Introduction:
No one signs up for research methods just for fun, and other than its more evil (eviler!) twin, SS/PSYC/JS 499, this may be the most dreaded course you are required to take. Occasionally this dread turns into frustration, anger, and a “sour grapes” view of research methods. Methodophobia, like many fears, stems from uncertainty. Misomethods, like much hatred, comes from a fear of the unknown and lack of understanding. Since prevention is the best medicine, my goal is to prevent you from developing misomethods by curing methodophobia before it fully develops.

Research methods will be treated as a distinct language and we will work together on creating a common vocabulary for understanding social science research. As with learning any language, there is a steep learning curve in developing the ability to comprehend, speak, and write research methods. In fact, you can expect to understand what others say before you can fully articulate the language in your own research. While sometimes necessary, learning the various parts of speech in isolation can seem futile if it is not consistently connected to a broader purpose. Thus, the relevance of learning the language of research methods to your academic pursuits and its utility in your day-to-day life will be emphasized throughout this course.

You are on the cusp of developing a powerful set of analytical skills. Learning the language of research and sharpening your analytical skills will not be easy, but it will be well worth your while. I’m not saying that this course will change your life, but I’m also not saying that it won’t. I look forward to our journey and believe that with some hard work we will defeat methodophobia.

Course Objectives:
Within the following five areas you will be able to:
Concepts – define and apply concepts related to social science research in the abstract.
Comprehension – understand how others use research methods in their research.
Communication – explain and critique how others use social science research methods and describe how you would design an investigation to answer a research question and test a hypothesis.
Synthesis – develop a theoretical framework for understanding a topic by exploring existing research and data.
Application – apply the principles of social science research to information you encounter in other courses and in your day-to-day life.

**Text and readings:**

**Required:**


Please note: The 14th and 13th editions have been ordered through the Lewis-Clark State College Bookstore. However, the 12th edition is acceptable for this course. Used copies of the 12th and 13th editions are readily available through a number of online realtors at a substantially lower cost than the 14th edition. Additionally, the book is available for purchase or rental in e-book form through the publisher. See: http://tinyurl.com/o7w9eud for details.

When ordering online make sure to select the correct title, as the author has written a number of books with similar titles. If you choose to order online do so early; problems in obtaining the text do not constitute a valid excuse for not completing the reading or assignments. The following covers and ISBNs should help as you search:

![Image of book covers]

14th Edition
ISBN: 9781305104945

13th Edition
ISBN: 9781133049791

12th Edition
ISBN: 9780495598411

All other required readings will be available through Blackboard or distributed in class.

All assigned readings must be completed prior to the class meeting for which they are assigned. See the course schedule for details.
**Blackboard:**
The Blackboard site will have a number of important materials for the course including: the syllabus, some course readings, and all assignments. Additionally, a number of assignments will be submitted through Blackboard. Finally, grades will also be available through the Blackboard course page.

**Grades:**
The grade for this course is determined by: a research design (35%), four presentations (15%), four exams (20%), research ethics and (anti)plagiarism training (5%), four news analyses (5%), six sets of discussion questions (10%), and two reflection papers (10%).

**Research Design (35% of overall grade):**
The major assignment for this course is to develop a research proposal/design that you could carry out. (This is a good time to develop a project that you can use for your senior research (499) course.) Your research design will be conducted in stages, many of which will correspond with the in-class presentations. **All written components of the research design must be submitted as .pdfs through Blackboard.**

**Research Question: 2% of overall grade**
Submitted through Blackboard by 12:00pm (Noon) September 3, 2015
This is your first cut at selecting a topic and refining that topic into a research question that can be reasonably investigated. Your research question must be posed as a question and you must provide background on why you are interested in the topic and how you arrived at your question. Details for this assignment can be found in the Research Question Assignment on Blackboard.

