, I will be very strict about enforcing this policy in all of your assignments, so please read and be aware of this policy: http://www.umass.edu/dean_students/academic_policy or http://www.umass.edu/honesty/

At times it can be difficult to understand what plagiarism is when you are working in an online environment. For instance, if you copy text from a web site or from materials from a
I will follow the University’s procedures if I suspect academic dishonesty, so please familiarize yourself with these policies. Also, please be aware that I may use a grading tool called Turn It In to grade your papers, which helps to detect plagiarism.

**STUDENT CONDUCT:**
The University has very clear guidelines about proper conduct in courses, including harassment and assault which are articulated in the Code of Student Conduct at [http://www.umass.edu/dean_students/codeofconduct/](http://www.umass.edu/dean_students/codeofconduct/). I will take immediate corrective action if I observe any student acting in a manner that endangers other students. I also deeply value the principal that the classroom is a place for constructive dialogue and learning and I expect that students will treat each other with civility and respect, even when they disagree. A positive learning environment benefits everyone in the class, and I will do all I can to foster this atmosphere, and expect that you will do the same.

**INCOMPLETES AND WITHDRAWALS:**
Please keep up with the work each week and move through assignments, discussions, and feedback together with other students. Please see my grading policies above for late assignments.

If you are falling seriously behind in your work, I strongly recommend that you withdraw from the class by the mid-semester deadline, so that a failing grade does not appear on your transcript. If you are in this predicament, please go to the academic calendar page at [http://www.umass.edu/registrar/gen_info/academic_calendar.htm](http://www.umass.edu/registrar/gen_info/academic_calendar.htm) and scroll down to the current semester to locate the last day to drop with a “W.”

**EXTRA CREDIT POLICY:**
I do not offer extra credit for coursework, except in those cases where I have created an additional assignment or exam that is specifically marked “extra credit.” You will not receive extra credit for reworking graded assignments, nor will I change grades with further editing.

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