Granite State College
UNIVERSITY SYSTEM OF NEW HAMPSHIRE

CRIT 502 Conducting Critical Inquiry - 4 Credits

GSC Campus:

Term/Year: **Fall 2016**

Meeting Dates:

Meeting Times: **Asynchronous Discussions**

Instructor Name:

Email Address:

Phone #:

COURSE DESCRIPTION

Conducting Critical Inquiry is a course in recognizing personal, regional, national, and global contexts for the study of a college major. Students will identify and analyze current social and other forces outside of higher education that have an impact on the professional practice and academic study of their chosen field. They will determine the relevance and significance of these current forces to their own past experiences and to their personal goals for beginning their study of the major, preparing for professional advancement, or transitioning to graduate study. PREREQUISITE: ENG 500 The Writing Process and CRIT 501 Critical inquiry or equivalents. Computer proficiency is expected.

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LEARNING OUTCOMES

Students will:

1. Understand that knowledge is acquired within a context.

2. Gain an awareness and understanding of various contexts for their chosen field of study and its associated professions.

3. Apply the standard conventions of formal and informal academic discourse.

4. Distinguish multiple levels of analysis across individual, regional, national, and global contexts for their chosen field of study.

5. Synthesize evaluation of information resources, research findings, analysis, and conclusions to create a functional context for their education and professional development.

6. Apply the analysis and synthesis of contextual information to any combination of the following: advanced study, complex problem-solving in the workplace, innovation in the workplace.

7. Take advantage of education in a variety of contexts, including personal, academic, and professional, employing a full range of intellectual and practical strategies.

COURSE RESOURCES

Textbook(s): There is no required textbook for CRIT 502 Conducting Critical Inquiry. Students who took CRIT 501 Critical Inquiry with Granite State College may find the two textbooks used in that course useful as references for CRIT 502 assignments.

OTHER CLASS MATERIALS

- A completed GPS Degree Audit for your current degree program, including all transfer credit, is required for the Week 11 Personal Learning Mission assignment. The initial Degree Audit is prepared when all official transcripts of courses taken from prior colleges--as well as military, Fire Academy, Police Academy, ACE, DSST, and CLEP transcripts if applicable--are received by the GSC Admissions Office.

- You will be required to have an online Evernote account for a series of assignments. Evernote is a free online software platform which will be used as a Reference Management Tool for the CRIT 502 research assignments: http://evernote.com. There will be instructions in the course for setting up your account and guidelines for how this tool will be used for assignments. Please note that if you already have an Evernote account, there is no need to set up an additional account for this course. You'll just need to set up a CRIT 502 notebook stack.

- We will be using the following style guide resource for documenting outside sources: https://owl.english.purdue.edu/owl/section/2/.

COURSE POLICIES

The same expectations for civility and respect in the classroom are in place for the online environment, including discussion board postings, course messages, and e-mail.

ASSIGNMENT FORMAT & SUBMISSION DEADLINES

Prompt feedback from the course instructor on assignment submissions is a very important part of the teaching and learning process in CRIT 502. In order to ensure a smooth review and feedback process that is fair to everyone, assignments must be submitted in a standard format by the submission deadline.

Acceptable formats will be specified in the guidelines for each assignment, but in general this means .doc, .docx, or .rtf for papers. If you create your assignment in another format, you will need to convert it to one of the acceptable formats, or you will not receive credit for the assignment.

Penalties for assignments submitted one to three days after the submission deadline can be found on the grading rubrics in the CRIT 502 Moodle course. Assignments submitted three days after the submission deadline will not be accepted, and a grade of zero will be assigned.

Extenuating Circumstances

In the event of serious illness or a death in the family, please contact your instructor as soon as possible to make arrangements to adjust assignment deadlines. Work and other priority conflicts, including travel for work and family vacations, are not considered extenuating circumstances that warrant exceptions to course policies governing late submission of assignments. Assignments may be submitted in advance; however, deadlines will not be extended.

COMPUTER PROBLEMS

In an online course, a working computer, Internet access, and prudent backup practices are standard expectations. In fairness to everyone in the CRIT 502 community of practice, lack of any of these will not warrant an exception to the course policies governing submission deadlines.