**Initial Bibliography: 3% of overall grade**
Submitted through Blackboard by 12:00pm (Noon) September 24, 2015
Once you have chosen a topic and have a research question, you are responsible for collecting the relevant research that exists. Your bibliography will be a mix of scholarly articles and books on your topic. This bibliography should not include non-scholarly sources or data sources that you are planning to use in your project. Your initial bibliography must have at least eight scholarly sources and include at least one article and one book. Details for this assignment can be found in the Initial Bibliography Assignment on Blackboard.

**Annotated Bibliography: 5% of overall grade**
Submitted through Blackboard by 12:00pm (Noon) October 8, 2015
After developing an initial bibliography, you will briefly summarize (150-200 words) each relevant, scholarly piece of research on your topic. Your annotated bibliography must have at least ten scholarly sources and include at least one article and one book. Details for this assignment can be found in the Annotated Bibliography Assignment on Blackboard.

**Literature Review & Hypotheses: 10% of overall grade**
Submitted through Blackboard by 12:00pm (Noon) November 3, 2015
Your literature review represents a synthesis of the existing scholarly research on your topic. After introducing the topic and presenting your research question, you will develop a theoretical framework, based on the findings/conclusions of existing scholarship. Once a theoretical
framework exists, you will offer at least one testable hypothesis. This assignment must be 8-10 double-spaced pages and include references. (References DO NOT count toward your page count.) Details for this assignment can be found in the Literature Review & Hypotheses Assignment on Blackboard.

Research Design: 15% of overall grade
Submitted through Blackboard by 12:00pm (Noon) December 8, 2015
Your research design will represent a refinement of your literature review and hypotheses assignment and include a research design as well as conclusions and implications from your investigation. The major addition to your literature and hypotheses will be a detailed account of how you would conduct your research and an explanation of how this design would enable you to address your research question and test your proposed hypothesis. Since you will not be carrying out your design this semester, your conclusions and implications will be tentative. This assignment must be 12-15 double-spaced pages and include references. (References DO NOT count toward your page count.) Details for this assignment can be found in the Research Design Assignment on Blackboard.

Presentations (15% of overall grade):
Make sure to arrive early on all presentation days (September 3, 2015, October 8, 2015, November 3, 2015, December 8, 2015, and December 10, 2015) to load your presentation. Delays between presentations will be counted against your time. All time limits will be strictly enforced.

Research Question Presentation: 1% of overall grade
Presentation made in class September 3, 2015
(Presentation order will be randomly determined)
This presentation coincides with the Research Question Assignment and provides your first opportunity to discuss your topic/research question with others and receive feedback. You must make a two-minute presentation on your topic and offer a research question. Your presentation will be followed by two minutes of questions and answers from your classmates. Presentations must include visuals on PowerPoint or a similar program. Your presentation grade will be based on your visuals, oral presentation, your answers in the Q&A following your presentation, and your participation in the Q&A following your classmates’ presentations. Details for this presentation can be found in the Research Question Assignment on Blackboard.

Annotated Bibliography Presentation: 2% of overall grade
Presentation made in class October 8, 2015
(Presentation order will be randomly determined)
This presentation coincides with the Annotated Bibliography Assignment and provides you the opportunity to discuss the scholarly research you have discovered on your topic. In this three-minute presentation you will offer a refined research question and begin to categorize the literature in manner that promotes the creation of a coherent theoretical framework. After all of the presentations are made, a period of questions and answers will be held. Presentations must include visuals on PowerPoint or a similar program. Your presentation grade will be based on your visuals, oral presentation, and your questions and answers in the Q&A session following the
presentations. Details for this presentation can be found in the Annotated Bibliography Assignment on Blackboard.

