

SSCI 105: Writing in the Social Sciences

Sections E01B Spring 2014
925-1040 120 Riggleman, Charleston
Instructor: Isaac Emrick
Email: isaacemrick@ucwv.edu,
ucwvsscialt@gmail.com (backup email)
Office Hours: 1100-230 (Charleston Library)



**UNIVERSITY OF
CHARLESTON**

COURSE DESCRIPTION

This course provides students with the foundational skills and the knowledge needed to successfully meet the foundational Citizenship Outcomes with critical thinking, communication, and research skills necessary for college success. In particular, this course will force you to ask yourself: Why do people do the things they do? What are social institutions? How do social institutions/socialization impact who we are – as an individual, as a group, as a nation? What is culture? What is citizenship? These questions may serve as writing prompts for writing assignments and class discussion.

This course explores social institutions through the issue of social problems. Each student will be required to demonstrate knowledge of social institutions, foundational historical understanding, and global awareness through the various essays associated with this course. Further, at least two of the four essays associated with the course must also demonstrate foundational critical thinking. Students may choose which rhetorical modes to demonstrate said Liberal Learning Outcomes (LLOs).

All assignments will be graded using the appropriate SSCI 105 combined rubric to assess understanding of said LLOs. This course will allow you to develop as a critical thinker through the development of the social sciences perspective. This course will allow you to develop metacognitively as you will begin to ask the questions: Why are things the way they are?; Why have I come to think this and/or in this way? This course will allow you to deconstruct the social environment and come to develop more holistic, sophisticated thinking.

REQUIRED TEXTS

- Northey, Margot; Lorne Tepperman, and Patrizia Albanese. *Making Sense in the Social Sciences: A Student's Guide to Research and Writing*. 5th Ed. 2012. Oxford Press. ISBN: 9780195445831.
 - Textbooks can be purchased <http://eagleshop.ucwv.edu> or 1-877-393-5014.
- There will be additional pdf format materials on eLearn and Jstor.
- You will also be accessing study plans, primary documents, and other items via hyperlinks that can be accessed through our class page.

LEARNING LIBERAL OUTCOMES

- Understand and examine the rights and responsibilities that are associated with social, political, and economic communities that an individual demonstrates as an engaged and knowledgeable member of a society.
- Understand that human behavior is a product of socialization, the influence of social institutions and individual psychology.
- Identify and explain the disciplines of the Social Sciences.
- Refine the ability to effectively communicate with a variety of audiences and purposes.
- Examine the process of reflection, reasoning and imagining, through which the individual willingly, systematically, and habitually examines and explores statements, problems, issues, beliefs, and social constraints.
- Demonstrate an attitude of intellectual inquiry, information literacy, critical, analytical, and reflective thinking skills.

COURSE REQUIREMENTS

Attendance/Participation (100pts)

7 In-Class Quizzes (150pts)

5 Reading Quizzes	20each	Syllabus Quizzes	25	Academic Integrity	25
-------------------	--------	------------------	----	--------------------	----

2 In-Class Assignments (100pts)

Boolean Bib	50	Source Evaluation	50
-------------	----	-------------------	----

10 Discussion Boards (100pts)

2 Exams (200pts)

4 Papers (450pts)

<i>Paper 1</i>	<i>100</i>	<i>Paper 2</i>	<i>100</i>	<i>Paper 3</i>	<i>100</i>	<i>Paper 4</i>	<i>150</i>
Pre-write	15	Pre-write	15	Pre-write	15	Pre-write	15
Rough Draft	10	Rough Draft	10	Rough Draft	10	Rough Draft	10
Peer Review	25	Peer Review	25	Peer Review	25	Peer Review	25
Final Draft	50	Final Draft	50	Final Draft	50	Final Draft	75

Attendance/Participation (100pts) Lecture material, classroom videos, and other visual materials go beyond the text and required readings, so it is imperative that you attend class. Attendance will be recorded at every class. You only have three absences during the semester. Students must be present for all peer reviews, assignments, and exams. Any unexcused absences over three will deduct one point from your final participation grade. Please notify me if you are unable to attend class. Absences because of University sanctioned events, i.e. sporting or band events, will not count against you. If a student fails to engage in activities during the first week, he or she is considered 'non-attending'. If you do not attend the course as stated above, the Registrar's Office will be notified and you may be dropped from the class roster.