DESCRIPTION OF COURSE ACTIVITIES AND REQUIREMENTS

This section provides a brief summary of each weekly assignment. You will find complete assignment guidelines and instructions in the CRIT 502 Moodle course.

Week 1 - Discussion: Experience & Education – Communities of Practice

The starting point for your critical inquiry into the larger context for your major will be a close look at experience and formal education. How would you characterize the differences between the two? Do you see them as completely separate? Do you see them as closely related? Do you see them as related somehow but not in a particularly clear way? How do you think that your own experiences thus far with formal education, the workplace, and the other areas of your life serve as an important part of the context for how you study your major? We will also discuss Etienne Wenger-Trayer's essay, "Communities of Practice: A Brief Introduction," and how the concept of community of practice can apply to our work in CRIT 502.

Week 2 - Paper & Discussion: Personal Narrative

This week you will write a personal narrative to provide a detailed picture of your goals and interests for your classmates and your instructor, the first step in coming together as a community of practice to share resources and generate ideas. This essay will also be a useful reference for

other assignments in the course, beginning with the articulation of a critical inquiry question in Week 3.

A Note about the Personal Narrative Assignment & Credit for Prior Learning

While some CRIT 502 students are just beginning their major to prepare for their chosen profession (or area of scholarship, in the case of majors in the humanities), other students come to CRIT 502 with a great deal of knowledge in their major field already from workplace training, on-the-job experience, self-study, and other methods of acquiring knowledge outside of the college classroom. In this instance, by focusing on the questions dealing with your current knowledge in your field and how you acquired it, the personal narrative assignment can be good preparation for developing a prior learning credit plan later in the course.

Week 3 - Discussion: Critical Inquiry & Strategic Degree-Planning

So far, you've done some reflection on your goals and your prior life experiences, including formal education and workplace experience. The focus of this week's activities will be on understanding how you will use critical inquiry into the larger context for your major as the means by which you will develop your own personal strategies and resources for deriving the maximum benefit from the remaining coursework for your degree. These strategies in turn will help prepare you for the next phase of your academic and/or professional development. You will identify and articulate these strategies in the Personal Learning Mission assignment at the end of the course.

Week 4 – Metacognition Exercise: Critical Inquiry in the Online Environment

In Week 3, you were introduced to a working definition of critical inquiry as the means by which you will increase your understanding of the larger context for your major and its relationship to your academic and professional development. You also reflected on your past experience with real-world critical inquiry and academic inquiry in previous courses. This week we will focus on searching for relevant information online and evaluating its validity for a critical inquiry, including the role that metacognition plays in ensuring valid search results. You will practice these skills with an Internet search for ethical standards in your field. Your final activity for the week will be to set up Evernote as a Resource Management Tool to prepare for the Week 9 Larger Context paper and the Week 11 Personal Learning Mission assignment.

Week 5 - Research & Reporting: Online Media

Your critical inquiry into the larger context for your major begins this week with online media for a general audience. You will use this activity to look for audio and video presentations that are relevant to the focus area of your critical inquiry question. As you look for a presentation to discuss with your classmates, you should also look for other presentations that have some relation to your focus area to see what topics are currently trending.

Week 6 - Research & Reporting: Professional/Scholarly Organizations

Your critical inquiry into the larger context for your major continues this week with an exploration of professional organizations. These can be organizations of professional practitioners,

researchers, or scholars, depending on your area of study and your own interests. An examination of the current trends and issues of concern to national organizations dedicated to the standards and advancement of a particular field will provide you with an important perspective on the larger context for your major.

Week 7 - Research & Reporting: Top Influencers

This week, you will research conferences in your field to identify current experts in your area of study whose research and ideas others in the field consider significant and relevant to what is happening in the field right now.

Week 8 - Research & Discussion: Reviewed Publications

The research phase of your critical inquiry into the larger context for your major culminates in Week 8 with reviewed publications, known in some fields as "the professional literature." This resource presents the views of people in your field whose work has been deemed significant and worthy of attention through the process of reviewed publication, which is based on the **CARS method** of determining validity of information, introduced in Week 4.

