This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu            Email: ecampus@oregonstate.edu            Tel: 800-667-1465

Course Name: The Policy and Law of U.S. Coastal Governance   9.28.16
Course Number: PPOL 446/546, CRN _______ & 39876
Term Offered: Winter 2017
Credits: 4
Instructor name: Holly V. Campbell JD LLM PhD
Department and College: Political Science, School of Public Policy, College of Liberal Arts (CLA)
Instructor email: Holly.Campbell@oregonstate.edu

Course Description
Examines federal and state policy, legislative and judicial protections of public beach access; ownership and use of tide and submerged lands, including the public trust doctrine; wetland conservation; and the Federal Coastal Zone Management Act. This course is intended to equip future environmental and natural resource professionals with a foundation in US coastal management, especially areas where new professionals will be very involved (coastal development, offshore/alt. energy, and sea level rise/storm hazards). The format includes reading, discussion, and student presentations. Readings will be drawn from the textbook; additional readings will be posted on Canvas.

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within seven days of the due date.

Course Credits
This four-credit course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
The required text for the course is Ocean and Coastal Law and Policy, SECOND EDITION 2015, Donald C. Baur, Tim Eichenberg, Georgia Hancock Snusz, and Michael Sutton, American Bar Association (ABA) Section on Environment, Energy, and Resources. ISBN 978-1-62722-743-8.
Other required, assigned readings will be posted on Canvas.


Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://osubeaverstore.com/Academics or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.
Course Overview
Week 1  Course Introduction; Coastal Jurisdictions; The Public Trust Doctrine and Federal Stewardship
Week 2  Common Law Sources and Terminology; Coastal Zone Management Act (CZMA) Introduction
Week 3  The Role of Coastal States in Policy and Management
Week 4  Public vs. Private Rights; Managing Development and Public Access
Week 5  Coastal Planning: Hazards and Change
Week 6  Water 1: Coastal Wetlands
Week 7  Water 2: Coastal Waters
Week 8  Water 3: The Clean Water Act (CWA) Section 401; CZMA Section 207
Week 9  Stakeholder Processes; Coastal Ecosystem Restoration
Week 10  Current Coastal State Policies, Management Programs and Issues Presentations
Week 11  Final Project Reports Due by Midnight (PST) Tuesday March 19, 2017  Upload to Canvas

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

The core concepts of domestic coastal policy are taught via ten weekly modules that include reading assignments, discussion forum questions, and writing assignments to give students practice applying their knowledge to issues in coastal policy and law. The final project provides a report on a contemporary coastal management policy topic chosen early in the term in consultation with (and approved by) the Instructor.

Measurable Student Learning Outcomes
Undergraduate Students:
Students in this course are preparing for a wide variety of coastal policy, management, science professions.

Through various instructional activities ALL students will practice and enhance these skills:

• Analysis and sophisticated evaluation of issues and solutions to the challenge of managing the coastal zone and its resources
• Critical reading, thinking, speaking, and writing through engaging and synthesizing assigned and supplementary texts, as well as ideas, and trends emerging through discussion
• Analysis and evaluation of contemporary coastal policy issues from a range of disciplines (law, policy, economics, social/cultural and scientific)
• Understanding and articulation of perspectives including from the viewpoints of industry, environmental organizations, government agencies, coastal communities, recreation groups and other stakeholders
• Creative thinking through which participants use imagination and creativity to develop positions on (and potential policy prescriptions applicable to) coastal zone management challenges
  • recognize, label and define legal issues within coastal management problems; discuss the role of science in management;
  • clearly organize and communicate their research and syntheses on coastal policy in a professional conference-style visual presentation as well as a research paper or policy brief; and
  • provide constructive, collegial feedback to fellow students on their projects.
In addition, **Graduate Students** will be able to:

- frame current issues and debates within coastal management law and policy and the scholarly literature;
- distill policy choices from contemporary issue examples and theorize further choices; discuss pros and cons and analyze trade-offs of various policy choices drawing on their backgrounds or interdisciplinary research in ecosystem and conservation policy and science, marine resource management, natural resource economics, fisheries conservation, and other areas;
- analyze coastal policy and management problems across the spectrum of legal and policy options or "tools" and be able to describe one or more potential resolutions to the problem, appropriately applying their knowledge.

