# POLS 205 Syllabus

**Isaiah 33**  
22 For the LORD is our judge,   
the LORD is our lawgiver,   
the LORD is our king;   
it is he who will save us.

Harding University

Spring 2019

***American National Government***

Instructor: Lori Klein Office: 204 Ganus Building

Contacts/Office Hours: You can reach me, yea verily, in a multitude of ways: Office phone: 279-4375; Rachel, our ever competent and helpful Departmental Secretary: 279-4427; Facebook; e-mail - [lklein@harding.edu](mailto:lklein@harding.edu); my website - <http://www.harding.edu/lklein> and the always popular note under the door. I will make my best effort to be in my office for drop-ins on Mondays and Wednesdays from 4:00-5:00, and on Tuesday and Thursday from 2:15-4:45. I will also be keeping office hours by appointment this semester.

Course Purpose: This course is designed as an overview of the political and policy making processes of the American federal government system.  The primary objective of the course is to develop a knowledge of our national government structure and our political process that is deep enough to foster good citizenship. The secondary objective of this course is to provide students with the opportunity to explore and develop an interest in political science. The final objective of this course is to give information and provide an outlook that is sufficient to develop perspective and engender gratitude for the imperfect, but amazing organism that is our governmental system.

**Text: James Q. Wilson’s American Government, Brief Version, Wadsworth/Cengage, 13th edition. ISBN-10: 1-305-95634-6 ISBN-13: 978-1-305-95634-6 This text is available from Cengage as an eBook.**

I want you to be well prepared to understand the topics which are being presented and discussed in class; therefore it is very important that you keep up with the readings. **There are reading quizzes, and there will always be a significant number of test questions taken only from the readings.** Did I mention that I want you to do your readings?You’ll be glad you did!

Grading: Grades will be determined using a scale of 1000 possible points:

900 - 1000 (90% - 100%) = **A**

800 - 899 (80% - 89.9%) = **B**

700 - 799 (70% - 79.9%) = **C**

600 - 699 (60% - 69.9%) = **D**

000 - 599 (00% - 59.9%) = **F**

The graded requirements of this course will be given the following weight:

Component: Due Date:

(Test dates are subject to change)

Constitutional Quizzes 90 pts. (Jan. 23-25; Jan. 28-30; and Jan. 31-Feb. 4 at the Testing Center)

Reading Quizzes 10 pts. (March 4-8 and April 15-19 at the Testing Center)

Test 1 200 pts. (February 6)

Test 2 200 pts. (March 1)

Test 3 100 pts. (March 27)

Test 4 100 pts. (April 10)

Test 5 & Post Test 100 pts. (April 29)

COMPREHENSIVE Exam 200 pts. See below

Extra Credit Constitution Quiz: 20 pts. (April 8-12)

Final Exam Schedule:

MWF 12:00 class - Wednesday, May 8th at 1:00-3:00

MWF 2:00 class - Tuesday, May 7th at 1:00-300

MWF 3:00 class - Monday, May 6th at 3:30-5:30

*If you are NEW this semester: You must register your fingerprint during the FIRST week of class. Go to the Testing Lab in Room 211 Ezell Building. Take your ID with you. YOU WILL NOT BE ALLOWED TO TAKE QUIZZES IF YOU HAVE NOT REGISTERED YOUR FINGERPRINT.*

**Course Components:**

**Constitution Quizzes**:  This is outside of class learning. The elements of the Constitution are to be learned independently; they are not covered as part of the class lectures. There are links and memory aids available on my website. These quizzes will ensure that we are all starting with a basic understanding of the framework document of our government.  Three quizzes will cover the Articles, the Bill of Rights, and the later amendments. They will be taken at the testing center. Each quiz must be taken within its own four day window.

**Tests and Test Return Days**: There will be five tests throughout the semester, and a final. The tests are intended to measure your growing knowledge and help you prepare for the final. In order to more accurately assess your knowledge, a variety of question types will be used throughout the semester: short answer, fill in the blank, matching, definitions, multiple choice, etc. **After each test, we will spend a full day going over the questions and the correct answers. These test return days are VERY important class days, as they are your first step in preparing for your comprehensive final exam.** If you missed a question, you may make a note of the correct answer so that you will know it for the final exam. **You may NOT take pictures of the test or record class during test return days.** All tests are returned to me at the end of the test review days. **You will not have your tests in hand to prepare for the final, so test review days are crucial.**

**Final Exam**: The final will be **comprehensive**. That means it covers everything from DAY ONE. It will be based on the readings and lectures. There may also be questions about presentations and observations during the semester. As with the tests, a variety of question types will be used: short answer, matching, fill in the blank, essay, definitions, multiple choice, etc.