Reading Quizzes (100pts) There will be 5 in-class unannounced reading quizzes each worth 20 points. These will consist of short answer questions to be answered in complete sentences. These are **NOT** open book. As attendance is mandatory, there will be **NO** make-ups.

Syllabus and Academic Integrity Quizzes (50pts) There will be 2 in-class administrative quizzes to show understanding of course expectations, worth 25pts. These will consist of short answer questions to be answered in complete sentences. As attendance is mandatory, there will be **NO** make-ups.

In Class Assignments (150pts) There will be three 50 point in-class assignments as listed above and on the schedule. Directions for these assignments are posted online and must be completed and saved with Acrobat Reader.

Discussion Boards (100pts) We will be discussing readings and other topics in class. The eLearn discussion boards are meant to begin the process of gathering your thoughts about the reading prompts and to see ideas from fellow students. Please read the Discussion Board Best Practices on page 4. You must put up an initial post and at least one response to another student's post to receive full credit for each discussion board topic. If you only post an initial response to the question or topic, you will only receive 8/10 points. If we have a discussion board, please make sure that you have read the documents so that you will be ready to post your initial response to the discussion board on (or before) days marked "DB" on the class schedule. DBs are due by midnight on the day it is due.

Exams (200pts) There will be two in-class exams (**February 27 and April/May**). The exams are not cumulative. Each exam will be worth 100 points. Exams will consist of multiple choice, matching, and short answer questions. The tests are NOT open book. You have one class session of 90 minutes for each exam. If you are unable to attend an exam for a legitimate reason please email me BEFORE the exam day. A student who misses an exam without an excuse will receive a zero.

Essays (450pts) You will be writing **FOUR** major essays this semester. The instructions will be found in the Essay folder and will be due by class time unless otherwise indicated (**Feb. 4, Feb. 18, Mar. 18, and Apr. 15**). The essays must be submitted in an email attachment. Accepted formats include **docx, doc, pdf, rtf** and **odt**. An essay is a formal paper and must conform to proper standards of academic writing, (i.e.: typed, double-spaced, twelve point font, 1” margins, etc). Please support your arguments with specific examples from the readings, lectures, and additional research. All papers must be fully documented and cited. Failure to cite sources constitutes plagiarism and will result in a "zero" on the assignment. No late papers will be accepted.

Essay	Name	101	102	Rubric
1	Single Story	Definition	Persuasive	Writing
2	Who are you?	Informative	Research	Writing
3	Adler-Adler article	Critique	Critique	Writing & Citizenship/SSCI 105
4	Artifacts	Descriptive	Compare and Contrast	Writing
R/I	Reflection/Intro			Writing

In order to receive credit for the LLO, you must generally receive at least a 3 out of 5 on the University LLO rubric. With regard to the Comm 101 and 102 portfolio grade, you must also receive a cumulative 3 (grade of C) on the portfolio to pass the course.

GRADE SCALE

A 100-90, B 89-80, C 79-70, D 69-60, F 59-0

CLASS COMMUNICATION

Please log into the class site daily, even if there is not anything due that day. I frequently send out announcements in regards to class assignments. Sometimes, I send out information that clarifies or answers questions that students send that I think might be helpful for everyone to know. Also, be sure to check your email. All email must come through eLearn email. I will check my email each weekday evening. Thus, you can expect a response to your questions after noon. Please send me any questions that you have as soon as possible. I will frequently send additional information and instructions to the class, either as announcements or emails.

eLEARN

Understanding eLearn will be required for your success in this class. This syllabus will always be available on eLearn, therefore you should always be aware of what is on the syllabus. You should check eLearn daily for updates on class questions and ALL email correspondence. Grades will be posted on eLearn when possible and appropriate. Please email me if you have any further questions about eLearn. Through eLearn, you will be able to view study guides, maps, worksheets, and additional documents. You will need to utilize all the available resources on eLearn to study for the exams and papers.

