Course Name: Integrated Policy Approaches: Food, Energy, Water, and Climate  
Course Number: PPOL 447, CRN ______, and PPOL 547 CRN 57693  
Term Offered: Spring 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  
Environmental decisions include trade-offs. Policy choices for sustainably providing Earth's eight billion people with food, energy, and water are urgently needed. Policy sectors (such as food) risk outcomes that are not beneficial, and impose long-term costs and potential catastrophic climate burdens. This transdisciplinary course examines emerging integrated policies concerning provision of food, energy, and water and their relationship to climate.

Throughout PPOL 547 we will conduct an interdisciplinary analysis of contemporary environmental policy issues connecting food, energy, water, and climate. We will culminate the course with a conference style series of panel presentations to share our results. There is no final examination.

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.

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

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  
There is no textbook. During the course you will analyze many types of primary and secondary literature according to the attached schedule. Assigned readings are provided as pdfs on Canvas. However, you are expected to do sufficient outside research each week to augment what you learn from the assignments, to construct your annotated bibliography, and to participate in Discussion Board as a leader and supportive peer.

Resources  
Stanford Woods Institute for the Environment, Center on Food Security and the Environment  
http://foodsecurity.stanford.edu/events/connecting_the_dots_the_food_energy_water_and_climate_nexus  

International Energy Agency Publications (only one example): Climate Change:  
http://www.iea.org/topics/climatechange/ A longer list of resources will be provided on our course Canvas; you are expected to add excellent resources when you locate them, and customize your own list for your project.
Course Overview

Week 1  Introduction and Background: What is Integrated Policy, Why Study It?

Week 2  Introduction to Systems Analysis for Integrated Policy Research

Week 3  Topic 1: Food

Week 4  Food, cont’d; begin Topic 2: Energy

Week 5  Topic 2: Energy

Week 6  Topic 3: Water

Week 7  Topic 4: Climate Impacts (for example, greenhouse gas emissions) from our Provision of Food, Energy, Water; Analysis of Specific Policies: Intent, Data, Synergistic Effects, Consequences, Trade-Offs

Week 8  Review and Synthesis Discussion; Annotated Bibliographies are due by Friday, May 12, by 5:00 PM Pacific Time.

Week 9  PowerPoint Presentations: Results of Final Research Projects, in Presentation Format; your PowerPoint presentation must be uploaded to Canvas by Friday, June 2, 5:00 PM PST
Team Feedback and Discussion: Give classmates constructive comments and questions by Thursday, June 8, Midnight PST.

Week 10  Final Written Research Papers Due by Midnight (PST) Wednesday, June 14 by 12:00 midnight Pacific (Finals Week) Uploaded to Canvas, in Folder Provided

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 integrated approaches to policy for food, energy, water, and climate (or nexus) are taught via ten weekly modules that include reading assignments, discussion forum questions, and writing assignments to give students practice applying their knowledge to real-world issues. The final project (presented in brief on Canvas and then due as a longer paper) provides a report on a contemporary nexus 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 policy-related professions in government, nonprofits, and the business world. All students will learn to:

- compare, contrast, and distinguish the concept of integrated policy from traditional discrete, sector-based policy
- label, analyze and explain the rationale for examining food, energy, water and climate (FEWC, or the nexus) policies from a holistic systems perspective aimed at reducing carbon and greenhouse gas (GHG) emissions
- recognize and describe carbon and GHG management issues within our production of food, energy, and water and how they relate to or affect one another
- analyze the role of resource allocation, economics, politics, and science in policy choices
In addition, Graduate Students will be able to:

• compare and critique policy choices and theorize potential strengths, weaknesses, and trade-offs
• analyze nexus issues across the spectrum of policy options or "tools" and be able to describe one or more potential integrated resolutions
• initiate Discussion leadership and demonstrate mastery of core concepts, performing at the Superior level

Evaluation of student performance:
All Students: Course grades will be based on
A) weekly “community forum” discussion participation on Canvas (15%),
B) annotated bibliography of 30 targeted, relevant peer-reviewed literature sources (25%),
C) Power Point 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%) (the total equals 100%). Guidance and examples will be provided.