**Reading Quizzes:** Two text based quizzes, each worth five points, will be given during the semester in the Testing Center.

**Grade Posting**: Grades will be posted to Canvas.

**FAQs:**

**Do you offer makeup tests?** It depends…For an excused absence (death, documented illness or University related activity), make-up tests will be offered only at the regularly scheduled departmental times, Monday or Thursday from 3:00-5:00 pm, and Tuesday or Wednesday morning 8:00 – 11:00 except for your chapel period. You will have two opportunities to make up a test (i.e.: Mon. and Thurs. or Thurs. and the following Mon.) **After your two opportunities, the missed test will be recorded as a zero.** For an unexcused absence, a make-up test will only be offered at the instructor’s discretion, and, if required by the instructor, upon satisfactory completion of the following assignment: Constituent Letter:

Part One: You will choose an issue of current national interest and will become more informed about the topic. You will develop a (minimum) three page briefing paper on the subject, outlining the current situation, proposed changes or policy choices, the implications of each alternative and the political players involved. A bibliography is required. In addition, you will provide copies of all documents used in your research. This assignment is a required component of the Constituent Letter exercise. Constituent Letters will NOT be graded until this component has been completed. This assignment will be graded on a Pass/Fail basis. Part Two: Using your chosen topic, you will write a letter to a national level official stating your position on proposed or desired legislation, or your opinion on the issue as it is currently being considered. You will provide me with blind copies of your letters. Your choice of issue and your opinions are your own and are confidential; the purpose of this exercise is to familiarize you with your role as a constituent.

**What is your attendance policy?** Pretty serious. Attendance at all classes is expected. Assigned seats will be used to assist in learning your names and monitoring attendance. You must see me for excused absences within two class periods of your return.  ***At the end of the semester, those students with one or no unexcused absences will benefit from a more lenient rounding policy: I will round up a maximum of ten total points instead of my customary five.*** If you have more than three unexcused absences, I will NOT round up, not even the tiniest bit. If you have made no attempts to earn extra credit, I will not round up. If you have a missing grade from an assignment, test, or a quiz during the semester, I will not round up.

Students who accumulate 5 or more **unexcused** absences will be subject to the loss of a letter grade. Those with 7 or more **unexcused** absences will be removed from the class roster with an automatic grade of “F”. When you are dropped from the class, you may not then “withdraw.” If a student accumulates more than 15 **excused** absences, the nature of the course has been changed to an independent study. Consequently, a 20 page (15 sources) Turabian style research paper on an approved topic related to American government, policy or politics will then be required in addition to the points necessary for a passing grade.

**Are these all required components?**  Yes. Each assignment is a required component of the course; failure to turn it in may result in the loss of a letter grade for each missing item, subtracted from the earned semester grade.

**Is there a chance to earn extra credit?** Of course!There will be a maximum of 20 points available for extra credit (2% of the total available points).  Extra credit for this course can be earned in many formats. There is a 20-point extra credit quiz on the Constitution. The quiz will be made available in the last half of the semester in the Testing Center.  Extra credit can also be earned by attending the Harding Hacks seminars available each semester, at the rate of 2 points per workshop. The seminars are listed in your class schedule. American Studies Institute speakers generate 10 points for a two paragraph, **typed** description of what the speaker said and what you thought about the presentation. Completing the REQUIRED pre-test in the lab will also earn you 5 extra credit points. Again, there is a maximum of 20 points total extra credit that can be recorded for the semester. There are many more possible points than 20, but 20 is as much as I can give you credit for.

**Dress Code:** All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Additional standards of dress may be required by certain academic or extracurricular programs. All students are expected to abide by the Student Handbook. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

Here are a few helpful hints: 1) If they fit like your grandmother’s pantyhose, you are wearing tights, not pants. I’m from the 80’s and I’m here to help you. Trust me, tights are NOT pants. 2) Other bad ideas – Manpris and ‘Bro’ga pants. I wish I were making those up, but I’m not. 3) No one came to a Political Science class to see your underwear, no matter how cool you think it looks. I got in trouble for this in second grade, so I want to share my hard won wisdom and let you know ahead of time not to do it. Seriously. 4) Finally, if I can see your knees, those aren’t capris. You are wearing shorts, and we don’t wear shorts to class at Harding.