COMPUTER REQUIREMENTS

eLearn is a web-based service. Students should have a reliable internet connection, preferably high-speed to accommodate streaming media and large file downloads. Students may choose their own internet browser. Browsers and operating systems should be up-to-date, with all the most recent patches installed. The minimum browser requirements include:

[Firefox](#) 4, [Safari](#) 5, [Chrome](#) 11, [Opera](#) 9

[Internet Explorer](#) 8 (although IE 10 is required for some features)

It is recommended that students have at least two browsers available to use, in case there are problems with one. Mozilla Firefox appears to work the best with eLearn on a consistent basis. Students will be required to download files and should have the following programs installed on their computers:

[Adobe Flash](#)

[Adobe Reader](#) (or another software that can open pdf documents)

[Microsoft Office](#) (or a compatible software such as [OpenOffice](#))

DISCUSSION BOARD BEST PRACTICES

In order to be successful in the course, it is critical that you follow the following rules of posting and etiquette for our online forum:

1. All posts are important – please take all posts seriously and respond appropriately. At times, it can be hard at times to see that all posts are important, but as the course is completed, it is much easier to see the overall intent.
2. Please refrain from any negative personal commentary on the forum. This type of behavior can be grounds for dismissal from the course.
3. Please be sure that all posts are explicitly related to the course content. No off topic posting permitted.
4. Grammar/mechanics matter!

TIMELINESS OF INTERACTION AND ASSIGNMENTS

You are expected to regularly attend and sign in to the eLearn course to participate in learning activities, respond to discussions, and submit assignments. Assignment due dates are there to ensure appropriate progression in the learning process. Therefore any assignment, including your response in discussions, must be posted by the due date. Late assignments will only be accepted with a valid, university approved excuse. And, except for very exceptional cases, I expect to be apprised in advance that a student will submit late work.

UNIVERSITY ACADEMIC INTEGRITY

For a community of learners to thrive, all members must engage in the educational process with honesty and integrity. The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated. Please see the academic catalog for more information. Faculty may submit any assignment including discussion posts and papers to Turnitin.com, a web-based plagiarism detection software, for comparison to web pages, papers, and publications.

The University of Charleston believes that students learn and develop greater knowledge of academic integrity as part of our educational process. The Academic Integrity process is designed to facilitate a student's development of this understanding while requiring accountability for violation of this policy. Please see the academic catalog for more information on the academic dishonesty levels, procedure, and appeal process.

COURSE DROP

You must initiate an Add/Drop Form in order to be dropped from this course on or before the published deadline. The last day to drop can be found in the academic calendar. All add/drop Forms must be received on or before the last day to drop. The academic calendar and add/drop forms are available on the University website.

COURSE WITHDRAWAL

You must initiate a Withdrawal Permit in order to withdraw from this course on or before the published deadline. The last day to withdraw can be found in the academic calendar. All withdrawal permits must be received on or before the last day to withdraw. Students will receive a "W" on their academic transcript. Students who withdrawal after the published day will receive a WF (withdraw failing) unless it is approved medically. Failure to begin attending or ceasing to attend does not constitute official notice of withdrawal. Students who do not officially withdraw are required to pay all charges to their accounts.

STUDENT EXPECTATIONS AND ACCOUNTABILITY

All students are responsible for knowing and following University of Charleston's student expectations and accountability, which describes the University's rules and regulations for academic honesty and personal conduct. It also describes the process through which students are charged with violations, the disciplinary sanctions that may be imposed for violations, and the appeals process. The Student Code of Conduct is available in the Student Handbook and on the UC website.

POLICY FOR STUDENTS WITH DISABILITIES

It is the policy of the University of Charleston to provide reasonable accommodations for qualified individuals with documented disabilities. This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as regards to affording equal educational opportunity. It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Disability Coordinator Contact Information: Allison Grassie, allisongrassie@ucwv.edu, (304)347-6993

FAIRNESS

University of Charleston is committed to social justice. I concur with this commitment and will strive to maintain a positive learning environment based on open communication and mutual respect and non-discrimination. I will appreciate and consider suggestions on extending and enhancing such an environment. As the instructor I maintain the ability to alter the schedule and assignments to best manage the course materials and student needs.

STUDENT RESOURCES

Online Homework Help:

All UC students have access to the Smarthinking online tutoring tool. A link to this resource is now on the Current Student page at <http://www.ucwv.edu/Students/> under Online Resources.

The USERNAME for students to log on is UCFirstnameLastname. The password is RIVER.

Tutoring through Smarthinking is provided in the following ways:

- Connect with an e-structor now! is used when you want tutoring right away.
- Submit your writing is used to send the draft of an essay or paper for e-structor review.
- Schedule a personal session is used when you want to make an appointment for future tutoring.
- Submit a question is used when you wait for a delayed response, rather than take time for a live session.
- Academic resources are used to look for answers to your questions before engaging a tutor.

Library Resources:

The UC library provides electronic access to several online resources through its website at <http://library.ucwv.edu/databases>.