**Evaluation of Student Performance**

All Students: Course grades will be based on

A. weekly discussion participation (preparation, leadership, engagement, contributions) on Canvas (15%),
B. weekly writing assignments (25%),
C. PowerPoint presentation of the student’s final project on Canvas and participation in team evaluation of each other's final projects (constructive feedback and questions) (25%);
D. the student’s **in-depth, well organized and well written** final written project on their research results (35%)

**Undergraduate Students** should plan to submit a policy brief (5-6 pages) on a real-world research question involving contemporary coastal policy within one or more of the 35 U.S. coastal states, similar to policy brief examples from Congressional Research Service and other sources, with 10 focused, relevant citations.

**Graduate Students** should plan to submit a standard research paper for their final project (approximately 10-12 pages before references; 30 focused, relevant citations); graduate students will be held to a higher standard on the essays, final papers, PowerPoint presentations, and take a stronger leadership role on the discussion board (analysis, synthesis and constructive questions for fellow students).

**Discussion Board Participation:**

On Canvas Discussion forum, aim to participate at least twice per week in 2-4 short paragraphs (100-1500 words per week) responding first to the posted prompts, second to classmates' postings, and (optionally) to post a news item broadly related to our discussion, topical intersections with your major, research or thesis topic, or your related studies.

When each class member contributes, the quality of the course experience—and the benefits we take away—increase for all. Four (related) ways in which you demonstrate your participation are **preparation** (familiarity with assigned readings and ability to relate them to class discussions and contrast them with other readings), **leadership** (support and insight), **engagement** in our on-line discussions (attentive reading, asking questions, thoughtful analysis) and **contributions**: where you use critical and creative thinking, and your supplemental research to contribute thoughtfully to the class.

**DISCUSSION contributions, and your written essays in response to the posted questions are due at the end of the week posted – on Sunday night by midnight Pacific Time.**

Plan ahead and allow sufficient time. Both your discussion board comments and exchange, and your essay answers to the Discussion postings and Response Question essays are due by midnight every Sunday. For Week One (1/09/17), for example, your work is due by midnight Pacific Time, 1/15/17. If you have any questions at any time, please ask! [Holly.Campbell@oregonstate.edu](mailto:Holly.Campbell@oregonstate.edu)

Respond to each week’s query, using the assigned readings, or additional research from standard academic sources (peer-reviewed literature, agency websites, books, major news media, etc.). When citing the assigned readings or other articles or books you have located please provide a citation to the source from which you obtained the idea or concept. Respond to at least two classmate’s posting by asking questions, adding related information you have learned, or providing constructive feedback, thoughtful analysis or other relevant commentary.