*Literature Review & Hypotheses Presentation: 2% of overall grade*
Presentation made in class November 3, 2015
(Presentation order will be randomly determined)
This presentation coincides with the Literature Review & Hypothesis Assignment and provides you the opportunity to present the theoretical lens you are developing to analyze your research question. In this three-minute presentation you will offer a refined research question, a coherent theoretical framework derived from the scholarly literature, and specific hypotheses that emerge from the theoretical framework. After all of the presentations are made, a period of questions and answers will be held. Presentations must include visuals on PowerPoint or a similar program. Your presentation grade will be based on your visuals, oral presentation, and your questions and answers in the Q&A session following the presentations. Details for this presentation can be found in the Literature Review & Hypotheses Assignment on Blackboard.

*Research Design Presentation: 10% of overall grade*
Presentation made in class December 8, 2015 or December 10, 2015
(Presentation order will be randomly determined)
This presentation represents the culmination of your efforts throughout the semester and coincides with the Research Design Assignment. In this seven-minute presentation you will begin with your research question, develop a theoretical framework, propose testable hypotheses, provide a detailed account of how you would test your hypotheses, and offer tentative conclusions and implications. Your presentation will be followed by two minutes of questions and answers from your classmates. Presentations must include visuals on PowerPoint or a similar program. Your presentation grade will be based on your visuals, oral presentation, your answers in the Q&A following your presentation, and your participation in the Q&A following your classmates’ presentations. Details for this presentation can be found in the Research Design Assignment on Blackboard.

**Exams (20% of overall grade):**

*Exam 1: 2% of overall grade*
Exam in class September 22, 2015 – 1:30pm-2:45pm
This exam will cover all readings (Babbie and the additional readings) from the beginning of the semester through September 17, 2015. The exam will be a mix of multiple choice, short answer, and essay questions. The “Key Terms,” “Proposing Social Research,” and “Review Questions and Exercises” at the end of the Babbie chapters are good places to begin your preparation. A number of essay questions will be available one week prior to the exam; of the essay questions available in advance, some will be selected for the exam.

*Exam 2: 4% of overall grade*
Exam in class October 20, 2015 – 1:30pm-2:45pm
This exam will cover all readings (Babbie and the additional readings) from the beginning of the semester through October 13, 2015. While this exam is cumulative, it will focus on the material covered after the first exam. The exam will be a mix of multiple choice, short answer, and essay questions. The “Key Terms,” “Proposing Social Research,” and “Review Questions and
Exercises” at the end of the Babbie chapters are good places to begin your preparation. A number of essay questions will be available one week prior to the exam; of the essay questions available in advance, some will be selected for the exam.

**Exam 3: 6% of overall grade**
Exam in class November 17, 2015 – 1:30pm-2:45pm
This exam will cover all readings (Babbie and the additional readings) from the beginning of the semester through November 12, 2015. While this exam is cumulative, it will focus on the material covered after the second exam. The exam will be a mix of multiple choice, short answer, and essay questions. The “Key Terms,” “Proposing Social Research,” and “Review Questions and Exercises” at the end of the Babbie chapters are good places to begin your preparation. A number of essay questions will be available one week prior to the exam; of the essay questions available in advance, some will be selected for the exam.

**Exam 4: 8% of overall grade**
Exam during regularly scheduled final exam period, December 15, 2015 – 1:30pm-3:20pm
This exam will cover all readings (Babbie and the additional readings) from throughout the semester. While this exam is cumulative, it will focus on the material covered after the third exam. The exam will be a mix of multiple choice, short answer, and essay questions. The “Key Terms,” “Proposing Social Research,” and “Review Questions and Exercises” at the end of the Babbie chapters are good places to begin your preparation. A number of essay questions will be available one week prior to the exam; of the questions available in advance, some will be selected for the exam.

**Ethics & (Anti)Plagiarism Training (5% of overall grade):**
Ethics and plagiarism are two key issues in conducting and disseminating social research. In an effort to prepare you to do this work, two online tutorials must be completed. When you have successfully completed each tutorial you will be issued a certificate, you must save a .pdf version of each certificate and submit them through Blackboard by the appropriate due date.