Week 9 - Paper Draft & Citation Check: The Larger Context for Your Major

In Week 9, you will continue to synthesize your research from the critical inquiries you conducted into online media, professional organizations, top influencers, and reviewed publications. This synthesis will take the form of an academic paper in which you organize your research findings for ease of understanding by the reader and articulate the conclusions you have reached about the larger context for your major. (The Evernote assignments in Weeks 5, 6, 7, and 8 will have given you a good head start!)

Because citation of outside sources will play such a large role in supporting the validity of your conclusions, this week's activities include an assignment to generate a Turnitin Originality Report prior to submitting your paper draft to your instructor. You will use this report to ensure that all information in your draft taken from outside sources is properly cited using the appropriate style guide for your major, APA (American Psychological Association) or MLA (Modern Language Association). The Originality Report will also compare how much of the paper content is your own analysis and conclusions and how much is taken from outside sources.

You will receive feedback on your draft from the instructor in Week 10, with the final draft of the paper due at the end of the course in Week 12.

Week 10 - Discussion: Competency Development & Your Major; Lesson: PLA

With Week 10, we begin to shift into the strategic degree planning phase of CRIT 502. In preparation for the Personal Learning Mission assignment next week, you will start to hone in on the content knowledge and competencies you already have and those areas you need to develop further by reviewing your research findings from previous weeks, examining the GSC program outcomes for your chosen major, and listening to the perspective of a GSC faculty member teaching in your field. In addition to the discussion assignment, you will also complete a module lesson about Prior Learning Assessment (PLA) at GSC.

Week 11 - Paper: Personal Learning Mission

Week 11 is devoted to strategic degree-planning in the form of a personal learning mission to identify strategies and resources to support and integrate your academic and professional development goals, including a Prior Learning Assessment Plan if you wish to pursue degree credit for learning for work and other life experiences. (Developing a PLA plan in CRIT 502 is required for entry into CRIT 503 Critical Inquiry in Prior Learning Assessment. Otherwise, it is completely optional.) After CRIT 502 is over, your Personal Learning Mission will be uploaded into your GSC advising record so that your academic advisor and Academic Affairs will have the specifics of your academic and professional development goals for when you need advice and support as you progress toward degree completion.

Week 12 – Closing the Loop: Discussion / Citation Check / Larger Context Paper

In our final week, we will have one last discussion forum assignment, in which we close the loop on the course as you share the ideas, goals, and strategies from your Personal Learning Mission with your classmates. You will submit the final version of your Larger Context paper to your instructor for two different types of evaluation: a "citation check" using Turnitin and an evaluation of the paper as a whole using a regular Moodle assignment link. You will also have the option to post your paper for your classmates, if you choose to.

GRADING IN CRIT 502

What Do Course Grades Represent?
On a transcript, course grades are the means by which Granite State College documents a student's learning for an external audience, such as graduate programs and employers. The course department, number, and title indicate the content of the learning, while the grade indicates the extent of the learning and the standards the student met when demonstrating this learning on assignments.

Assignment Grades
In a course, assignment grades aren't a final determination, but rather an evaluative tool used by the instructor to facilitate learning. The ultimate goal is for students to learn how to evaluate the effectiveness of their own work to meet a given purpose in a given situation. This is an extremely valuable skill for success in the workplace or to prepare for a graduate program.

Grading Rubrics
Grading rubrics specify criteria for effectiveness, so that students can get practice in applying these criteria to their own work, first, by using the rubric as a revising and editing guide prior to submitting an assignment and, second, by comparing their own assessment of how well their work meets the evaluative criteria with the instructor's assessment. There are four grading rubrics used in CRIT 502 to outline criteria and standards applicable to the course engagement, personal narrative, metacognition exercise, research presentation discussions, and larger context paper assignments. We suggest that you view the rubric associated with each assignment before you begin working on it. Then, check your work against it as you move

toward completion. Rubrics save you time and effort by specifying exactly what you are being graded on so you may focus your efforts appropriately.