**Guidelines for Evaluation of Weekly Discussion (15%) AND Weekly Essays in Response to Thought Questions (25%)**

<table>
<thead>
<tr>
<th>Criterion and %</th>
<th>Superior</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Addresses all</td>
<td>Addresses</td>
<td>Addresses 75%</td>
<td>Addresses</td>
<td>Addresses fewer than half of</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>components of the prompt and adds value through original analysis</td>
<td>90% of the components of the prompt</td>
<td>of the components of the prompt</td>
<td>50% of the components of the prompt</td>
<td>the components of the prompt</td>
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<tr>
<td>Reading Application</td>
<td>Clear and detailed justification of how the main ideas in the readings were understood and incorporated</td>
<td>Very clear that readings were understood and incorporated</td>
<td>Applies concepts learned but contains less detailed analysis on how concept(s) apply</td>
<td>Contains thoughtful analysis but does not reference ideas or analysis based on readings</td>
<td>Answers prompt based on personal opinion with no bases in reading or otherwise</td>
</tr>
<tr>
<td>Group Responsiveness</td>
<td>Adds significantly, clearly and creatively to others’ postings while staying focused on topic</td>
<td>Adds focused, thoughtful, critical value to others’ points</td>
<td>Adds thoughtful, critical value by raising important and relevant questions or considerations</td>
<td>Contributes a compliment with basis but does not address points made</td>
<td>Repetition of others’ points made earlier in the discussion; no evidence of reading postings; no response</td>
</tr>
<tr>
<td>Timeliness and Writing Clarity</td>
<td>Timely, Exceptional quality and succinctness</td>
<td>Timely, Very high quality and succinctness</td>
<td>Timely, Displays good, basic written communication</td>
<td>Ideas Could Benefit from Polishing Writing</td>
<td>Late; Poorly Written, and or overly brief or long</td>
</tr>
<tr>
<td>Appropriate Use of References</td>
<td>References are included in line in simplified form (Campbell) and (for essays) at the end (Long, Bibliographic Form), are consistent in format, and source is appropriate to the idea cited.</td>
<td>Inconsistent, inadequate, or incomplete references</td>
<td></td>
<td>No references for obvious outside concepts or ideas</td>
<td></td>
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</tbody>
</table>

**Grading Scale**

An A in this course is equivalent to 90-100 points; 80-89 B; 70-79 C; and so forth, after compiling all points from all separate activities. Extra credit points are used in final grading to adjust borderline grades.
Course Content

**Schedule Winter 2017**

**The Policy and Law of U.S. Coastal Governance, Ecampus PPOL 446/546**  
Holly V. Campbell, Holly.Campbell@oregonstate.edu

Weekly Response Question essay answers should be 2 pages single-spaced. They are due by Sunday at 12:00 Midnight Pacific Standard Time via Canvas to Instructor. Each is worth 10 points.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Activity</th>
</tr>
</thead>
</table>
| 1    | 1-09  | Introduction  
Public Trust Doctrine                           | •Course Overview and Expectations  
•Jurisdictions; Submerged Lands  
•Final project assigned; guidelines  
Read Baur Text Book, 43-51          |
| 2    | 1-16  | Important Terms;  
Riparian/Littoral Rights;  
Ambulatory Boundaries  
Federal CZMA  
Introduction and Consistency       | Hildreth Diagram and a reading  
Read Baur 177-192  
NOAA Summary (pdf)                 |
| 3    | 1-23  | The Role of Coastal States                         | Baur 75-93                                                                          |
| 4    | 1-30  | Public vs. Private Rights  
Managing Development and Public Access           | Baur 192-197, Article CA  
Read Retzlaff 2013  
(Optional: Smyth 2010)              |
| 5    | 2-06  | Coastal Planning:  
Hazards and Change  
Hazards and Change                   | Baur 627-635  
Skim Guercio 2013 but focus 379-401  
Rabenold, 2013                      |
| 6    | 2-13  | Water 1: Coastal Wetlands                          | Baur 127-148                                                                       |
| 7    | 2-20  | Water 2: Coastal Waters                            | Baur 235-250  
Runoff article example or problem     |
| 8    | 2-27  | Water 3: CWA §401 and CZMA § 207                    | Read Baur 250-254 (skim 254-259)                                                   |
| 9    | 3-06  | PowerPoint Presentation: Submit up to 12 slides about a specific current coastal issue; engage in peer review of classmates’ presentations |                                                                                   |
| 10   | 3-13  | FINAL PAPERS DUE Tuesday 3-19 BY MIDNIGHT upload to CANVAS |                                                                                   |
| 11   | 3-20  | Finals Week                                         |                                                                                   |

Enjoy Spring Break: 3-27/3-31
FINAL PROJECT TOOL KIT

Your project topic must be selected, submitted via e-mail to Instructor by Midnight PST January 20, 2017.