**Ethics training – 2.5% of overall grade**
Submitted through Blackboard by 12:00pm (Noon) September 17, 2015
For this assignment you must follow the instructions on the link below, satisfactorily complete the training, and submit the certification of completion on Blackboard. National Institute of Health (NIH) Ethics Training: [http://phrp.nihtraining.com/users/login.php](http://phrp.nihtraining.com/users/login.php)
Details for this assignment can be found in the Ethics Training Assignment on Blackboard.

**(Anti)Plagiarism training – 2.5% of overall grade**
Submitted through Blackboard by 12:00pm (Noon) September 29, 2015
For this assignment you must follow the instructions on the link below, satisfactorily complete the training, and submit the certification of completion on Blackboard. (Anti)Plagiarism Training: [https://www.indiana.edu/~istd/](https://www.indiana.edu/~istd/)
Details for this assignment can be found in the (Anti)Plagiarism Training Assignment on Blackboard.
News Analyses (5% of overall grade):
Four news analyses are due throughout the semester on: September 15, 2015, October 1, 2015, October 27, 2015, and December 1, 2015. Each news analysis requires you to find a recent news story/editorial/op-ed (from within six weeks of the assignment due date) and write a brief (200-250 word) analysis where you discuss how a concept(s) from the Babbie book applies to the piece. **You must be ready to submit a hard copy of the news piece and your analysis at the beginning of each relevant class meeting.** The news stories/analyses will also serve as the basis for class discussion on the days they are due. Your grade for each analysis will be determined by the appropriateness of the news item, your written analysis, and your participation in the class discussion on news analyses. Each news analysis is worth 1.25% of your grade. Details on the analyses can be found on the News Analysis Assignment on Blackboard.

Discussion Questions (10% of overall grade):
Submitted through Blackboard by 12:00pm (Noon) on the relevant due dates
Six sets of discussion questions are due throughout the semester on: September 8, 2015, September 17, 2015, October 22, 2015, November 5, 2015, November 12, 2015, and December 3, 2015. **All discussion questions must be submitted as .pdfs through Blackboard.**

As you will note, most of the dates for discussion questions feature guest speakers who are experts in a particular aspect of research. Thus, these questions are designed to get you to think about the topic the speaker(s) will address in advance of the class meeting, so that you can get the most from their expertise. You are required to submit five relevant questions that could be used in the class discussion. Your grade will be determined by the quality of your questions and your participation in the class discussion on question days. Each set of discussion questions is worth 2% of your grade. Your lowest discussion question grade will be dropped from your overall course grade. However, if you submit all six sets of questions and fully participate in each discussion day you will receive a 1% bonus on your overall grade. Details on the discussion questions can be found on the Discussion Questions Assignment on Blackboard.

Reflection Papers (10% of overall grade):
Submitted through Blackboard by 5:00pm on the relevant due dates
Introspection is essential to the learning process. The two reflection papers, due by 5:00pm on September 1, 2015 and December 15, 2015, are designed to promote self-examination. **Each reflection paper is worth 5% of your grade and must be submitted as a .pdf through Blackboard.** In two-three double-spaced pages (500-750 words), you will discuss your understanding and expectations of what can be accomplished through social science research. Further, you will consider how an understanding of social science research methods influences how you consume information on a daily basis. Details on the reflection papers can be found on the Reflection Paper Assignment on Blackboard.

Late/Missing work:
Students who miss exams or presentations will not be allowed to make them up without proper documentation. Make-up exams and presentations need to be completed as soon as a student is able to return to class (not the end of the semester). Students who miss deadlines for all other assignments will not be allowed to make them up without proper documentation. Students who
experience an emergency that prevents the submission of other assignments need to submit the assignment as soon as they are able to return to class (not the end of the semester).

**Feedback:**
I will make every attempt to return exams and assignments within one week of submission. If I am unable to return something within that timeframe, I will notify the class.