Assignment Categories
In CRIT 502, the course assignments are broken into two categories: Course Engagement and Course Assignments. The Course Engagement category represents opportunities for discussion and practice when the primary course concepts and tools of inquiry are introduced. The Course Assignments category enables you to demonstrate your proficiency in the CRIT 502 course learning outcomes by applying one or more concepts for a specific purpose using a stated set of standards. Because the Course Engagement category is intended for practice and the Course Assignments category is intended for demonstrating the course learning outcomes, the Course Assignments category is weighted more heavily toward the CRIT 502 final course grade than the Course Engagement category.

Rubrics in the Real World
Just as grading decisions in academic courses are based on effectiveness criteria, decisions in the professional world are also based on effectiveness criteria. For example, a hiring manager may use a standard set of criteria to determine whether the candidate he or she is interviewing would be a good person for the job. The hiring manager then needs to make a judgment as to how effectively the candidate demonstrates each criterion. The criteria and the effectiveness measures are then laid out in a scoring rubric so that the candidates can be evaluated and compared: http://lessonplans.btskinner.com/jobrubric.html. The candidate who finds a standard interviewing rubric such as this and uses it before the interview as a tool to understand the criteria by which the hiring decision will be made then has a good chance of demonstrating the effectiveness measures successfully to secure the job.

We therefore encourage you to use the grading rubrics in CRIT 502, as well as those in your other courses, as tools to understand the criteria for effective academic work and to practice determining how well your own work meets these criteria. This in turn will provide you with a transferable skill for the workplace when you might be called upon to develop effectiveness criteria for a project or a new initiative yourself, as can be seen in the following article, "How to Make a Rubric for Business": http://smallbusiness.chron.com/make-rubric-business-30951.html .

Course Engagement: 25% of the Final Course Grade

These activities fall under the Course Engagement category; they will be graded using the Course Engagement Rubric, except as noted. In terms of the course grade for CRIT 502, each of the assignments listed in the Course Engagement category is worth approximately 2.5% of the final course grade.

1. Faculty Perspectives Discussion
2. Communities of Practice Discussion
3. Personal Narrative Discussion
4. Critical Inquiry Discussion
5. Metacognition Exercise
6. Citation Check (Wk 9)
7. Larger Context Paper Draft
8. Personal Learning Mission Discussion
9. Prior Learning Lesson (100% credit for completion of the sections that apply to you)
10. Citation Check (Wk 12)

Course Assignments: 75% of the Final Course Grade

These assignments are graded using the standards that align with the rubric indicated in parentheses. Each of the assignments listed in the Course Assignments category is worth approximately 9% of the final course grade for CRIT 502.

1. Personal Narrative (Course Engagement Rubric)
2. Online Media Discussion (Research Findings Discussion Rubric)
3. Professional/Scholarly Organizations Discussion (Research Findings Discussion Rubric)
4. Top Influencers Discussion (Research Findings Discussion Rubric)
5. Reviewed Publications Discussion (Research Findings Discussion Rubric)
6. Competency Development & Your Major Discussion (Course Engagement Rubric)
7. Personal Learning Mission (Course Engagement Rubric)
8. Final Larger Context Paper (Larger Context Paper Rubric)

GRADING PERCENTAGES

Course Engagement	25%
Assignments	75%
Total	**100%**

GRANITE STATE COLLEGE STANDARD GRADING SCALE

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A-	90-94	3.67	
B+	87-89	3.33	Good
B	84-86	3.0	
B-	80-83	2.67	
C+	77-79	2.33	
C	74-76	2.0	*Acceptable
C-	70-73	1.67	†
D+	67-69	1.33	Poor
D	64-66	1.00	
D-	60-63	0.67	
F	≤59	0	Failure, no credit
*A grade of C or better is required to fulfill requirements in the major, minor, or general education courses at GSC. Please consult the GSC catalog for details.			

1. **AF (Administrative Failure):** An AF grade will be assigned to the student who stops participating early in the course and has not completed coursework sufficient for the assessment of course outcomes, or has stopped attending without formally withdrawing. An AF counts as an F grade in the calculation of grade point averages, and may have implications under policies on degree progress and financial aid/student accounts.