**Other Things You Need to Know:**

**Assessment**: **Assessment**: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching--‐learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

**Student Learning Outcomes (SLO’s) will be measured and validated through quizzes, tests and a comprehensive final examination.**

* **Generally:** Students will demonstrate an understanding of fundamental political processes, institutions, actors, behavior, and ideas; and familiarity with major theories, methods, issues, and concepts in Political Science.

**Specifically:**

1. Students will show improvement in general civic knowledge with a pre-test/post-test model.
2. Students will demonstrate a factual knowledge and understanding of the elements of the US Constitution, as measured by a series of three Constitutional Quizzes and one Extra Credit Constitution Quiz.
3. Students will be able to articulate the strengths and weaknesses of each of the three branches of government and of the three levels of government within the federal system, as exhibited by mastery of questions given on associated unit tests.
4. Students will evaluate the impact of the players and forces outside of the three main US political institutions which put pressure on the policy making process, and exhibit an understanding of their own potential roles in the policy making process, as demonstrated by answering correctly on questions asked in related unit tests.
5. The majority of students will develop a comprehensive understanding of the US Federal Government as a system, and the complexities and historic challenges of such a large and challenging system by scoring at least 70% or higher on a comprehensive examination at the end of the semester.

These objectives are tied to University Learning Outcome (ULO) 4: Students will exhibit cultural knowledge, communicative and interpersonal skills, and other-centered dispositions necessary for responsible interaction with cultures different from their own.

**Students with Disabilities:**It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law.  Therefore, any student with a *documented disability* (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and Disability Services at the *beginning* of each semester.  (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.)  The Disability Office is located in Room 219 of the Student Center, telephone (501) 279-4019.

**Time Management Expectations:** For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

**Academic Integrity:**

Honesty and integrity are characteristics that should describe each one of us as servants

of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in

how I handle the content of this course and in how I interact with each of you. I ask that

you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class

with a failing grade and will be reported to the Associate Provost. All instances of

dishonesty will be handled according to the procedures delineated in the Harding

University catalog.

Sinning by cheating, and thus distancing yourself from God, is trading your birthright for a mess of pottage. If you don’t know what this means, come ask me!

(Portions of the above wording are used with permission of the Georgetown Provost’s Office. Portions are from Genesis.)

Cheating is not allowed in the Testing Center, in the classroom during exams, or during make-up exams. Plagiarism, unsanctioned group work, copying another student’s notes or work, or fabrication is not allowed for written assignments or for extra credit ASI assignments. Looking at other’s test or answers is cheating. Texting or conversing during exams is prima facie evidence of cheating. The possession of notes or a line of sight to notes will also be considered prima facie evidence of cheating. All bags, personal belongings, pencil cases, and all electronic items, including cell phones and smart watches, will be placed at the front of the class or with the exam proctor during exams. For testing security purposes, you will be required to scan your fingerprint during the first week of the semester.

Here is the bottom line on cheating – I am consistently catching students cheating - almost every semester. It’s killing me. It depresses me and it takes LOTS of my time to go through the paperwork and meetings. I am asking this as a personal favor: PLEASE, PLEASE, PLEASE don’t cheat in my class. It gets between you and God; it makes my life harder; it’s bad for your soul; and it really does go on your permanent record. It just isn’t worth it. I’d rather see you earn an honest D than a dishonest B. I would so very much like to have an entire year go by without dealing with cheaters. Please do your part to help make that happen.

Thanks for listening. Lori Klein

Students are expected to do their own work. The university's policy on cheating is found in the University Catalog’s [Academic Integrity Policy](https://catalog.harding.edu/content.php?catoid=42&navoid=2975):

## **ACADEMIC INTEGRITY POLICY**

### I. OUR INTEGRITY COVENANT

We, the members of the Harding community, recognize that our covenant of integrity is with three parties.

First and foremost, students and faculty recognize their covenant with God. All morality is ultimately defined by the very nature of God, in whom all truth can be found. Desiring to reflect the heart and nature of Christ, we make a covenant with our God to be truthful and transparent.

Second, we acknowledge that we have a covenant with each other. By doing our own work, working hard, and receiving credit and recognition that represent effort and sacrifice, we create and maintain an atmosphere of excellence and fairness. As members, therefore, of this Christian community we covenant with each other to guard and protect our commonly held trust.

