INSTRUCTOR CONTACT INFORMATION

INSTRUCTOR
Arts Extension Service
Virtual Office Hours: by appointment.

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:

Min Cho - holds a Ph.D. in Art Education with a specialization in Arts Administration, a master’s degree in Arts Administration, and a Program Evaluation certificate from The Florida State University. She also has a bachelor’s degree in Art History from Tufts University. Her most recent faculty appointment was as an Assistant Professor in the School of the Arts at Virginia Commonwealth University.

She has worked in museums, galleries, community arts programs, and government funding organizations. Min’s life passions revolve around the arts, education, service-learning, critical thinking, and business and as a result, her teaching incorporates aspects of all those components to provide a more holistic learning experience.
COURSE DESCRIPTION
Cultural policy is the aggregate of what governments do, or fail to do, to encourage the arts and humanities to apply creative/cultural solutions in the arts and other civic sectors. Cultural policies of governments in the United States have evolved from being centered on artists, arts organizations, and arts audiences to more widely apply the arts and humanities into civic affairs. With a backdrop of progressively diminishing funding for the arts and a move toward embedding the arts in social change, community engagement and projects from the Creative Economy to Creative Placemaking, as well as those not traditionally connected to the arts like transportation and public health, it is policy that determines focus and advocacy can push policy.

Changes in political climate and value-driven ideologies have spurred this shifting of the lens through which governments view the arts. As a result, arts managers and future leaders should have a solid grasp of basic principles behind public policy, historical and current development of cultural policies, the gatekeepers who enforce them, and how they can deftly position themselves through advocacy to address intended and unintended political forces.

This is a 3-credit course.

COURSE OBJECTIVES
- To develop awareness of issues, language, the history of inequity in grantmaking as well as to examine past and current ideological stances on cultural policy.
- To review local, state, and federal cultural funding and how funding impact policies.
- To introduce students to the Arts Extension Service’s National Arts Policy Archive and Library in partnership with the UMass Amherst Libraries’ Special Collections and University Archives.
- To understand how public/private/government partnerships operate.
- To identify national cultural policy gatekeepers (players and policies, arts councils, service organizations, foundations, political groups) and understand their roles in creating policy.
- To understand the role of advocacy, who is involved and how advocacy has been utilized.
- To create advocacy messages and strategies that can be immediately implemented.
- To create a policy brief based on a local or national cultural issue.

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 using a sample class. 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, or found at: https://confluence.umassonline.net/pages/viewpage.action?pageId=116687605

HOW TO ACCESS YOUR WEEKLY COURSE WORK

Open Weekly Content in the Welcome screen or course menu 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.
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 and Discussions on the calendar. Check the syllabus for a full list of graded and ungraded assignments.

**HOW TO ACCESS YOUR WEEKLY DISCUSSION 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”**.
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.
COURSE DUE DATES

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:

*Fundamentals of Arts Management*, sixth edition, 2016 (published by the Arts Extension Service). If you do not already own a copy of the *Fundamentals of Arts Management*, please order one online today by visiting the AES website at [http://www.umass.edu/aes/publications/fundamentals-arts-management-6th-edition](http://www.umass.edu/aes/publications/fundamentals-arts-management-6th-edition). The cost of the book is $69.00, plus shipping and handling. For international orders, please contact the AES office directly at aes@acad.umass.edu. If you live locally, you may waive the shipping charge by buying the book directly at our office during business hours Monday to Friday 9 am to 4 pm.

All other readings will be posted in the course shell (Blackboard or Moodle) 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**

*Note: Graduate students may not earn C, C-, D or D-.*

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>Letter Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>90-100 points</td>
<td>A to A</td>
<td>Exceptional 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</td>
</tr>
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</table>
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.

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<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>80-89.99</td>
<td>B-to B+</td>
<td>Exceeds Minimum Expectations 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 C+</td>
<td>Meets Minimum Expectations 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 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 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 NONCREDIT STUDENTS ONLY 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>
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2. 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.

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<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 at least two 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 one other student’s response to their post (for a total of four). Students with this grade draw upon personal experience to analyze cultural organizations. MODERATORS respond to at least half 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 at least two 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 four 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>
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**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.

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<tr>
<td>90-100</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 at least one other student’s feedback posting in addition to responding to other students posts on their own feedback thread(for a</td>
</tr>
<tr>
<td>Points</td>
<td>Grade</td>
<td>Minimum Expectations</td>
<td>Details</td>
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<tr>
<td>80-89.99</td>
<td>B-to</td>
<td>Exceeds Minimum</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></td>
<td>B+</td>
<td>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>70-79.99</td>
<td>C-</td>
<td>Meets Minimum</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></td>
<td>C+</td>
<td>Expectations</td>
<td></td>
</tr>
<tr>
<td>60-69.99</td>
<td>D-</td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-59.99</td>
<td>F</td>
<td>No Participation</td>
<td>No posting.</td>
</tr>
<tr>
<td>10 points</td>
<td>PASS</td>
<td>NONCREDIT STUDENTS</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></td>
<td></td>
<td>ONLY</td>
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**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**

**UMass Accommodation Statement**
The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.
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. Please see their website: http://www.umass.edu/disability/students.

ACADEMIC HONESTY POLICY
UMass’ Academic Honesty Statement
Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Clearly we will follow the UMass statement for this class. 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 cultural organization, you MUST footnote the source of this text, or I will give you an immediate “F” on the assignment (even in discussion threads, you must be sure to put quotes around text your are drawing from other sources). This is critical for you to know, not just for this class, but for others you take at the University.

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/. 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 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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