2. **IC (Incomplete Coursework):** In extenuating circumstances an Incomplete ("IC") grade may be assigned at the instructor's discretion, and in accordance with the eligibility requirements set forth. Students may request an "IC" grade for more time to complete required coursework, which s/he was prevented from completing in a timely way due to non-academic reasons. Students will be asked for documentation to justify the request, though it is important to remember that such documentation does not automatically validate the request. Other circumstances may be taken into consideration, such as the pattern of performance and participation in the course, and any additional factors that the instructor deems relevant. To be eligible for an "IC" grade, students must be passing the course at the time of the request, and must have completed at least 75 percent of the major coursework as specified in the syllabus.

   All "IC" grades require a written agreement specifying the remaining coursework required for completion and timeline for removal of the "IC" grade. This agreement must receive approval of the instructor and the Dean, or assigned designee, of the department or program. If the coursework is not completed within the prescribed timeframe, the "IC" will automatically change to an "F".

COURSE SCHEDULE & TOPICS **(Note:** The following may change at the instructor's discretion.)

Week	Activities & Assignments
Week 1 **(Sept. 12 – Sept. 18)** **Experience & Formal Education**	• Introduce yourself in the Course Welcome & Introductions Forum. • Review "Getting Started in CRIT 502" and "First Online Course?" • Read "Introduction: Gateway." • Read "Course Overview." • Read "Experience & Education." • Read "Role of Reflection." • Watch faculty videos, and post response to the discussion questions in "Faculty Perspectives Discussion" forum. • Read "Communities of Practice." • Read "Writing Discussion Posts." • Post your thoughts on communities of practice. • Post at least one response to a classmate's post in each of this week's discussion forums.
Week 2 **(Sept. 19 – Sept. 25)**	• Read "Personal Narrative" and review the personal narrative example. • Write a 3-5 page personal narrative discussing your prior experience in your major, current status, and

Personal Narrative: Identifying Your Personal Context	future goals. • Post your personal narrative for discussion by your classmates. • Post at least one response to a classmate's post in this week's discussion forum. • Submit your personal narrative to the instructor for grading.
Week 3 **(Sept. 26 – Oct. 2)** **Critical Inquiry & Strategic Degree-Planning**	• Read "Critical Inquiry." • Read "Degree Completion Strategy." • Read "Developing a Good Critical Inquiry Question." • Respond to discussion question in Critical Inquiry Discussion Forum. • Post at least one response to a classmate's post in this week's discussion forum.
Week 4 **(Oct. 3 – Oct. 9)** **Critical Inquiry in the Online Environment**	• Read "Online Inquiry." • Read "Wild Wild Web." • Read "Critical Inquiry Question." • Review metacognition example in *CRIT 502 Readings*. • Post Part 1 of your Metacognition Exercise in the discussion forum. • Post Part 2 of your Metacognition Exercise in the discussion forum. • Read "Online Critical Inquiry: Evernote." • Set up your CRIT 502 Resource Management Tool in Evernote. • Review the Evernote Getting Started Guide appropriate for your device. • Enter your critical inquiry question in Evernote.
Week 5 **(Oct. 10 – Oct. 16)** **The Larger Context:** **Online Media**	• Read "Your Critical Inquiry Begins!" • Read "Guidelines for Week 5 Discussion Forum Assignment." • Conduct online media research, and post your findings in the "Online Media Discussion" Forum. • Post at least one response to a classmate's post in this week's discussion forum. • Begin a working bibliography for your Week 9 paper in Evernote. • Enter your online media notes for your Week 9 paper in Evernote.
Week 6 **(Oct. 17 – Oct. 23)** **The Larger Context:** **Professional/Scholarly Organizations**	• Read "Professional Organizations." • Read "Guidelines for Week 6 Discussion assignment." • Conduct professional organizations research, and post your findings in this week's discussion forum. • Post at least one response to a classmate's post in this week's discussion forum.