Third, integrity is a covenant that we make with ourselves. Our goal of being servants deserves our every effort to dedicate ourselves fully to those disciplines of study and research that will contribute to the formation of our character and our academic skills. Academic rewards obtained without personal and authentic effort rob us of both the spiritual and professional preparation that God desires.

Our academic integrity originates in the very nature of God, manifests itself in our commonly held and protected reputation, and reveals its value in the prepared Christ-like servanthood that results from a disciplined life.

### II. OUR INTEGRITY PRINCIPLE

**Honesty:**Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

**Authenticity:**Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.

**Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

### III. OUR INTEGRITY PLEDGE

I hereby pledge to God, to the Harding University academic community, and to myself that I will uphold godly standards of honesty, authenticity and accountability in all my undertakings.

### IV. VIOLATIONS OF ACADEMIC INTEGRITY

The following are specific types of violations of the University’s Academic Integrity Policy; if a violation of academic integrity principles occur which is not specifically provided for below, then any sanctions will be based on the most similar type of violation that exists. Until a professor notifies the student of academic misconduct, even multiple occurrences of the same kind of violation will be handled as a single incident. Additional infractions will be counted separately. If a violation requires the Director of Academic Affairs to issue a sanction, the Director shall provide a rationale for its determination and application of the particular sanction(s). General guidance on substantial issues of sanctions shall be provided by the Provost.

**A. Academic Integrity Violations include**:

* Any form of plagiarism whether done deliberately or by mistake.
* Unauthorized collaboration on homework assignments.
* Copying from or viewing another student’s work during an examination or while completing an assignment.
* Using any materials or resources that are not authorized by the instructor for use during an examination or in completing any assignment.
* Collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor.
* Facilitating or aiding and abetting any act of academic dishonesty.
* Collaborating on laboratory work or other assigned work when instructed to work independently.
* Submitting, without specific permission of the instructor, work that has been previously offered by the same student for credit in another course.
* Falsification of attendance and/or participation.
* Fabricating any information or citation in an academic exercise or lying to a University employee about assignments.
* Submitting as one’s own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another.
* Submitting altered or falsified data for a research project.
* Conduct unbecoming of a professional in the classroom or while participating in a practicum, internship, field experience, or any similar academic experience.

**B. The following violations will result in multiple sanctions including either disciplinary probation or suspension:**

* Theft, abuse, hoarding or concealment of academic property.
* Buying, selling or otherwise obtaining or providing information about an examination not yet administered.
* Substituting for another person or permitting any other person to substitute for oneself to take an examination.
* Falsifying or signing another person’s name on any academically-related University form or document.

**C. The following violations will result in academic suspension or expulsion:**

* Altering grades or official records.
* Sabotaging another student’s work.
* Submitting altered or falsified data for work submitted for requirements outside of the classroom at the graduate level (e.g. honor’s thesis; master’s thesis; doctoral dissertation; candidacy exam; qualifying exam; dissertation defense).

### V. SANCTIONS FOR ACADEMIC MISCONDUCT

One or more of the following consequences shall result when academic misconduct has been determined:

**Class A Sanctions** (Course Level)

1. Repeat the assignment or complete an additional assignment, with possible less credit awarded in either case.
2. Lowering of the grade on the test or assignment, possibly to “F” or zero.
3. Requiring the completion of additional learning activities.
4. Lowering of the grade for the course, possibly to “F.”
5. Immediate removal from the course with either a “W” or an “F” placed on the transcript.

**Class B Sanctions** (Program Level)

1. Placement on disciplinary academic probation on a program level.
2. Suspension or expulsion from a specific degree program.

**Class C Sanctions** (University Level)

1. Placement on disciplinary academic probation.
2. Suspension from the University for a designated time.
3. Permanent expulsion from the University.

Multiple violations that occur over the length of the student’s tenure at Harding University may result in disciplinary academic probation, academic suspension, or expulsion. Faculty members and administration retain the right to impose sanctions according to their course syllabi, program handbooks, and/or professional judgment.  For offenses not specifically mentioned, faculty members may confer with the Director of Academic Affairs and propose a description of the offense and the sanction(s) to be assigned to it. On appeal, the Provost may also impose additional educational sanctions.

