

Florida Agricultural and Mechanical University
Tallahassee, Florida 32307

COURSE SYLLABUS						
Course Number: HUM 2210 Section 004			Course Title: Historical Survey I			
Prerequisite(s): None						
Course Credit: 03			Course Hours: TBD			
College: Social Sciences, Arts and Humanities			Required Text(s): Gloria Fiero, <i>The Humanistic Tradition Volume I: Prehistory to the Early Modern World</i> . 7th edition. ISBN: 978-1259360664. Published by McGraw-Hill, 2015. Supplies: #2 Pencil for exams. Course textbook is available at FAMU Bookstore. See also: amazon.com for kindle edition, rental, or Barnes and Noble's "Nook Study" edition for rental. The FAMU bookstore can provide you with the e-book as well. 			
Department: Visual Arts, Humanities and Theatre						
Faculty Name: Derek Williams, Ph.D.			Term and Year: Fall 2022			
Office Location: 12 Foster Tanner Ceramics Center (Foster Tanner Art Center West)			Class Location: 205 Foster Tanner Art Center-East Telephone: 850-599-8754 e-mail: derek.williams@famuedu			
Office Hours	Monday	Tuesday TBD	Wednesday	Thursday TBD	Friday	Saturday

FAMU Catalog Course Description

A study of Western culture emphasizing Egyptian, Mesopotamian, Greek, Roman, Judeo-Christian, Medieval European, and Medieval West African cultures.

Overarching Goal

To broaden students' exposure to the arts and ideas of western cultures.

Course Objectives

- Through an interdisciplinary study of the roots of Western culture—beginning with Mesopotamia and Egypt, continuing with the Greeks and Romans to the Middle Ages and Renaissance, and ending with West African cultures—the student will learn to describe and appreciate the periods, styles, and ideas of those cultures.
- The student will learn to recognize and delineate three traditions—Greco-Roman, Judeo-Christian, and West African—while also exploring their roots in the ancient civilization of Mesopotamia and Egypt, through exposure to the arts and ideas of those cultures.
- The range of the student's interest, knowledge, and understanding of cultural values will be broadened by exposure to the arts and ideas studied during the term. The arts and ideas in the following periods will be learned: prehistory the first civilization (Mesopotamia and Egypt), ancient Greece, ancient Rome, biblical civilization (Judaism, Christianity), the European Middle Ages, Islam, and "medieval" and "Renaissance" age cultures of West Africa.

Learning Outcomes – Upon completion of this course, students will:

1. 1. Develop a broad understanding of Western culture.
2. 2. Work in groups to complete peer writing evaluations.
3. 3. Apply critical thinking to learning and real-world situations.
4. 4. Demonstrate competence in writing, reading, and speaking.
5. 5. Demonstrate an appreciation for similarities and differences among peoples and cultures.
6. 6. Apply technology to achieve educational success.
7. 7. Learn to properly attribute, write, and cite using MLA style.

This is a Writing Enhanced Course

This course is a designated Writing Enhanced Course (WEC) in the Writing Across the Curriculum (WAC) program at FAMU. You will receive substantive instruction in the writing process (e.g., enhancing general academic writing mechanics, using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, and using references). You will also have multiple opportunities to practice writing as a means of acquiring the knowledge and skills specific to this course. Writing assignments will comprise 20-40% of the course grade. For additional information regarding this institutional initiative and supporting resources, visit www.famu.edu/QEP or contact wac@famu.edu.

Course Requirements (with possible point totals in parentheses):

1. Complete the readings for this course on time (or even before time).
2. Four (4) tests: First, Second, Third & Final. 100 points each. (400 pts. total).
3. Research/Response Paper (150 pts.).
4. Research Paper Draft & Journal (50 and 25 pts, respectively)
5. Participation (you must attend in order to participate), up to 100 pts. See the University attendance policy below.
6. Informal writing tasks and peer review (in-class & on-line on CANVAS). Five (5) at ten (10) points each. (50 pts).

Tentative Schedule of Readings/Lectures (Read the whole chapter and special chapter “Reading” selections as indicated below)

Week 1 Introduction; Prehistory and the Birth of Civilization. **Reading 0.1 (Creation Tales).**

Week 2 Chp. 1, Mesopotamia. **Readings 1.2 (*Gilgamesh*), 1.4A (Hebrew Bible, Genesis), 1.4B (Hebrew Bible, Exodus, 1.4E , 1.4E(Hebrew Bible, Psalms).**

Week 3 Chp. 2, Africa: Egypt. **Reading 2.1 (*Hymn to the Aten*). *MLA Style workshop, with in-class writing.***

Week 4 Chp. 3, India, China and the Americas. **Readings 3.1 (*Bhagavad-Gita*), 3.2 (*Dao de jing*). *Plagiarism & Citing Workshop with in-class writing.***

Week 5 Test #1.