	• Enter your professional organization notes for your Week 9 paper in Evernote.
Week 7 **(Oct. 24 – Oct. 30)** **The Larger Context:** **Top Influencers**	• Read "Top Influencers." • Read Guidelines for Week 7 Discussion Forum assignment." • Conduct Top Influencers research, and post findings in this week's discussion forum. • Post at least one response to a classmate's post in this week's discussion forum. • Enter your top influencer notes for your Week 9 paper into Evernote.
Week 8 **(Oct. 31 – Nov. 6)** **The Larger Context: Reviewed Publications**	• Read "Concept of Peer Review." • Review "Reviewed Publications." • Review "EBSCO Discovery Service Research Starters." • Review "Publications: 6 Search Tips." • Read "Using Publication Finder in the EBSCO Discovery Service." • Read "Guidelines for the Week 8 Discussion Forum assignment." • Conduct a search of peer-reviewed resources for your major in the GSC Discovery Center, and respond to the discussion questions in this week's discussion forum. • Post at least one response to a classmate's post in this week's discussion forum. • Enter your reviewed publications notes for your Week 9 paper in Evernote.
Week 9 **(Nov. 7 – Nov. 13)** **Paper Draft & Citation Check: The Larger Context for Your Major**	• Read "Organizing Findings." • Read "Summarizing, Paraphrasing, Drafting." • Review larger context paper examples. • Review questions in "Criterion" column on Larger Context Paper rubric. • Submit draft of larger context paper for Citation Check in Turnitin. • Submit draft of larger context paper to instructor.
Week 10 **(Nov. 14 – Nov. 20)** **Competency Development & Your Major** **PLA Lesson**	• Watch assigned video for your major. • Review the GSC program outcomes for your major. • Respond to the discussion questions in this week's discussion forum. • Post at least one response to a classmate's post in this week's discussion forum. • Complete the sections of the PLA Lesson that apply to you.
Nov. 21 – Nov. 27: THANKSGIVING BREAK – NO COURSE ACTIVITIES	

Week 11 (Nov. 28 – Dec. 4) **Personal Learning Mission**	• Read "The Integrative Capstone" & "Integrative Questions." • Submit Personal Learning Mission. • Add Personal Learning Mission and Degree Plan to Evernote. • Complete PLA Lesson.
Week 12: (Dec. 5 – Dec. 11) **Closing the Loop**	• Post Personal Learning Mission in Personal Mission Discussion forum. • Respond to at least one other person's Personal Learning Mission. • Submit final "The Larger Context for Your Major" paper for Citation Check in Turnitin. • Submit "The Larger Context for Your Major" paper to instructor.

LIBRARY SERVICES

The College Librarian is available to help you with plotting your research strategy; identifying, accessing, and evaluating information. Contact the College Librarian via e-mail (gsc.library@granite.edu) or by phone (603-728-8140). Additionally, we have electronic resources available through the GSC Discovery Service.

You may access the GSC Library in several ways:

• Go to: GSC Library (http://library.granite.edu) - the most direct route.
• Click on one of the library links under Research Help embedded in all e-Learning Moodle classes.
• Under the Academics tab in MyGranite, the Library is a link on the left navigation.

ACADEMIC SUPPORT SERVICES

Academic assistance to students is available at no additional charge. Basic skills preparation in reading, writing and math; study and research skills, time management tips and help in identifying online resources, are just a few of the specific resources available to all students at the institution. Campus team members work closely with faculty and the academic administration to foster academic success. A whole range of support services are available at the campus locations throughout the state, via faculty-led workshops on math and writing, peer tutoring and via Smart Thinking, an online tutoring resource available at the College. Please contact the Academic Support Coordinator at 603.513.1140 to find out the availability for peer tutorial sessions. For additional details, please visit http://my.granite.edu/support-services.

TECHNICAL ASSISTANCE

For assistance with issues related to accessing eLearning+, Moodle, Go.Granite email, WebRock, online courses or other technical issues related to any of the Moodle tools, please visit

the GSC IT Service Desk (http://it.granite.edu) for answers to the most frequently asked questions. Or submit an online help request form or call 1-888-372-4270. Regular business hours are M-F, 8:30 am -5:00 pm. Technical assistance after hours, on weekends and holidays is provided by an extended hour support service.

DOCUMENTED DISABILITIES / AMERICANS WITH DISABILITIES ACT

Granite State College Student Disability Services is committed to helping students become engaged, self-advocating, independent learners. We seek to promote accessible learning environments where students with disabilities experience equal access and full participation.