Additionally, one or more of the following consequences may result when academic misconduct has been determined in an academic support area:

1. Loss of privileges in the academic support area.
2. Monetary charges to cover all costs (repair, recovery, replacement, etc.) associated with the misconduct.
3. Withdrawal of transcripts or publications.

DISCIPLINARY ACADEMIC PROBATION

Students on Disciplinary Academic Probation are limited to 16 credit hours and are not eligible to represent the University in any extracurricular activities, such as, but not limited to: athletics (both intercollegiate and club level), cheer leading, chorus, debate, band, dramatic productions, international programs, Spring Sing, and student publications. Representing the university includes public performances and trips but not regular meetings and practices.

SUSPENSION AND EXPULSION

Suspension involves withdrawal of enrollment privileges for a specified period of time and ordinarily carries with it conditions which must be met for re-enrollment. Suspended students are not permitted to live or board in University facilities or approved student housing. Re-enrollment after a suspension requires that the student apply to the Provost, or designee, at the close of the imposed period for a determination of whether they have met the conditions of their re-enrollment. Students suspended may not receive credit for University work completed by correspondence or in residence at another university without [prior permission from the Provost or designee](https://honesty.uark.edu/forms/credit_for_university_work_petition.pdf). Records of suspension are maintained indefinitely.

Expulsion is a permanent dismissal from the University. These records are maintained indefinitely.

DEGREES, HONORS, AND AWARDS

The University reserves the right to withhold or withdraw degrees, honors, scholarships, or awards, or privileges, due to violations of the Academic Integrity Policy.

### VI. RESOLUTION OF ACADEMIC MISCONDUCT

The Director of Academic Affairs will be available to the faculty or staff member as a consultant during the resolution process.

INVESTIGATION OF ACADEMIC MISCONDUCT

Incidents of alleged academic misconduct shall be resolved according to the following process. Faculty should consult with their immediate supervisor throughout the process. Adjunct faculty should include a full-time faculty member who is not a member of the Academic Performance and Standards Committee in all meetings with the student.

1. Following discovery of the suspected academic misconduct, the faculty or staff member shall meet with the student to discuss the allegation. (In extenuating circumstances, this contact may be by phone or email.) If new information is revealed at this meeting or if the student needs time to bring mitigating evidence, a second meeting should take place.
2. If the faculty member determines that a case of academic misconduct has occurred but cannot determine which student(s) are responsible (for example, when two essays are nearly identical, but it is uncertain who copied from the other), the teacher shall file an Academic Integrity Incident Report which includes the names of all the students involved. Sanctions are not imposed with an Academic Integrity Incident Report.
3. Academic Misconduct Report:
   1. Faculty or staff should consult their immediate supervisor if they need help in determining an appropriate sanction.
   2. If the decision is to impose only Class A sanctions, within two business days the faculty or staff member must:
      1. inform the student in writing of the decision,
      2. file an Academic Misconduct Report with the Provost Office, copy the immediate supervisor and the dean, and
      3. implement the sanction.
      4. If the Provost Office finds that the student has a prior incident of academic misconduct, further sanctions may be imposed.
   3. If the decision is that the misconduct has earned sanction beyond Class A:
      1. The faculty member, chair or program director (if applicable), dean, and Director of Academic Affairs must jointly determine sanctions.
      2. The dean must file an Academic Misconduct Report (available on Pipeline) with the Provost Office and copy the faculty member and chair or program director.
      3. The dean shall provide to the student, in writing, a summary of the specific charges, sanctions authorized by the Director of Academic Affairs, and notification of the right to appeal. A copy of this letter must be filed with the Provost Office.
   4. The student shall have five business days from the formal notification of the academic misconduct to file a written appeal using the form available on Pipeline.
   5. Students may withdraw their appeal at any point during the appeal process. Likewise, the faculty that issued the sanction may choose to resolve the appeal at any point during the appeal process.