Assignment: Research and write about a contemporary practical issue or problem in coastal management. Your research will result in A) a short PowerPoint presentation to the class on Canvas (20 slides or fewer, due Tuesday March 7, 2017 by Midnight PST on Canvas) AND B) a final written report, due by Midnight PST on Sunday March 19, 2017) which may be in the form of a policy brief (5-6 double-spaced pages, undergraduate students) or a standard academic research paper (10-12 double-spaced pages, graduate students). The page-limit does not include references, or an appendix if you use one.

Recommendations:

Choose a project that is relevant and useful to you, either vocationally or avocationally—something you are interested in. It could involve a contemporary problem in your state or country or one that you are dealing with or foresee dealing with in your career. Choose a controversial management problem in one or more of the 35 U.S. coastal states, or choose a common coastal problem (beach closures due to bacteria levels, for example) for which solutions exist in coastal management policy. If you choose to write on a general problem, you may propose new policy as long as it is realistic and you are specific regarding its rationale, cost, and likelihood of adoption. Learn as much about your issue as possible through a library literature search, web search, media article search, and talking to experts in the field who work on the problem.

State your chosen issue as a research question. What is the scope or scale—local, regional, international, short-term, long-term? The research problem should neither be too large nor too small—it should be complex enough to be interesting but succinct—capable of being well researched and written up in a report within our ten-week course. Consider whether your resources (recreation advocates, grassroots conservation nonprofits, an industry group, fishermen, coastal communities, government representatives, libraries, archives, etc.) are conveniently accessible (geographically close, easy to access via telephone and computer, and so forth). Choose a project that does not have built in barriers for your research.

Brainstorm ideas on where to start (a government bureau or agency, an NGO, a specific staff person, an ocean scientist or policy expert, an archive or other media source). If you have colleagues or others in the field in mind to contact for research on the problem, discuss it with them SOON and tell them about the project you’re planning. Ask them practical questions about the topic, the status, whether there are already funds or a plan in place for dealing with the issue. What (if anything) is currently in place to deal with the problem or issue? What objectives would a successful resolution to the problem accomplish? How would you apply coastal policy tools toward a solution? Think about how expensive or inexpensive your solution would be. Estimate how long your solution might take.

Feel free to contact me to discuss your proposal. Once you post your topic in Discussion, I will approve topics as quickly as possible. Your topic deadline is January 20, 2017.

Presentation to the Class: When you upload your slide show summarizing your project, you will present your project to the class on Canvas in a PowerPoint (10 slides or fewer, due Tuesday March 7, 2017) presentation. Your presentation should be of quality sufficient to submit to a professional conference in your field. Follow common guidelines for successful presentations—attractive, not too long, use graphics and images creatively, use multimedia (film clips, music) if they are particularly appropriate or help bring out a point, but don’t make the presentation overly complicated. Once you post your project presentation on Canvas, your classmates will ask questions and offer constructive suggestions to improve your presentation.

Please submit the written project report to me by Midnight PST on Sunday March 19. What is the research question? Why did you select it (why is it important)? How it is relevant to coastal management policy? What methodology did you follow in your research and approach to the problem? Who were your resource people? How would you use the tools and what you learned from class to address the questions presented? What data did you draw upon (and what are the strengths and/or weaknesses of the data)? What do you propose in order to address the issue? What are your conclusions about the issue and its future? What avenues for future research does your project suggest? Did your project...
result in a final "product," as a policy proposal to a management agency to help solve a coastal management problem? Could your project be ongoing and lead to an expanded publishable paper, related future project(s) or collaborations with your peers?

If you have questions, please ask. Try to troubleshoot before selecting a topic; good planning and research design at the very beginning can avoid many bottlenecks in method or data. Keep it simple—ten weeks is a short period of time to produce a polished product.