Granite State College, in accordance with the American Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, will provide eligible students with a documented disability reasonable accommodation(s) in order to ensure equal access to college programs and activities.

To apply for accommodations, please contact GSC Student Disabilities Services (SDS) at (603) 513-1140, by email - GSC.SDS@granite.edu, or download the application directly.

ACADEMIC HONESTY

An academic community is based on honesty and integrity. Plagiarism, cheating, or other forms of academic dishonesty are not acceptable at Granite State College. Faculty and students have a joint responsibility to ensure the integrity of learning.

All work that you submit must be your own except in those instances when your instructor gives specific permission to collaborate. When quoting, summarizing or explaining ideas that are based on another's work, whether in print or online, make sure to cite references appropriately.

Plagiarism is defined as the unattributed use of the ideas, evidence, or words of another person, or the conveying of the false impression that the arguments and writing in a paper are the student's own. Plagiarism includes, but is not limited to the following:

1. The acquisition by purchase or otherwise of a part or the whole of a piece of work which is represented as the student's own;

2. The representation of the ideas, data, or writing of another person as the student's own work, even though some wording, methods of citation, or arrangement of evidence, ideas, or arguments have been altered;

3. Concealment of the true sources of information, ideas, or argument in any piece of work.

The GSC Library has a number of resources, including a workshop, to help students avoid plagiarism. Contact the library at gsc.library@granite.edu for more information.

ACADEMIC CREDIT HOUR

Granite State College adheres to the federal definition of credit hour. For **each credit hour**, the College requires, at a minimum, 37.5 hours of total instructional engagement. In general, about one-third of this work will be direct faculty instruction, and two-thirds will be comprised of other academic activities. Direct faculty instruction may include, but is not limited to, classroom instruction, e-learning, laboratory work, studio work, field work, clinicals, performance, internships, and practica. Other academic activities may include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Regardless of instructional delivery method and length of term, students are required to meet the course's learning outcomes and the minimum amount of total instructional engagement for each credit hour.

TURNITIN USE POLICY

Granite State College makes use of Turnitin.com, an online service that checks students' work for improper citation or potential plagiarism by comparing it against the works of others in the Turnitin database as well as online sources. Students taking this course agree that all required work may be submitted to Turnitin and also agree to their terms of use. (http://turnitin.com/en_us/about-us/privacy-center/usage-policy) Works submitted to Turnitin will become source documents in their reference database solely for the purpose of detecting plagiarism of other students' work. Students retain copyright of their own work. Turnitin takes extreme measures to protect users' privacy which can be reviewed in their Privacy Center. (http://turnitin.com/en_us/privacy-center/overview)

CONDUCT IN THE CLASSROOM

Membership in society implies minimal norms for civil behavior towards one another. It is Granite State College's expectation that all members of our college community treat faculty, staff, and fellow students with respect. Students need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and for the consequences of any behavior that is inconsistent with these values and expectations.

TITLE IX (20 U.S.C. § 1681) STATEMENT

Title IX of the Educational Amendments of 1972, 20 U.S.C. section 1681 is a federal civil rights law prohibiting the discrimination on the basis of sex in education programs and activities. This includes all forms of gender and sex based discrimination, sexual harassment, sexual violence, domestic violence, dating violence and stalking. Granite State College maintains a zero tolerance policy for sexual misconduct. For more information on Title IX, GSC's Sexual Misconduct Policy or to report an incident, please contact GSC.TitleIX@granite.edu or 603.513.1328.

WEATHER CANCELLATION POLICY

Decisions to close or delay opening of an Academic Center will be made NO LATER THAN 6:30 AM. Decisions to cancel evening classes will be made NO LATER THAN 3:00 PM. Closings

will be announced on WMUR TV as well as its website www. wmur.com/closings (a link is also provided on the homepage of the GSC Websitewww.granite.edu and New Hampshire Public Radio's website: http://www.nhpr.org). If a class is cancelled, you should contact your instructor for any make-up instructions.

INSTITUTIONAL ASSESSMENT

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams and other measurements of student learning. As members of a learning community, students, faculty and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.