Week 6 Chp. 4, Greece. **Reading 4.1 (*Iliad*), 4.2 (*Peloponnesian War*), 4.6 (“Allegory of the Cave”).**

Chp. 5, The Classical Style. **Readings 5.1 (Vitruvius’ *Principles*), 5.2 (“Poems of Sappho”). *Draft Peer Review. Rubric on CANVAS.***

Week 7 Chp. 6, Rome. **Readings: 6.3 (Cicero *On Duty*), 6.5 (Virgil’s *Aenid*), 6.8B (Juvenal’s “Against Women”).**

Week 8 (Rome, continued. Chp. 7, China. **Reading 7.1 (*Analects of Confucius*). *Week 9 Test***

2.

Week 9 Chp. 8, A Flowering of Faith. **Readings 8.2 (*Gospel of Matthew*), 8.4B (Buddha’s *Sermon on Abuse*).**

Chp. 9, The Language of Faith. **Readings 9.1 (*Nicene Creed*), 9.3 (*Confessions of St. Augustine*).**

Week 11 Chp. 10, The Islamic World. **Readings 10.1 (From the *Qur’an*), 10.2 (Secular Islamic Poems), 10.3 (Poems of Rumi).**

Week 12 **Test #3.**

Week 13 The Seeds of the Renaissance; Chp. 16, Classical Humanism in the Age of the Renaissance. **Readings 16.1 (*Petrarch letter to Castiglionchio*), 16.3 (Alberti *Family*), 16.5 (Marinella’s *Nobility*), 16.6 (Machiavelli *The Prince*)**

Week 14 Chp. 17, Renaissance Artists. **Reading 17.1 (Leonardo’s *Notes*), 17.2 (Vasari *Lives*).**

Teaching Methods

Lecture and CANVAS on-line discussion groups.

Grading

The points total for the class: 775. Grades issued on FAMU scale where 90%=A, 80%=B, 70%=C, 60%=D, below 60%=F.

Course Policies

Attendance:

This is a 3 hour course. By University directives (see your University Catalog) you are allowed three un-excused absences in this course. If you accumulate 3 absences, your final grade will not be affected by your attendance. If you accumulate 4 UNEXCUSED absences, however, your final grade will be dropped one step (example: from a B+ to a B). For each additional UNEXCUSED absence, your final grade will be lowered another step.

EXCUSED ABSENCES: This type of absence **MUST** be presented on the official excused absence form available from the Office of the Dean of your college (or your Dean's designee). Informing your instructor of your absences as soon as possible is appreciated, but the only way an absence is excused is through the Dean's Office. **Official Excuses must Be Presented Within One Week of Absence.**

If you miss an assignment and do not have an excused absence, you will automatically be given a zero "0" If you miss an assignment and do have an excused absence, talk to your instructor about making up the work. The course covers so much territory and is so fast-paced that we generally do not have time for makeup work. MISSED POP QUIZZES (if any) WILL NOT ALLOW YOU AN OPPORTUNITY FOR MAKEUP.

Plagiarism: According to Webster's New Universal Unabridged Dictionary (1983, 2nd Ed.), to plagiarize is "to steal or pass off ideas or words of another as one's own...to use created productions without crediting the source...to commit literary theft...to present as new and original an idea or product derived from an existing source" (p.1371). Students in this course will be responsible for authenticating any assignment submitted to the instructor. If asked, you must be able to produce proof that the assignment you submitted is in fact your own work. Therefore, it is recommended that you engage in a verifiable working process on assignments. Keep copies of all drafts of your work, make photocopies of research materials, write summaries of research materials, keep logs or journals of your work on assignments and papers, learn to save drafts or versions of assignments under individual file names on computer diskettes, etc. In addition to requiring a student to authenticate his/her work, the instructor may employ various other means of ascertaining authenticity—such as engaging in internet searches, creating quizzes based on student work, requiring students to explain their work and/or process orally, etc.

Tentative Course Calendar

First Exam: Week 5

Second Exam: Week 9

Third Exam: Week 12

Fourth Exam: At the Final Exam (In accord with University Final Exam Schedule.)