Craft a succinct research question or problem for a research paper or policy brief from these broad areas (you are not limited to these topics):

Human Population and Urbanization or Land Use Effect on Habitat of Coastal Fisheries
Integrated Policy Approaches to Impacts from Land Use (Sewage, Erosion, Polluted Runoff) on the Coastal Zone
Coastal Hazards Policy; Emergency Preparedness Policy in Coastal Communities Post Katrina and Sandy Storms
Case Study of Particular Coastal Species Management
Trends in Coastal Policy and Management
Sea Level Rise, Land Subsidence, Property Loss Due to Climate Change
Recent Case Law Before State Agencies, State or Federal Courts
Global Warming Impacts on Coastal Resources, and Related Policy (Ocean Acidification, Coral Bleaching, etc.)
Stakeholder Processes
Recreation Policy Issues (Boating, Diving)
Coastal/Marine Spatial Planning in the Coastal States’ Waters (in the 3-mile zone)
Coastal Spatial User Conflict Management (Fishermen and Energy, for example)
Invasive Species Issues
Marine Environmental Risks Involved in Energy Extraction (Oil, Gas)
Single-Species Management and Ecosystem-Based Management
Endangered Species/Biodiversity Management Problems
Coastal Resource Economics
Mariculture Policy Issues
Ecosystem Based Management or Adaptive Management Case Study Including Policy Choices and Rationale
Marine Reserves, Sanctuaries, Habitat Conservation Areas, etc., and/or Restoration
First Nations Issues (Rights, Treaties, Competition)
Fish Hatchery Management and Innovation
Coastal Water Pollution (Marine Debris, Vessel Pollution, Oil Spills, Ballast Water) and Effect on Ecosystem and Resources
Final papers you submit to instructor should have the following:

Cover (Title) Page
Abstract (300 words)
Table of Contents

Body of paper should be 5-6 (no more than 10) double-spaced (or 1.5 spaced) minus references (422 Students)
10-12 (no more than 15) double-spaced (or 1.5 spaced) minus references (522 Students)

References: Aim for at least 30

Appendices: Figures, Tables, Maps, etc. (if you only have a few, put them in the body of the paper. If you have more than 6, consider referring to them in the body of the paper, but placing them at the end in an Appendix or Appendices)

Outline: The use of an outline greatly enhances organization of your project from the very beginning and reveals important information for you, such as gaps in logical structure, or a paper topic that is too large or complex to lend itself to a well written, succinct, yet still in-depth polished academic paper. You are not required to use or turn in an outline; it is highly recommended that you create one for your projects.

Citation format: Use a citation format with which you are familiar and comfortable. If you want suggestions, follow a simple format. Within the text, use the name of the author (or both authors if there are only two) and the year (Campbell, 2017). For more than two authors, use et al. (Campbell et al., 2017). At the end of your essay or your paper, provide an alphabetized list where you write the full reference citation with authors’ initials and last names, the journal title, the volume number (if there is one), the first page number and the year.

If you are using an internet reference, you must provide the name of the author, organization, the name of the web page or document, the date you visited the website, and the URL (http: etc.) – not the URL alone!


SUBMITTING YOUR ASSIGNMENT: Please submit your research paper on Canvas.

Example of Grading Scheme for a Final Research Paper, Campbell

Final Written Research Paper (35 Possible)
Consistent With Proposal 1
Strong Abstract 3
Organization 4
Rationale/Why Topic Important 3
Ties to Course Materials and Topic 3
Research Effort, Scope/Quality, References 6
Insight or Original Analysis, Beyond Facts 6
High Quality Writing 4
Effective Conclusion/Recommendations 3
Effective Photos/Maps/Graphs, etc. 2

Comments: In addition to the numeric points, I will provide constructive comments about your paper.
Key to the Criteria:

**Consistent with Proposal** means you researched and wrote on the topic I approved or notified me of a change. (continued on next page)

**Strong Abstract** means the abstract accurately reflects the content of the paper, including your results or conclusion, as a synopsis and the abstract is succinct and well crafted.

**Organization** means that the paper has an engaging introduction and research questions and the paper's content flows logically from idea to idea, and section to section. It also means that by the conclusion you have maintained consistency; i.e. you answered the research questions and followed the roadmap you established in the introduction.

**Rationale** is an important part of papers, grant proposals, and oral presentations. Convince us why should we care about topic.