Discussion Forum Participation and Leadership (15%); Preparation, Engagement, and Contributions:
When each class member contributes, the quality of the course experience—and the benefits we take away— increase for all. Three (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), 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 and constructively to the class.

On Canvas Discussion Forum, aim to participate at least twice per week in 4-8 short paragraphs (or 1000-1500 words per week). First, you must respond to the posted question(s). Second, you must respond to at least two classmates’ postings. Some weeks, you may wish post a relevant news item broadly related to our course discussions, topical intersections with your major, research or thesis topic, or your related university studies.

Forum/DISCUSSION BOARD contributions in response to the posted questions are due by Thursday at midnight and your responses to classmates’ posts are due at the end of the week posted — on Sunday night by midnight, Pacific Time. If you have any questions at any time, please ask! 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.

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 Online Discussion Postings in PPOL547 (15% of final grade)

<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 Responsiveness 30%</td>
<td>Addresses all components of the prompt and adds value through original analysis</td>
<td>Addresses 90% of the components of the prompt</td>
<td>Addresses 75% of the components of the prompt</td>
<td>Addresses 50% of the components of the prompt</td>
<td>Addresses fewer than half of the components of the prompt</td>
</tr>
<tr>
<td>Reading Application</td>
<td>Clear and detailed justification of how</td>
<td>Very clear that readings</td>
<td>Applies concepts</td>
<td>Contains thoughtful</td>
<td>Answers prompt based on personal opinion with no</td>
</tr>
<tr>
<td>25%</td>
<td>the main ideas in the readings were understood and incorporated</td>
<td>were understood and incorporated</td>
<td>learned but contains less detailed analysis on how concept(s) apply</td>
<td>analysis but does not reference ideas or analysis based on readings</td>
<td>bases in reading or otherwise</td>
</tr>
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<tr>
<td>Group Responsiveness 15%</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 20%</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 10%</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></td>
<td>Inconsistent, inadequate, or incomplete references</td>
<td>No references for obvious outside concepts or ideas</td>
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**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**

**Spring Schedule 2017: Food, Energy, Water, Climate, Ecampus PPOL447/547**

Holly V. Campbell, Holly.Campbell@oregonstate.edu

All assigned readings are required unless labeled “optional.”

**Wk 1, April 3**

**Introduction and Background: What is Integrated Policy, Why Study It?**

Introduction to Systems Analysis for Integrated Policy Research

Visualizing the nexus: throughout the course, freely experiment with graphic illustrations (including, but not limited to flow diagrams) in order to represent the linkages visually; this will help you identify major nodes of the nexus between food, energy, water, and climate and strengthen your research paper visually, instead of relying on complex text alone. Feel free to collect the examples you find the most compelling in your bibliographies along with peer-reviewed research; ask yourself why a favorite graphic works for you; begin to distill a list of criteria for clear communication of FEWC systems analysis representations.


**Assigned:** Annotated Bibliography, PowerPoint Presentation, Final Research Paper

**Wk 2, April 10**

Systems Analysis for Integrated Policy Research; **Begin** readings on food.


AND Review Two Life Cycle Analysis (LCA) Resources:

1. USEPA, Assessment: Inventory Guidelines and Principles, Chapter 3 at page 19 (pdf provided)

Your PAPER TOPICS are due on Friday, April 14 by 12:00 MIDNIGHT Pacific time, on Canvas. Your draft bibliography sample (4 entries) is due of Friday, April 21 by 5:00 PM Pacific time, on Canvas. If you ever encounter a technical problem or Canvas is down, send via e-mail: Holly.Campbell@oregonstate.ed