Research Paper Due Date (at the beginning of class): 29 **TBD**

Last day of classes: 03 December 2021 | Final Exam: **TBD**

Last Day to Withdraw (Course/University): **TBD**

**NO MAKEUP EXAMS WILL BE GIVEN WITHOUT
A VALID WRITTEN DEAN'S EXCUSE (Or the Dean's Designated Representative)**

**NO LATE PAPERS OR ASSIGNMENTS WILL BE TAKEN WITHOUT A VALID WRITTEN
DEAN'S EXCUSE (Or the Dean's Designated Representative)**

The Journal/Research Paper Assignment: "Arguing with the Past"

Full Paper Draft Due: TBD

Final Paper Due: 30 TBD

The Purpose of this Assignment

The partial outcome of this course is to assist you, the student, to become more proficient in writing. Completing this assignment satisfactorily will **a.** Satisfy the Gordon Rule, **b.** meet part of your Writing Across the Curriculum quota, **c.** teach skills that may help you graduate on time, **d.** teach skills that you will use in your professional life beyond this University, namely:

Applying Humanistic knowledge to real-world problems

Analyzing disparate materials and making rational conclusions based on your understanding

Making a cogent argument that is based in fact and articulating why you came to that conclusion

Making real-life decisions based on the facts available to you at the time

The source material for this writing assignment may be found in the course textbook, *The Humanistic Tradition*.

The Paper Scenario

The Renaissance humanist Petrarch (Francesco Petrarca) is celebrated for many things. His love poems would make any singer of love songs, from Taylor Swift to Anita Baker to Jennifer Hudson proud. He also introduced a style of writing that has become increasingly popular during the time since his death: the epistolary essay. He wrote letters TO long-dead writers from the ancient world in an attempt to construct a fascinating dialogue through time. Along the way, he clarified his own thinking on the topic at hand and clarified his own approach to those authors. He also managed to make those ancient writers relevant for a younger and more contemporary audience.

This semester's paper deals, then, with POSSIBILITIES. What is POSSIBLE, is what you should expect to derive from the writings in the text and I expect you to extend those possibilities to the present.

- A. A. **Define & Operationalize Possibility:** What I seek here is not a dictionary definition of the word. What I am seeking is YOUR take on Possibility (or possibilities). Develop your ideas, define the term, showcase your approach and then develop your thesis. This should take about a page or so.
- B. B. **You MUST answer the following questions with each reading you choose.**
- a. a. What do you think this reading treats as possible? Treat this part as an extension and proof of your thesis.
 - b. b. What does this reading do to generate Possibility? A related questions: about what does it generate possibility?
 - c. c. How does this reading highlight the power of recognizing things Possible to change the world and/or one's perception of the world?

For purposes of this assignment, you must cite every source that you use in accord with MLA style, citing the individual readings on the works cited page as if they emerge from an anthology where Gloria Fiero is the editor. If you do not know MLA documentation, you certainly could spend the time looking it up in the MLA Handbook. Several web-sites demonstrate proper use of MLA style. I recommend the Purdue University Online Writing Lab (OWL)web-site, which has relevant citation styles, including MLA available for your perusal: <http://owl.english.purdue.edu/owl/resource/747/01/>. You may also wish to view the video on CANVAS that shows how to use features in Microsoft Word to do MLA style. You will have the opportunity to practice using MLA style before either draft or the final paper due date.

And Yet Even More Requirements

Did I already mention that you should use impeccable standard English and along with MLA style for this assignment? The paper must have a thesis (argument) and conclusion. I expect you to create a relevant title for your paper. The research for this assignment, however, is confined to class lectures, class videos, class readings, and your own brilliant mind! **The final paper will be about 8-10 pages in length when finished (that does not include the works cited page).**

Your purposes of this assignment, you must cite every source that you use in accord with MLA style. If you do not know MLA documentation, spend the time looking it up in the MLA Handbook. Several web-sites exist that discuss MLA style. I

recommend the Purdue University Online Writing Lab (OWL) web-site, which has relevant citation styles, including MLA available for your perusal: <http://owl.english.purdue.edu/owl/resource/747/01/>.

Criteria for Success

Successful completion of this project will mean that you will first read the required materials, taking notes as you go, keeping in the forefront of your mind what your argument might be. You should then write a draft of this project and submit it for peer evaluation and then rewrite (perhaps several times) based on any constructive feedback you receive. Below is a preliminary checklist detailing things you should do (and things you should not do) in order to achieve success on this assignment.

