Course Name: Marine Policy in the United States  
Course Number: PPOL 448 CRN ______, PPOL 548 CRN 57694  
Term Offered: Spring 2017  
Credits: 4  
Instructor: 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  
Introduces students to the history, rationale, achievements, and gaps in American ocean policy. Students will acquire foundational tools of policy analysis and problem solving, and will synthesize and apply their knowledge creatively in order to propose integrated policy solutions to specific contemporary marine issues.

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.

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: On Canvas, students will be provided access to weekly reading assignments from an array of fundamental marine policy reports, peer-reviewed scholarly literature, and relevant grey literature. There is no required textbook.

Course Overview  
Week 1  
Introduction and Course Overview

Week 2  
Background, Conceptual Framework and The Value of Studying U.S. Marine Policy

Week 3  
Historical Context: Policy Developments from 18th – 20th Century

Week 4  
The Stratton Commission Report; What it Tells Us Now

Week 5  
Midterm Review Activities

Week 6  
Policy Evolution in the 1970s

Week 7  
US Policy Self-Examination 2003-2013
Week 8  The Paradigm Shifts: Single Species Management vs. EBM

Week 9  Current Events Affecting Fed and Coastal State Policy

Week 10  Course Wrap Up; PowerPoint Presentations and Peer Review

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 U.S. Marine 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 marine policy issues. The final project (presented in brief on Canvas and then due as a longer paper) provides a report on a contemporary 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 in public policy, science and natural resource management professions. All students will learn to:

  • compare, contrast and discuss the drivers and main objectives and ultimate choices of U.S. marine policy in historical context, but focusing on the present
  • demonstrate familiarity with select provisions from key U.S. laws, including the Magnuson- Stevens Fisheries Conservation and Management Act (or MSA), and correctly identify and explain underlying policy goals
  • recognize, label and define critical management issues within marine affairs, discuss the role of resource allocation, politics, and science in marine policy choices

  - In addition, Graduate Students will be able to:
    • frame current issues and debates within US marine policy from current or recent scholarly literature;
    • identify, outline and analyze pros, cons and trade-offs of pertinent policy choices
    • analyze marine management problems across the spectrum of legal and policy options or "tools" and be able to provide details of one or more potential resolutions to an identified problem

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 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 U.S. ocean policy 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 American marine policy, our course discussions, 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 **contribution**s: where you use critical and creative thinking, and your supplemental research to contribute thoughtfully and constructively to the class.

**DISCUSSION BOARD** 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, for example, your work is due by **Sunday April 9 at midnight Pacific Time**

**Guidelines:**
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.). Please provide a reference to the source from which you obtained the idea or concept. Respond to at least two classmates’ posting by asking questions, adding related information you have learned, or providing constructive feedback, thoughtful analysis or other relevant commentary.

**Evaluation of Weekly Online Discussion Postings (15%) AND Weekly Written 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>
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</thead>
<tbody>
<tr>
<td>Assignment</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>
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<tr>
<td>Responsiveness 30%</td>
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<tr>
<td>Reading Application 25%</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 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>Timely, Ideas Could Benefit from Polishing Writing</td>
<td>Late; Poorly written, and or overly brief or long</td>
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<tr>
<td>Appropriate Use of References 10%</td>
<td>References are included in line in simplified form (Campbell, 2013) 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, and/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 2017 Schedule PPOL 448/548, Marine Policy in the United States

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/Date</th>
<th>Topic/Activity</th>
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<tbody>
<tr>
<td>1: April 3</td>
<td>Course Introduction; Part 1. What is marine policy and why is it important to study? Contrasting policy considerations on land and sea; Competitive marine space use, economic resource importance, stakeholder interests, ecosystem services, climate.</td>
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<tr>
<td></td>
<td>READING: Zacharias, Chapter 4: Developing and Analyzing Policies, An Introduction to Policy Analysis, pages 120 – top of 133 only (PDF).</td>
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<td></td>
<td>Assignment: Begin your personal policy checklist for Week 10: Definitions, concepts and principles, analytical steps, framework for evaluation of policy alternatives including policy drivers, costs, benefits, trade-offs, and public acceptability (include citations when relevant to collect and annotate your sources) (“Tool Kit,” to be built together on Canvas)</td>
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<tr>
<td>2: April 10</td>
<td>Part 2. What is marine policy and why is it important to study?</td>
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<td>READING: Second half of Zacharias, Chapter 4: pages 133 – 145 (end)</td>
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<td></td>
<td><strong>By APRIL 10, midnight, SUBMIT:</strong> Your final research topic on Discussion Board</td>
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<td>READING: Chapter 2, Cicin-Sain and Knecht (2000) “From the Founding of the Republic to the 1960s” (PDF)</td>
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<tr>
<td>5: May 1</td>
<td>Midterm Review Activities on Discussion Board</td>
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<td>6: May 8</td>
<td>The rise of the environment in public consciousness; catalysts and rationale; ascendancy of unprecedented Congressional legislative action during the 1970s, for example: Coastal Zone Management Act, Clean Water and Clean Air Acts, Endangered Species Act, National Environmental Policy Act, and profound relevance of legislative wave to coasts and oceans; the rise of science and tech to measure, observe, monitor marine sphere</td>
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<tr>
<td></td>
<td>Case Study (Slides): US fisheries policy: Magnuson Stevens Act, P.L. 109-479. The long agenda trajectory from Cold War fleet and jurisdiction competition, to resource maximization, to conservation and restoration; influence of evolution of science and technology on marine data and policy</td>
</tr>
</tbody>
</table>
The PEW Ocean Commission Report, *America’s Living Oceans: Charting a Course for Sea Change*, June 2003 (166 pages). **READING:** Summary Report (PDF);  
For full archive of report, see: the Meridian Institute, Joint Ocean Commission site, “Documents” link:  