Wk 3, April 17      Topic 1: Food,     Reading:  Ringler et al. 2013

Wk 4, April 24      finishing Food, topic; begin Topic 2: Energy 

Wk 5, May 1         Topic 2: Energy 
Readings: 1. Go here and browse to provide yourself with an overview: http://www.footprintnetwork.org/en/index.php/GFN/  Feel free to browse one or more of the specific Case Studies that are participating to give you an idea of some of the current developments in countries and cities around the globe: http://www.footprintnetwork.org/en/index.php/GFN/page/case_stories/#local

Finally, do you know your carbon footprint? Take the quiz at the orange link above the picture, and be prepared to join the dialogue in our weekly forum on Canvas. http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/  You can compare the average footprint to your own by zipcode if you live in the United States here: http://carbonfootprint.c2es.org

Wk 6, May 8         Topic 3: Water

Activities:
Do you know where your water comes from? For fun: https://www.youtube.com/watch?v=N9MLBCMgcOI

Have any idea how much water you/your household uses? Some cities are coming up with water footprint calculators for their citizens.  Here is a general calculator to try: http://www.home-water-works.org/calculator


Wk 7, May 15        Topic 4: Climate Impacts (for example, greenhouse gas emissions) from our Provision of Food, Energy, Water; Analysis of Specific Policies: Intent, Data, Synergistic Effects, Consequences, Trade-Offs 
Optional: Guinee 2011, and Staley 2011
Annotated Bibliographies due by Friday, May 12, by 5:00 PM Pacific Time.

Wk 8, May 22        Review and Synthesis Discussion
Integrating Policy Approaches to Food, Energy, Water, and Climate within the Context of Goal Frameworks from Millennium Ecosystem Assessment, International Development
and Sustainability Projections


**Wk 9, May 29**

PowerPoint Presentations: Results of Final Research Projects, in Presentation Format; your PowerPoint presentation must be uploaded to Canvas by **Friday, June 2, 5:00 PM PST**

Team Feedback and Discussion:
Give classmates constructive comments and questions by **Thurs., June 8, Midnight PST**

**Wk 10, May 30**

Final Written Research Papers Due by Midnight (PST) **Wednesday, June 14 by 12:00 midnight Pacific (Finals Week)** Uploaded to Canvas, in Folder Provided

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**FINAL PROJECT TOOL KIT**

**Your project topic must be selected, submitted via e-mail to Instructor by Midnight PST April 14.**

**Assignment:** Research and write about a contemporary practical issue (that is possible to address proactively through innovative public policy implementation) in efforts to limit carbon or greenhouse gas (GHG) emissions from the perspective of our need for, and production of food, energy, or water with regard to their combined impacts on climate. Your research will result in A) an annotated bibliography of the best sources you find for your project (draft due April 21, final due May 12), B) a short PowerPoint presentation to the class on Canvas (20 slides or fewer, due June 2 by Midnight PST on Canvas) AND C) a final written report, due by Midnight PST on June 14) 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 problem for which public policy solutions exist (however, 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 problem. 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 (scientists, farmers, urban community leaders, 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, a climate 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 innovative 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 April 14.**

**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 (20 slides or fewer, due June 2) 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.

Please submit the written project report to me by Midnight PST on June 14. What is the research question? Why did you select it (why is it important)? How it is relevant to carbon and GHG reductions? What methodology did you follow in your research and approach to the problem? Who were your resource people? How would you use the tools from our course readings 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? 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.
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 (447 Students)
10-12 (no more than 15) double-spaced (or 1.5 spaced) minus references (547 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 and as a PDF as an attachment to Holly.Campbell@oregonstate.edu

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 Food, Energy, Water, and Climate 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 tacked 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>Quality</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional</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>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</td>
</tr>
<tr>
<td></td>
<td>Fair research, analysis or thought, has worth but approach and/or writing need improvement.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
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</tr>
<tr>
<td>C</td>
<td>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.</td>
</tr>
<tr>
<td>C-</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>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.</td>
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</table>

**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 accessible. 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 and Academic Integrity
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code. Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit http://studentlife.oregonstate.edu/studentconduct/offenses-0 or contact the office of Student Conduct and Mediation at 541-737-3656.

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.