To call the Beckley library, dial 1-877-678-5427 or 304-929-1367.

To call Charleston, dial 304-457-4780. To e-mail questions, send an e-mail to librarian@ucwv.edu

To access the electronic resources, you must have a UC user name and barcode. Contact librarian@ucwv.edu for more information.

Citation Style:

I generally try to work with the student to exploit the reference style they will be working with in their major. I am pretty well versed in APA, MLA, AMA, Chicago Style, and end noting. Let's have a discussion about what will work best in the first week of classes. The library staff is a very knowledgeable reference for you on these matters. In addition, the following websites are very reliable sources of information:

<http://owl.english.purdue.edu/>

<http://owl.english.purdue.edu/owl/section/2/>

<http://www.easybib.com/>

<http://writingcenter.unc.edu/handouts/>

COURSE SCHEDULE

MSSS-1 – Textbook chapter; <i>Doc1</i> – Online Document; <i>Research</i> – Hyperlinked Doc; <i>DB1</i> –Grade			
Week	Tuesday	Thursday	
1	January 14	January 16	
	Lecture Subject: Class Intro: Syllabus, eLearn, Chalk&Wire	Lecture Subject: Intro to Course, Comm Portfolio, Social Science; “Single Story” video	
	<i>Readings</i>	Due	<i>Readings</i> Lewis 1998
			Due -Social Science WS
2	January 21	January 23	
	Lecture Subject: Academic Integrity/Citation techniques	Lecture Subject: DB1: Anthropology and its Uses	
	<i>Readings</i> -MSSS-1 -Doc2 -Shepherd 1980	Due -DB1 -Single Story Writing Ex.	<i>Readings</i> -Paper 1 Rubric
			Due -Syllabus Quiz -Boolean Bib Assmt
3	January 28	January 30	
	Lecture Subject: What is a Peer Review?	Lecture Subject: DB2: Cult. Relativism: Identity and Culture	
	<i>Readings</i> -MSSS-2 -Silverman 2004 -Research Website	Due -DB2 -Paper 1 Prewrite -Acad. Integrity Qz -Rgh Draft 1 submit	<i>Readings</i>
			Due -Peer Review 1 WS -Email Paper 1 Rgh Draft Comments
4	February 4	February 6	
	Lecture Subject: What is Data and Data collection?	Lecture Subject: DB3: Social Science and Interpretations	
	<i>Readings</i> -MSSS-3-4 -Wax Wax 1980 -Paper 2 Rubric	Due -DB3 -Paper 1 Final	<i>Readings</i>
			Due -Paper 2 Prewrite
5	February 11	February 13	
	Lecture Subject: Epistemology of Social Science: Evidence, Inductive and Deductive	Lecture Subject: DB4: Individuals and Social Organization	
	<i>Readings</i> -MSSS-7 -Adler Adler 1988	Due -DB4 -Rgh Draft 2 submit	<i>Readings</i>
			Due -Peer Review 2 WS -Email Paper 2 Rgh Draft Comments
6	February 18	February 20	
	Lecture Subject: Social Research: Quantitative/Qualitative	Lecture Subject: DB5: Archaeology and what’s possible?	
	<i>Readings</i> -MSSS-8-9 -Gosden 2006 -Paper 3 Rubric	Due -DB5 -Paper 2 Final	<i>Readings</i>
			Due -Paper 3 Prewrite
7	February 25	February 27	
	Lecture Subject: Study Guide Discussion	Lecture Subject: Mid Term Exam 1	
	<i>Readings</i>	Due -Source Eval Assmt -Rgh Draft 3 submit	<i>Readings</i>
			Due -Email Paper 3 Rgh Draft Comments