**Academic Misconduct:**
Any student who cheats on a quiz or exam, plagiarizes, or commits any other act of academic dishonesty will receive an F for the course and will be referred to the appropriate college authorities. If you have questions on the proper use of resources or sources ask before proceeding to ensure that you do not run afoul of guidelines.

**Overall Grade:**
The course will be graded on the following 100-point scale:

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<tr>
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<td>D</td>
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**Correspondence and Courtesy**

**Correspondence:**
You should only contact me at: trlynch@lcsc.edu or call my office: (208) 792-2615. *Email is the preferred method of contact.* (College policy requires that all email communication take place through your LCMail account.) You can expect a response to emails within 24 hours for emails sent during the work week and 48 hours for emails sent between Friday at 4:00pm and Monday at 9:00am. Similarly, phone calls will be returned within 24 hours during the week and all calls made after 4:00pm Friday will be returned the following Monday.

I prefer to be called Tim. I have a Ph.D., but see no need for titles. While I don’t mind you calling me by my first name, I do insist that all emails be addressed “Dear Tim,...” and follow all spelling/grammar conventions. If I can’t tell why you are contacting me, I may ask you to write again. Carefully consider all emails/calls before you make them. The more specific you are with your questions, the quicker they can be addressed.

**Decorum:**
Every student, the instructor, and all guests deserve to be treated with respect at all times. Students may disagree on some (perhaps many) topics; however, disagreements need not lead to incivility. This is particularly important for class discussion and following presentations from your classmates. Personal attacks will not be tolerated and will result in lower grades.

If you wish to record this class please contact me. Photographs are strictly prohibited.
Accommodation and Support:
Accommodation:
If you need accommodations to meet any of the requirements of this course, please contact me as soon as possible so the proper arrangements can be made with Disability Services. Official documentation is necessary to provide accommodations. If you have any questions about the requirements or procedures for accessibility accommodations please visit: http://www.lcsc.edu/disability-services/ or contact Disability Services at (208) 792-2211.

Academic & Student Support Services:
Information on academic and student support services can be found here: http://www.lcsc.edu/trio/ or by contacting TRiO Student Support Services at (208) 792-2300.

Course Schedule:
Week 1:
8/25: 1st Course meeting: No assignments or reading.
8/27: Reading - King, Keohane, and Verba 1994 (Blackboard); Shively 2011 (Blackboard)

Week 2:
9/1: Reading – Babbie – Chapter 1 “Human Inquiry and Science”
   Assignment – Reflection Paper 1 – Submitted through Blackboard by 5:00pm
9/3: Reading – Babbie – Chapter 17 “Reading and Writing Social Research”
   Assignment – Research Question – Submitted through Blackboard by 12:00pm (noon)
   Presentation – Research Question – In class presentations

Week 3:
9/8: Reading – Babbie – Appendix A “Using the Library”
   *Class will meet in the Library*
   Guest Instruction: Barbara Barnes, Instruction Librarian
   Assignment – Discussion Questions 1 - Submitted through Blackboard by 12:00pm (noon)
9/10: Reading – Babbie Chapter 2 “Paradigms, Theory, and Social Research”; Kuhn 1970
   (Blackboard – read both Kuhn I and Kuhn V)

Week 4:
9/15: Reading – Babbie – Chapter 3 “The Ethics and Politics of Social Research”
   Assignment - News Analysis 1 – Hard copy of news piece and analysis due in class
9/17: Reading – LaCour Controversy (Read in order): Singal 2015a (Blackboard); Foster 2015
   (Blackboard)
   Goffman Controversy (Read in order): Lubet 2015 (Blackboard); Singal 2015b (Blackboard)
   Montana Controversy (Read in order): Willis 2015 (Blackboard); Tester 2015 (Blackboard);
   “Big Sky Words” 2015 (Blackboard); Michelson 2015 (Blackboard); Desposato 2015
   (Blackboard)
   Guest Speaker: Teri Rust, Professor of Psychology and Institutional Review Board Chair
   Assignment – Discussion Questions 2 - Submitted through Blackboard by 12:00pm (noon)
   Assignment – Ethics Training - Submitted through Blackboard by 12:00pm (noon)
Week 5:
9/22: No Assigned Reading.
Exam 1 – 1:30pm-2:45pm
9/24: Babbie – Chapter 4 “Research Design”
Assignment – Initial Bibliography – Submitted through Blackboard by 12:00pm (noon)