**READING:** Executive Summary (PDF);  
For full archive of report, see: the Meridian Institute, Joint Ocean Commission site, “Documents” link:  

**READING:** The 2010 Interagency Ocean Policy Task Force Final Recommendations (PDF) and Obama Executive Order 13547  
(“Stewardship of Our Ocean, Our Coasts, and The Great Lakes” (2010) (PDF) also available here:  

8: May 22  Understanding US marine policy shift; paradigm or lens of ecosystem-based Management (definitions); from discrete species focus to holistic management of ocean habitats in context of extra-human influences on ocean conditions; the problems confronting traditional, conventional policy-making and law with increased acknowledgement of systems complexity, uncertainty, and risk; accommodating increasing uses of ocean space; **READING:** Barnes, C. McFadden K.W., 2008. Marine Ecosystem Approaches to Management: Challenges and Lessons in the United States. Marine Policy 32 ( ), 387-392.

9: May 29  Begin Course Wrap Up. Current marine policy-related current or recent events; Fed and coastal state developments; future outlook or urgent needs for US marine policy. **READING:** National Ocean Policy Implementation Plan, PDF, National Ocean Council (April 2013)

10: June 5  Finish Course review and wrap-up; share our research and offer peer support.

DUE: **June 1** Midnight:  
Upload Student POWERPOINT SLIDE presentations of synopses of term research projects on an ocean policy issue applying principles, analytical steps, evaluation of policy alternatives including costs, benefits, trade-offs, and public acceptability;

DUE: **June 8** Midnight: Peer Review Comments  
Professional, constructive comments on classmates’ presentations on Discussion

11: June 12  **Final research papers due at midnight Pacific on June 14**

Have a healthy and happy summer!
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 or problem in American marine policy. Your research will result in A) a short PowerPoint presentation to the class on Canvas (20 slides or fewer, due June 1 by Midnight PST on Canvas) AND B) 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 with solutions in existing public policy (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 necessary resources (fishermen, coastal communities, government representatives, marine conservation organizations, 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 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 1) 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 by upload to Canvas 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 ocean policy/ocean resource management? 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 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 current 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 (please think broadly—these are only EXAMPLES):

- Offshore Energy Development (including Marine Environmental Risk Analysis: Energy Extraction (Oil, Gas), or Offshore Alternative Energy etc.)
- Ocean Resource Sustainability and Population Growth
- Case Study of Particular Species Management
- History of Fisheries Law and Management; Trends in Fisheries Law and Management
- Global Warming Impacts on US Waters (Ocean Acidification, Coral Bleaching, etc.)
- Stakeholder Processes
- Overfishing/Depletion of Certain Stocks
- Marine Spatial User Conflict Management (Fishermen and Energy, for example)
- Invasive Species Issues
- Marine Pollution (Any Aspect, Including from Inland Watersheds, Marine Debris, Vessel Pollution, Ballast Water)
- Marine Single-Species Management and Ecosystem-Based Management
- Fishing Gear/Technology Issues
- Endangered Species/Biodiversity Management Problems
- Fisheries Economics
- Mariculture
- Ecosystem Based Management or Adaptive Management Case Study
- Marine Reserves, Sanctuaries, Habitat Conservation Areas, etc., and/or Restoration
- First Nations Issues (Rights, Treaties, Competition)
- Developed vs. Developing Nations – Equity, Ownership, Economics, Innovation
- Highly Migratory Species Issues
- Human Population and Urban Growth or Land Use Effect on Habitat of Fisheries
- Fish Hatchery Management and Innovation
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 (448 Students)
10-12 (no more than 15) double-spaced (or 1.5 spaced) minus references (548 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!


LABELING OF YOUR RESEARCH PAPER FILE: your first initial and last name.MPOL.2016.Paper.pdf

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

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 domestic marine policy 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>
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<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>Superior</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>C</td>
<td>Work demonstrates an understanding of the topic or question but fails to address all</td>
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dimensions adequately and/or writing style and organization limits the reader’s ability to
take on board ideas and concepts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<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>
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<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>
</tr>
</tbody>
</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. 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.