- } A Successful project will deploy the use of impeccable standard English.
- } A successful project will contain substantially correct grammar, punctuation, and spelling.
- } A Successful project will properly use MLA style?
- } A successful paper must have a thesis (argument) and conclusion.
- } A successful paper should have a relevant title for the paper.
- } A successful paper will be about 8-10 pages long when finished (page count does not include the mandatory works cited page).
- } A successful paper will be original, non-plagiarized and properly cited with internal citations and the works cited page in accord with MLA style.
- } You will soon be provided with constructive examples of all the above, both in class and online (CANVAS)

The research for this assignment, however, is confined to class lectures, class videos, class readings, and your own brilliant mind! There is, however, one **scaffolding** document out on CANVAS that you can use for this assignment. **The final paper will be about 8-10 pages in length when finished (that does not include the works cited page).**

You will be provided a RUBRIC for both the DRAFT and FINAL versions of this assignment on CANVAS.

This paper will be submitted through the Safe Assign link on CANVAS and submitted via hard copy (in person) in class.

Classroom Comportment

A Note on Plagiarism

Plagiarism is the intentional or unintentional “borrowing” (stealing) of someone else’s work and passing it off as your own. This includes materials taken from Internet paper repositories, book blurbs, articles from the Internet, information from the Internet, articles, books, CD-ROMS, other students, and paper mills. A deliberate act of plagiarism could result in expulsion from the University and will result in the failure of this class.

A Few Notes on Classroom Behavior!

It is your responsibility to attend class. If you miss a class meeting for any reason, you will be held responsible for all material covered and announcements made in your absence.

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Lecture attendance is required and noted. However, BE ON TIME AND REMAIN FOR THE ENTIRE PERIOD OR DO NOT COME AT ALL. This class is too large to have people crawling over each other or standing in front of the projector while trying to find a seat or leaving after the lecture has begun. Arriving late and/or leaving early is inconsiderate of your colleagues.

This class is also too large for chit-chat, please do not. You are unaware of how far your voices carry . . . and how disturbing it is to your classmates to be forced to endure your idle chatter and giggling. The students who sit near you are not interested in your romantic lives, how out-of-touch you think your parents are, how boring you think your teachers are, etc. You may not realize how disturbing your

"private" conversations are when others are trying to listen to a lecture....

Everyone who registers for this class is an adult. You are legally able to marry without parental consent, buy a home, pay taxes, vote, work, budget your money, defend your country in military service, etc. You should also be adult enough not to disturb others. Mindless talking during class is immature, inconsiderate behavior. Please ask questions or make comments about the art work that will benefit the entire class, but leave the chit-chat in the halls where it belongs.

The FAMU Staff:

Attendance will be noted through roll call. If you miss class, you will lose information and attendance points.

As for conversation: we don't want to know about your love life, your budget problems, your hoopy, who's cute or fine, etc. etc. Be kind to others and don't burden them unnecessarily with the details of your life (PLEASE KEEP YOUR CONVERSATIONS OUTSIDE).

ONE FINAL NOTE: Please turn off cell phones, PDAs, Game Boys, etc. before you come to class. The beeps, rings, and other noise annoy me and the rest of the class. Answering your phone in my class is in poor taste and constituent of negative participation. Be adults, be professional, be responsible: **turn it off** and under all circumstance, check your voice mail when you leave class. If whatever is happening in your life is so important that you need to be contacted during class for emergency purposes, you should have communicated these problems to me in advance of the situation becoming problematic.

Using your PDA, cellphone, texting, 2 way paging, your laptop, tablet and/or the equivalent during class is a recipe for failure. The same goes for doing other classes' work during my class. Using a pager, cell phone, smartphone, Blackberry, laptop, tablet, anything similar during a test or quiz will result in immediate failure.

Writing Requirements

1

Adapted, with appropriate changes for Florida A&M University from a course syllabus insert authored by Professor Susanne J. Warma, Utah State University. Adapted by Dr. D. A. Williams for FAMU. Original URL for Warma excerpt:
<<http://chronicle.com/che-data/articles.dir/art-44.dir/issue-29.dir/29a01204.htm>>

This is a Gordon rule course and requires a significant amount of competent written work. The goal of the Gordon Rule is to assure competency in the written for graduating college students in the state of Florida. My requirements are that your papers be:

Original research and writing (i.e., devoid of *plagiarism*). Each students is required to complete a number of writing assignments for this course. Each of these papers will be based on your original research and will not contain any instances of plagiarism. Plagiarism is a violation of all the tenets of academic honesty and will result in failure. Plagiarism suggests that you cannot think and resort to stealing from others to compensate for your intellectual deficiencies. Perhaps it also suggests laziness on your part. Perhaps it also is your solution to procrastination. Whatever the case, **I have a zero tolerance policy with regard to plagiarism. All cases of plagiarism will be noted receive an immediate and irrevocable "F." I will also forward the paper and accompanying evidence to the FAMU judiciary committee. Disciplinary actions may include moderate sanctions up to dismissal from the University. You have been warned!**

Typewritten (of course, word-processing is the standard of the day, but one must use the programs that come on one's computer in order to properly execute the assignments). I offer limited technical support to writing programs like Word and WordPerfect, but it is incumbent on each student to develop some mastery of the tools of the business world prior to exiting the University. All work shall be in a legible font (Courier, Arial, Times Roman or their variants) with one inch margins on the top, bottom, left and right sides of the sheet. Use 10 or 12 point fonts. Use 8 ½ x 11" white paper with black ink for all final documents that you turn in to me.

Competently written (substantially grammatically correct in adherence to the general rules of written English). No matter what our home language happens to be (patois, Creole, Ebonics), we are all required to understand and employ the correct standards of written English. Correct spelling, grammar, logic, and sentence structure in your writing are all

indicators of a good education. Anything else suggests a decidedly substandard academic preparation. The occasional mistake is understandable, but a pattern of poor writing is indicative of a significant problem.

On topic. Papers that deviate from the standards of the assignment cannot satisfactorily satisfy the assignment requirements. I have received assignments on unrelated topics numerous times from students and I have no choice but to fail those assignments. Often, this results from attempts to recycle old work. That will not do here.

On time. Later papers are a burden to your professor. Easing his burden is good for the body politic. *You have one class period in which to deliver a late paper and you will also lose 10% of your grade.*

Submitted Online (through Safe Assign) AND in person, in class, on paper as well. Papers failing to follow this guideline will not be graded. It is not either/or; it is to be submitted both ways every single time.

In line with the technical requirements of MLA style. The Modern Language Association (MLA) has instituted guidelines for research papers. You are to adhere to those, following the requirements to the letter. Let us not attempt to reinvent the wheel or innovate something beyond the scope of MLA style. One can always peruse the latest edition of the published guide, the *MLA Handbook for writers of Research Papers* at one's favorite campus library. One may also peruse relevant verifiably correct information on the otherwise often verity-challenged world wide web. I verify that the Purdue University web-site for their online writing lab (OWL) is the best on the Internet. For MLA Style, see the following URL at Purdue University's (OWL): <http://owl.english.purdue.edu/owl/resource/747/01/>. Be sure to follow the complete links on that page to get a full picture of MLA style. The front page provides a number of links to get to the heart of the matter.

UNLESS YOU ARE SITUATIONALLY AUTHORIZED TO DO SO MY BY ME, YOU ARE FORBIDDEN TO USE THE INTERNET FOR RESEARCH ON ANY PAPER OR SUBJECTS FOR THIS COURSE

The Florida Agricultural & Mechanical University

The Millennial FAMUan: Dress Standards

The dress standards are based on the theory that learning to use socially acceptable manners and selecting attire appropriate to specific occasions and activities are critical factors in the total educational process. Understanding and employing these behaviors not only improves the quality of one's life, but also contributes to optimum morale, as well as embellishes the overall campus image. They also play a major role in instilling a sense of integrity and an appreciation for values and ethics.

The continuous demonstration of appropriate manners and dress insures that the students meet the very minimum standards of quality achievement in the social, physical, moral and educational aspects of their lives - essential areas of development necessary for propelling students toward successful careers. At Florida A&M University, students should dress in a way that shows respect for not only themselves, but all other students. We believe FAMUANS would expect students attending the University to dress in ways that uplift their sense of decency, culture and professionalism. The right of students to include in their wardrobe a broad array of various types, styles, colors, and expressions is fully recognized. All students, however, have a vested interest in the image of Florida A&M University, and certain types of clothing tend to reflect negatively upon the University and tend to disrupt the educational process.

Students will be denied admission to various functions if their manner of dress is inappropriate. Inappropriate shall be defined as anything that may cause a disturbance to the learning environment. On this premise students at the University are expected to dress neatly at all times.

Examples of inappropriate dress and/or appearance include but are not limited to:

- • Pajamas, midriiffs or halters, mesh, netted shirts, tube tops, cutoff tee shirts, scarves, caps, pants

below waistline revealing undergarments, do-rags and/or hoods in classrooms, dining halls, snack bar, library, student center, and offices. This policy does not apply to headgear considered as a part of religious or cultural dress.