APPEAL PROCESS

The following statements apply to the appeal procedure for Class A Sanctions:

1. After formal notification of disciplinary actions, a student shall have five business days to file an appeal with the Provost Office using the Academic Misconduct Appeal form on Pipeline or the student forfeits that right.
2. The Provost Office shall notify the administrator responsible for facilitating the appeal and the faculty member regarding the appeal.
3. The appropriate program chair, director, or assistant/associate dean will facilitate the appeal. If the teacher of the course is the chair, director, or assistant/associate dean, the appropriate program dean will facilitate the appeal. If the teacher of the course is the dean, then the Director of Academic Affairs will facilitate the appeal.
4. The administrator facilitating the appeal must set up a meeting with the student either in person, over the phone, or through videoconference. This meeting should take within five business days after receipt of the appeal.
5. The student may not bring other individuals to the meeting. If the student has eyewitnesses whose testimony may assist in resolving the issue, the eyewitnesses may submit their testimony in writing to academicappeal@harding.edu. These eyewitnesses must have actually witnessed the event to provide evidence of the student’s innocence. They cannot simply be character references. The witnesses’ emailed statements will serve as an affirmation to the truth of their testimony.
6. The teacher of the course will not be present during the administrator’s meeting with the student; however, the administrator will meet separately with the faculty member.
7. Within two business days following the appeal meetings, the administrator will inform the student, the faculty member, and the Provost Office in writing via Harding University-assigned email of the decision.
8. If the appeal is denied, the student may appeal in writing within two business days with the Provost Office by emailing academicappeal@harding.edu.
9. If the administrator facilitating the appeal was the chair, director, or assistant/associate dean, then the dean of the program will review the student’s appeal with two other faculty members appointed by the Director of Academic Affairs from the Academic Performance and Standards Committee. If the administrator in the previous appeal was the dean, then the Director of Academic Affairs will facilitate the review instead of the dean. If the Director of Academic Affairs was the administrator, then the Provost will facilitate the review instead of the Director of Academic Affairs.
10. The review will include statements from the eyewitnesses, the statement written by the faculty member, a statement written by the chair, director, or assistant/associate dean, as well as any other evidence from the student, faculty member, and chair, director, or assistant/associate dean. The dean may also request a meeting with the student, faculty, or eyewitnesses to clarify any information.
11. The dean will send a copy of the appeal decision in writing via Harding University-assigned email to the student, faculty member, and Provost Office within five business days. The decision of the dean shall be final. If the Director of Academic Affairs facilitated the appeal, then the decision of the Director of Academic Affairs shall be final.

The following statements apply to the appeal procedure for Class B and C Sanctions:

1. After formal notification of disciplinary actions, a student shall have five business days to file a request for an appeal with the Provost Office using the Academic Misconduct Appeal form on Pipeline or the student forfeits that right. The Provost Office shall notify the dean regarding the appeal.
2. Appeals will not be considered based on any of the following reasons:
   1. Disagreement with published course, program, or university policies (i.e., appealing for a lighter sanction or a “second chance”).
   2. Differences in policies between different programs at the University.
   3. The sanction’s impact on a student’s academic progress, athletic eligibility, scholarship eligibility, or eligibility for veteran’s benefits.
3. The Vice Provost will review the appeal and decide if there are sufficient grounds for an appeal. The Vice Provost will send a copy of the decision to the student and the Director of Academic Affairs. If the appeal is denied, then all appeal rights will be exhausted.
4. If there are sufficient grounds for an appeal, then the Director of Academic Affairs will appoint an ad hoc committee from the Academic Performance and Standards Committee to review the case. The dean will not be a participant in the committee’s decision process. No faculty members involved with the incident being appealed will be appointed to the ad hoc committee. (For a description of the Academic Performance and Standards Committee, refer to Section VII.) The Director of Academic Affairs will attend as an ex-officio member.
5. An appeal meeting shall be scheduled before the Academic Performance and Standards Committee within five business days after approval from the Vice Provost for Accreditation and Institutional Effectiveness. (An exception may be made for extenuating circumstances. For example, the student may be unavailable necessitating that the hearing be conducted upon his or her return.) A student who fails to appear within 15 minutes of the arranged time for the appeal meeting shall forfeit the right to appeal.
6. The committee will review the submitted documentation from the student and faculty member. The faculty member will be met with separately (in person or via telephone) to obtain additional information. The committee may meet with the student and/or faculty multiple times if necessary. The student may not bring other individuals to the meeting. If the student has eyewitnesses that will assist in resolving the issue, then the eyewitnesses may submit their testimony in writing to academicappeal@harding.edu for review by the committee. These eyewitnesses must have actually witnessed the event to provide evidence of the student’s innocence. They cannot simply be character references. The witnesses’ emailed statements will serve as an affirmation to the truth of their testimony.
7. After conducting the interviews and reviewing all of the documentation, the Academic Performance and Standards Committee, by a majority vote, shall determine whether or not the case has been supported and will report their decision to the Provost. Within two business days the Provost shall inform the student and the dean of the student’s major program in writing of the committee’s decision. This decision shall be final.
8. The committee may set the terms and conditions of the sanctions.
9. A student who has been suspended or expelled may not be on campus unless specific permission is granted by the Provost or a Student Life dean. If campus housing is used by the disciplined student and the student has been dismissed, the Provost Office will notify the Student Life Dean.