8	March 4		March 6	
	Lecture Subject: Social Science terms revisited		Lecture Subject: DB 6: Language and Story and Anthros	
	Readings -MSSS-10 -Doc3	Due <i>-Peer Review 3 WS</i> <i>-DB6</i>	Readings	Due
9	March 11		March 13	
	No Class		No Class	
Readings -MSSS-12-14 Grammar, Punctuation, Wording				
10	March 18		March 20	
	Lecture Subject: Logic and Logical Fallacies		Lecture Subject: DB 7: Landscape as Culture	
	Readings -Doc4 -Paper 4 Rubric	Due <i>-Paper 3 Final</i> <i>-DB7</i>	Readings	Due <i>-Paper 4 Prewrite</i>
11	March 25		March 27	
	Lecture Subject: Documentation revisited		Lecture Subject: DB8: Music as Cultural Expression	
	Readings -Stokes 2004	Due <i>-Data-Bib 4 WS</i> <i>-DB8</i>	Readings <i>Handel, Datsik,</i> <i>Gamelan, Rosen</i>	Due
12	April 1		April 3	
	Lecture Subject: Non-Written Data and Social Science		Lecture Subject: DB9: Religion and Cultural Relativism	
	Readings -Korom 2000 -ZebuMap	Due <i>-DB9</i> <i>-Rgh Draft 4 submit</i>	Readings -Doc6	Due <i>-Email Paper 4 Rgh</i> <i>Draft Comments</i>
13	April 8		April 10	
	Lecture Subject: Document Analysis and Questions revisited		Lecture Subject: DB10: Society and Demographics	
	Readings -Teachman 2000	Due <i>-DB10</i> <i>-Peer Review 4 WS</i>	Readings	Due
14	April 15		April 17	
	Lecture Subject: Comparative Studies and Faulty Parallels		Lecture Subject: Controversies and the Culture Wars	
	Readings -Dodoo 1998	Due <i>-Paper 4 Final</i>	Readings	Due
15	April 22		April 24	
	Lecture Subject: Portfolio Review and Posting Practice		Lecture Subject: Portfolio Clean-up Workshop	
	Readings	Due	Readings	Due <i>-Comm Portfolio</i>
16	April 28 – May 2 (TBA)			
	Exam 2 ?			

Full Text Jstor Articles

Week	Citation
1	Lewis, Herbert S. The Misrepresentation of Anthropology and Its Consequences. <i>American Anthropologist</i> , New Series, 100: 3 (Sep., 1998): 716-731.
2	Shepherd, William C. Cultural Relativism, Physical Anthropology, and Religion. <i>Journal for the Scientific Study of Religion</i> , 19: 2 (Jun., 1980): 159-172.
3	Silverman, Eric K. Anthropology and Circumcision. <i>Annual Review of Anthropology</i> , 33 (2004): 419-445.
4	Wax, Murray L. and Rosalie H. Wax. Fieldwork and the Research Process. <i>Anthropology & Education Quarterly</i> , 11: 1 (Spring 1980): 29-37.
5	Adler, Patricia A. and Peter Adler. Intense Loyalty in Organizations: A Case Study of College Athletics. <i>Administrative Science Quarterly</i> , 33: 3 (Sep., 1988): 401-417.
6	Gosden, Chris. Race and Racism in Archaeology: Introduction. <i>World Archaeology</i> , 38: 1, Race, Racism and Archaeology (Mar., 2006): 1-7.
11	Stokes, Martin. Music and the Global Order. <i>Annual Review of Anthropology</i> , 33 (2004): 47-72.
12	Korom, Frank J. Holy Cow! The Apotheosis of Zebu, or Why the Cow Is Sacred in Hinduism. <i>Asian Folklore Studies</i> , 59: 2 (2000): 181-203.
13	Teachman, Jay D., Lucky M. Tedrow and Kyle D. Crowder. The Changing Demography of America's Families. <i>Journal of Marriage and Family</i> , 62: 4 (Nov., 2000): 1234-1246.
14	Dodoo, F. Nii-Amoo. Marriage Type and Reproductive Decisions: A Comparative Study in Sub-Saharan Africa. <i>Journal of Marriage and Family</i> , 60:1 (Feb., 1998): 232-242.

ACADEMIC INTEGRITY

For a community of learners to thrive, all members must engage in the educational process with honesty and integrity. The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated.

It should be noted that a hearing involving academic dishonesty – discussed below – is an academic matter, and not a criminal or civil legal proceeding. Rather, it is a process unique to the community of scholars that comprise a university. It is designed to protect the rights of the students accused of violating integrity standards, to educate students, and to deter further violations. Faculty members may use evidence and their professional judgment to determine whether a student has violated academic integrity. The expectation is to follow the rules of “preponderance of evidence” rather than “evidence beyond a reasonable doubt” in the process described below. The University of Charleston believes that students learn and develop greater knowledge of academic integrity as part of our educational process. The Academic Integrity process is designed to facilitate a student’s development of this understanding while requiring accountability for violation of the policy. The following is an outline of the levels of academic integrity infractions and sanctions:

Academic Dishonesty Levels

1) Minor Infraction

- a. Examples include but are not limited to:
 - i. Repetitive improperly formatted citations
 - ii. Omission of reference(s)
 - iii. Partial paraphrase, makes an attempt but lacks understanding
- b. Consequences
 - i. First infraction-training
 - ii. Second infraction-Failure of assignment or exam
 - iii. Third and all subsequent minor infractions - See section 2-c-i

2) Standard Academic Violations

- a. Cheating, Plagiarism, fabrication, facilitating academic dishonesty
- b. Examples include but are not limited to:
 - i. Methodical omission of sources
 - ii. Cut and paste w/o proper citation
 - iii. Cheating on exam
 - iv. Giving away answers
 - v. False insertion of citation
 - vi. Third minor infraction
- c. Consequences
 - i. First infraction (or third minor infraction) - Failure of course with dishonor (FX). A student can repeat the course but the grade will remain on the student’s transcript and will be calculated in their GPA.
 - ii. Second infraction - See section 3-c-i

3) Egregious Academic Violations

- a. Above and beyond standard academic violations
- b. Examples include but are not limited to:
 - i. Second standard academic violation
 - ii. Providing exams or class work for the purpose of cheating
 - iii. Stealing/copying exams
 - iv. Impersonating another student
 - v. Buying work from another student or source and using as own
 - vi. Widespread collusion of student violators
- c. Consequences
 - i. Failure of course with dishonor (FX) and expulsion from the university

PROCEDURE

If a faculty member has reason to believe that a student may have committed a violation of the Academic Integrity Policy, the faculty member will conduct an investigation to confirm or deny the violation. If the violation is confirmed then the faculty must make a reasonable effort to notify the student within two business days. The faculty member should schedule a meeting with the student within two business days of the notification.

When the student meets with the faculty member, the student should be presented with the evidence of the violation, told the level of infraction and the sanction for that infraction. The faculty member should also inform the student of his/her right to appeal the decision. If the student should choose to appeal, he/she should notify the Dean of the instructor's school in writing within two business days of the meeting. If the student does not appeal within two business days, the decision will be upheld and the infraction/sanction will be recorded.

Appeal Process

During an appeal process, the student should continue to attend class until a decision is rendered. The Academic Integrity Review Board will oversee the appeal hearings for all undergraduate and graduate students. The board will be made up of eight faculty members; two faculty from the School of Business, two from the School of Pharmacy, two from the School of Health Sciences and two from the School of Arts and Sciences. The members will be appointed by the Dean of each school.

If the student notifies the Dean of his/her intent to appeal, the Dean will notify the Chair of the Academic Integrity Review Board. Within two business days of receipt of the appeal, the chair of the Academic Integrity Review Board or his/her designee will send a letter to the student to inform him/her of the date of the appeal hearing.

If the violation is a minor infraction, one person from the committee will meet with the student, review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The student will be notified of the decision by the chair of the Academic Integrity Board or his/her designee. If the decision is upheld, the infraction/sanction will be recorded into the student's record. If the decision is reversed, the student's record will reflect the reversal.

If the violation is a standard infraction, three people from the committee will review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The committee's decision will be based upon a two-thirds majority. The student will be notified of the decision by the chair of the Academic Review Board or his/her designee. If the decision is upheld, the infraction will be recorded and the student will receive an "FX" in the course. If the decision is reversed, the student's record will reflect the reversal.

If the violation is an egregious infraction, the entire committee will review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The committee's decision will be based upon a two-thirds majority. The student will be notified of the decision by the chair of the Academic Review Board or his/her designee. If the decision is upheld, the infraction will be recorded, the student will receive an "FX" in the course and the student will be expelled from the university. If the decision is reversed, the student's record will reflect the reversal.

Note on timing: It is recognized that there may be times that, due to illness, travel, scheduled breaks, etc., the precise schedules indicated in the preceding paragraphs may not be achievable. In such cases, all participants must make good faith efforts to come as close to the schedules as possible. Hearings for alleged integrity violations that occur at the end of the spring semester present special challenges. For returning students, the schedule in the preceding paragraphs will remain in effect. Students suspected of violating academic integrity must work with faculty to attempt to resolve the integrity issue within two weeks of the last official day of the semester or wait until the beginning of the following semester to seek resolution. For a graduating senior suspected of violating academic integrity, he/she may walk at graduation if all other academic requirements have been met, but he/she will not receive a diploma until the integrity matter has been resolved.