Week 6:
9/29: Babbie – Chapter 5 “Conceptualization, Operationalization, and Measurement”
Assignment – Plagiarism training - Submitted through Blackboard by 12:00pm (noon)
10/1: No Assigned Reading.
Assignment - News Analysis 2 – Hard copy of news piece and analysis due in class

Week 7:
10/6: Babbie – Chapter 6 “Indexes, Scales, and Typologies”
10/8: No Assigned Reading.
Assignment – Annotated Bibliography – Submitted through Blackboard by 12:00pm (noon)
Presentation – Annotated Bibliography – In class presentations

Week 8:
10/13: Babbie – Chapter 7 “The Logic of Sampling”
10/15: *No Class Meeting*

Week 9:
10/20: No Assigned Reading.
Exam 2 – 1:30pm-2:45pm
10/22: Babbie – Chapter 8 “Experiments”
Guest Speaker: Rachelle Genthos, Assistant Professor of Psychology
Assignment – Discussion Questions 3 - Submitted through Blackboard by 12:00pm (noon)

Week 10:
10/27: Babbie – Chapter 9 “Survey Research”
Assignment - News Analysis 3 – Hard copy of news piece and analysis due in class
10/29: Emerson 2001 (Blackboard)

Week 11:
11/3: No Assigned Reading.
Assignment – Literature Review & Hypotheses – Submitted through Blackboard by 12:00pm (noon)
Presentation – Literature Review & Hypotheses – In class presentations
11/5: Babbie – Chapter 10 “Qualitative Field Research”; Jorgensen 1989 (Blackboard)
Guest Speaker: Laura Earles, Associate Professor of Sociology
Assignment – Discussion Questions 4 - Submitted through Blackboard by 12:00pm (noon)
Week 12:
11/10: Babbie – Chapter 11 “Unobtrusive Research”
11/12: Babbie – Chapter 12 “Evaluation Research”
Guest Speaker: Gary Reed, Professor of Justice Studies and Angela Wartel, Assistant Professor of Justice Studies
Assignment – Discussion Questions 5 - Submitted through Blackboard by 12:00pm (noon)

Week 13:
11/17: No Assigned Reading.
Exam 3 – 1:30pm-2:45pm
11/19: Babbie - Chapter 13 “Qualitative Data Analysis”

Week 14:
12/1: Babbie - Chapter 14 “Quantitative Data Analysis”
Assignment - News Analysis 4 – Hard copy of news piece and analysis due in class
12/3: Babbie – Chapter 15 “The Logic of Multivariate Analysis”
Assignment – Discussion Questions 6 - Submitted through Blackboard by 12:00pm (noon)

Week 15:
12/8: No Assigned Reading.
Assignment – Research Design – Submitted through Blackboard by 12:00pm (noon)
Presentation – Research Design – In class presentations
12/10: No Assigned Reading.
Presentation – Research Design – In class presentations

Week 16:
12/15: No Assigned Reading.
Exam 4 (Final Exam) – 1:30pm-3:20pm
Assignment – Reflection Paper 2 – Submitted through Blackboard by 5:00pm
Suggested Reading and Resources:


Professional Associations:


The Academy of Criminal Justice Sciences: http://www.acjs.org/

The American Political Science Association: http://www.apsanet.org/

The American Society of Criminology: https://www.asc41.com/

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

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

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

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

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

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

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

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

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

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

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

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