### VII. ACADEMIC PERFORMANCE AND STANDARDS COMMITTEE

The Academic Performance and Standards Committee is a standing committee that provides a pool from which ad hoc committees may be formed to hear various types of academic appeals. The committee is composed of one undergraduate faculty member, one graduate/professional faculty member, one undergraduate student, and one graduate/professional student representative from each college with the exception of the Honors College. The faculty members are appointed for two-year terms by the dean of each college with half being appointed in even years and the other half in odd years. The dean of each college annual appoints the student members. Undergraduate students only sit on appeals involving undergraduate students. Graduate/professional students only sit on appeals involving graduate/professional students. The Director of Academic Affairs appoints an ad hoc committee consisting of six members from the Academic Performance and Standards Committee (four faculty and two students) to review each case. If the appeal is in the Center for Health Sciences, at least two faculty members from the health sciences will be included. If the appeal is in a graduate/professional program, at least two faculty members who teach at the graduate/professional level will be included. The Director of Academic Affairs appoints the chair of each ad hoc committee.

The specific responsibilities of the Academic Performance and Standards Committee for academic misconduct appeals are to review the decision and sanction(s) imposed prior to the appeal to determine if (1) the investigation was conducted fairly and followed prescribed procedures, (2) the decision was based on sufficient evidence, (3) the sanction was appropriate for the violation(s), and (4) any new evidence that comes to light is sufficient to change the decision or sanction.

### VIII. OFFICIAL RECORDS OF ACADEMIC MISCONDUCT

An Academic Misconduct Form shall be completed for each instance of academic misconduct.

The Provost Office shall ensure maintenance of the official records related to academic misconduct.

### IX. NOTE

Description of violations is used and adapted with the permission of the University of Arkansas. As in the case of any policy and policy guidelines, Harding reserves the right to change them or to make appropriate revisions, additions, amendments or corrections. Faculty and students will be notified of any substantial changes.

The Department of History and Political Science’s Plagiarism Policy is as follows:

**HISTORY DEPT. POLICY ON PLAGIARISM**

To plagiarize is to present another person's words, information, or ideas as if they were your own. Plagiarism is stealing. The word "plagiarize" comes from the Latin word for "kidnapper" and "thief." **Plagiarism is a serious offense that will be grounds for failure of a course and could even lead to suspension from the university.**  As an academic institution committed to Christian ethics, including integrity, honesty, and fairness, Harding University abhors all forms of plagiarism. The following statements from the Student Handbook underscore this point: "Harding University considers the following to be in conflict with her mission, and therefore prohibited - participation in these will result in disciplinary action: 1. **Dishonesty** in any form, including academic misconduct; plagiarism; falsification of excuses, tests and assignments; forgery; . . . and lying to University officials." (p. 8)

Plagiarism can be intentional and deliberate, as when one has another write an assignment for him/her, buys a research paper from any source, uses a paper written for another class without permission of the teacher, or copies from a print source, media broadcast, recording, the internet or other electronic media, thereby deliberately incorporating the words of another without using quotation marks to identify their source.  All of these types of plagiarism may be referred to as "flagrant."  **In such cases of flagrant plagiarism, students can expect not only to fail the assignment in which plagiarism has occurred, but the course as well.  A report of any course failure resulting from plagiarism will be filed with the Student Personnel Office and the Vice President for Academic Affairs.  As a result, the student could face additional disciplinary action, including suspension from the university.**