**Ties to the Course**: your research paper thoughtfully, meaningfully and effectively analyzes your topic in the context of Ocean Law and what you learned in class, and is not just a platform to talk about your thesis research or other personal topic of interest with slight references to our course tackled on.

**Research Effort, Scope, and Quality** measures the time you invested and depth of inquiry, and synthesis evidenced by your ideas, writing as well as the quality and range of the references you chose.

**Insight or Original Analysis (Beyond Facts Alone)**: your paper is not a superficial journalistic style account but is on par with what is expected of graduate students and professionals because it analyzes and synthesizes all of your reading on the topic and presents your own ideas and conclusions with their foundations (showing how you arrived at them—don’t assume we know).

**High Quality Writing** means you have crafted your communication thoughtfully to your topic and audience; includes concise explanations with varied sentence structure, free of jargon and fluff or padding. Provide definitions, examples or analogies; express your assumptions, the research gaps, and explain complex information stepwise. Make it fun to read instead of a chore. Proofread with your eyes, read it aloud to yourself, or ask a friend to critique. Spell check is useful but misses many errors, so don’t rely on spell check exclusively.

**Conclusion and Recommendations**: A well (tightly) written conclusion is an art and presents your paper in miniature. Learn to write excellent conclusions as opposed to a last minute, tossed-off, or cut-short effort. A good conclusion quickly and coherently summarizes your main points (the points you would most like your audience to take away from reading your paper). Busy legislators, fellow scientists, and managers might have fifty documents on their desk to read daily. They might cheat and only read your abstract and conclusion. Learn to write conclusions attentively and effectively.

**Effective Photos** etc. means that your visuals are well chosen to illustrate your points and help readers understand.

**Grading Scheme for Final Research Paper:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional: Outstanding work, in-depth research, analysis or thought and very well written using highly persuasive arguments and displaying much originality. A pleasure to read using superior sentence variety and vocabulary. Should be published or become a “how to” example for other students.</td>
</tr>
<tr>
<td>A-</td>
<td>Generally excellent to very good research, analysis or thought and well written with some originality making good use of appropriate vocabulary, sentence structure and well organized.</td>
</tr>
<tr>
<td>B+</td>
<td>Superior: Good research, analysis or thought, well written using effective sentence structure and appropriate vocabulary but does not display in-depth research or much originality.</td>
</tr>
<tr>
<td>B</td>
<td>Good research, analysis or thought to support main points and soundly written.</td>
</tr>
<tr>
<td>B -</td>
<td>Competent research, analysis or thought and soundly written but approach, supporting research or aspects of writing could be improved.</td>
</tr>
<tr>
<td>C+</td>
<td>Average: Fair research, analysis or thought, has worth but approach and/or writing need improvement.</td>
</tr>
</tbody>
</table>
C | Work demonstrates an understanding of the topic or question but fails to address all dimensions adequately and/or writing style and organization limits the reader’s ability to take on board ideas and concepts.

C- | Barely acceptable work from a graduate student. Research, thought and analysis may be inadequate and flawed and/or use of language, sentence structure or organization needs considerable improvement.

D | Inferior | Unacceptable work from a graduate student. Demonstrates a lack of effort. Does not demonstrate command of subject matter, approach and/or is poorly written and difficult to follow.

F | Fail | Student barely managed to turn in something. The work may or may not address the topic but it is so poorly written that the instructor cannot assign credit.

NEED help with references, citation format, knowing how to cite property (and how not to commit plagiarism)?

Contact Your ECampus Librarian (EARLY) for Assistance with Your Research:

Stefanie Buck
Instructional Design/Ecampus Librarian
Oregon State University
stefanie.buck@oregonstate.edu
541-737-7273

Incompletes
I do not grant extensions or incompletes. You are expected to meet deadlines.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
All materials used in this course are. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656. http://oregonstate.edu/studentconduct/offenses-0

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes
   (i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

   (ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

   (iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

   (iv) TAMPERING - altering or interfering with evaluation instruments or documents.

   (v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

**Tutoring**
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching**
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.