Plagiarism can also be "unintentional"or "inadvertent"--but no less serious an offense.  This form of plagiarism typically occurs because students are unaware of what must be acknowledged.  Many students believe that all one has to do to avoid plagiarizing and at the same time avoid the use of footnotes is to paraphrase, or even merely change a word here or there in a source.  Paraphrasing may relieve you of the necessity of using quotation marks; but it by no means eliminates the need for documenting the source of your information.   Undocumented information constitutes a more "subtle" form of plagiarism, but it is plagiarism nonetheless since one is passing off information or ideas as one's own.  Now that you have been informed of the necessity of documenting even paraphrased information, instances of this "subtle" form of plagiarism will result in at least a 0 on the assignment in which it occurs and the filing of a "plagiarism report" with the departmental chair.  A student who engages in additional plagiarism, either in the same course or another course in this department may expect the same penalty as described above for cases of "flagrant" plagiarism.  **All college students are expected to recognize plagiarism of either type and know how to avoid it. Take time now to learn the rules so that you never engage in it.  From this point onward, we will presume your familiarity with the rules governing plagiarism; all cases will thus be *prima facie* evidence of guilt.**

In order to avoid plagiarism, you must know what must be documented.  First, let's consider what you do **NOT** have to document. You are not expected to acknowledge information that is considered common knowledge--for example, that Jamestown was the first permanent English settlement in America or that Jefferson was the principal author of the Declaration of Independence or that the Versailles Treaty was imposed on Germany at the end of World War I.  You might have to look up the date of the assassination of the Archduke Ferdinand or the names of the beaches at Normandy, but such material is still regarded as common historical knowledge readily available in any standard reference work of the sort that most people would have easy access to; this type of information does not require documentation.  However, if there is any doubt in your mind as to whether information qualifies as "common knowledge" or not, document it.  It is better to err on the side of over-documenting than under-documenting.

What **SHOULD** you document? Obviously, you must acknowledge the source of any **WORDS** you quote. Along with your footnote citing the source of the quote, you must always use quotation marks or, if the material is more than eight lines, a double indention format. As noted above, you must also acknowledge your source when you paraphrase or summarize someone else's words, especially when you use certain key words or phrases, even if you do not quote entire clauses or sentences.  But the most subtle form of plagiarism occurs when you borrow someone's **IDEAS** without giving credit. Writing the words or ideas of others in your own words does not release you from the obligation to credit the material to its originator. When you write a paper or book review, you are expected to formulate your thesis, organize the materials, and reach your conclusions primarily in your own words. Of course, you may use other persons' words, thoughts, and information to assist in this process, but you must acknowledge them as such.

Here are two examples of plagiarism that are more subtle than merely using a *verbatim* or closely paraphrased version of another's words without attribution, the form of plagiarism we can all easily recognize and admit is wrong. The following passage appears in John Keegan's *The Mask of Command*, N.Y. Penguin Books, 1988, p. 259.

"Blitzkrieg was not a concept directly of Hitler's making nor, strictly, was his Polish victory an exercise in its form. The Polish army, surrounded on three sides by one enormously superior in men and equipment, was doomed to rapid defeat in any case . . . "

The following uses of that passage, IF PRESENTED WITHOUT PROPER DOCUMENTATION, constitute plagiarism:

1. Hitler did not directly develop the concept of blitzkrieg nor, strictly, was his Polish victory an exercise in its form. (Keegan, p. 259)

Comment: The problem with this effort is that although a citation is provided, an entire phrase is borrowed directly without the use of quotation marks.

2. Although widely regarded as the first demonstration of blitzkrieg, the Polish campaign was not really an example of that style of war. The Polish army was already virtually surrounded by German units before the campaign even began and was inferior in both troops and material, making its defeat as inevitable as it was quick.

Comment: Note that very few words of the original passage have been used in the plagiarized version; the point is that the originality of Keegan's concept and his insight is what has been appropriated, not his language. When you use another's analytical insights and constructs, you must acknowledge their source, regardless of how thoroughly you re-word them.

**THE DIFFERENCE BETWEEN PLAGIARISM AND SCHOLARSHIP IS QUOTATION MARKS AND/OR A FOOTNOTE.**

This policy guide was adapted from the sources listed below by Dr. Fred Jewell and approved by the department.

Sources: Chase, Mary Jane, [MJChase@MerLIN.Mercynet.edu] "Plagiarism." In [H-TEACH-Search-request@h-net.msu.edu].

"How to Lessen the Chances of Plagiarizing." [<http://quarles.unbc.edu/lsc/rpplagia.html>]

Williams, Sharon. "Avoiding Plagiarism." [http://www.hamilton.edu/html/academic/resource/wc/AvoidingPlagiarism.html].](http://www.hamilton.edu/html/academic/resource/wc/AvoidingPlagiarism.html.)

The American Historical Association's Definition of Plagiarism <http://historynewsnetwork.org/articles/article.html?id=514>