- • Bare feet anywhere on campus except inside a residence hall.
- • Clothing with derogatory, offensive and/or lewd messages either in words or pictures.
- • All of the aforementioned items, including shorts and jeans of any color at major programs such as Musical Arts, Convocations, Commencements, Career Fair, or other programs dictating professional, dressy, or formal attire.

All administrative, faculty and support staff members will be expected to monitor student behavior applicable to this dress standard and report any such disregard or violations to the Dean of Students Office.

From Dr. Williams:

Though this class is now via Remote Delivery, treat the dress code the same. This is not leisure time; it is class time. I will behave as such and I expect you to behave as such.

3 R's for Academic Survival²

Here is a lean and wiry system containing all the essential techniques for mastering textbook assignments. This is an "exam passer".

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R1 **READ.** Read the chapter paragraph by paragraph. Read and re-read until you can answer the question: "What did the author say in this paragraph?"

R2 **RECORD.** Once you are able to **describe** what is in the paragraph, you will want to retain that learning by underlining, making notes in the margin, or making notes in your notebook.

R3 **RECITE.** Cover up your notes or printed page and **recite** aloud. Remember! If you can't say it now, you won't be able to say it tomorrow in class, nor write it in a week on an exam; so while you still have a chance, try and try again, until you can say it.

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SQ3R Method for Thorough Study

Step 1: SURVEY - Look over material critically. Skim through the book and read topical and subtopical headings and sentences. Read the summaries at the end of chapters and books. Try to anticipate what the author is going to say.

WRITE these notes on paper, in sequence; then look over the jottings to get an overall idea or picture. This will enable you to see where you are going.

Step 2: QUESTIONS - Instead of reading paragraph headings such as "Basic Concepts of Reading," change to read, "What are the Basic Concepts of Reading?" These questions will become "hooks" on which to hang the reading material.

WRITE these questions out; look over the questions to see the emphasis and direction; then attempt to give plausible answers before further reading.

Step 3: READ - Read with smoothness and alertness to answer the questions. Use all the techniques and principles demonstrated in class.

WRITE notes, in your own words, under each question. Take a minimum number of notes-use these notes as a skeleton.

Step 4: RECALL** - Without looking at your book or notes, mentally visualize and sketch, in your own words, the high points of the material immediately upon completing the reading.

- a. This forces you to check understanding.
- b. This channels the material into a natural and usable form.
- c. This points up what you do not understand.
- d. This forces you to think.

Step 5: REVIEW - Look at your questions, answers, notes and book to see how well you did recall. Observe carefully the points stated incorrectly or omitted. Fix carefully in mind the logical sequence of the entire idea, concepts, or problem. Finish up with a mental picture of the WHOLE. **Note: More time should be spent on recall than on reading.

2

Adapted from F.P. Robinson. *Effective Study*. New York: Harper and Bros. 1946. Chapter II. Academic Skills Center, Dartmouth College 2001. Downloaded by Dr. Williams from Dartmouth University's Academic Skills Center's website: http://www.dartmouth.edu/~acskills/docs/sq3r_method.doc

Florida Agricultural & Mechanical University	
Board of Trustees Policy	
Board of Trustees Policy Number: 2017-	Date of Adoption: Date of Revision:
Subject	Academic Honesty
Authority	Section 7(d), Article IX, Florida Constitution; Board of Governors Resolution adopted January 7, 2003
Applicability	The academic honesty policy shall be adhered to by all Florida A&M University students and applies to all academic work, both inside and outside of class.

1. **I. Policy Statement and Purpose:** Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty policy is not a defense for violations of academic honesty.
1. **II. Academic Honesty Violations** include, but are not limited to, committing the following:
 - A. A. Giving or taking information or material wrongfully to aid yourself or another student in academic work;
 - B. B. Plagiarism to include copying work created or published by others, paraphrasing, or using ideas from a source without proper attribution;
 - C. C. Looking at or copying another student's work, or allowing another student to look at or copy your work;

- D. D. Talking or otherwise communicating with another student during quizzes, tests or writing assignments, unless instructed to do so;
- E. E. Removing test materials or attempting to remove them from an examination room or office or elsewhere [to include copiers and printers], stealing, buying, selling, or referring to a copy of an examination before it is administered;
- F. F. Having others edit or rewrite your assignments, except with instructor approval;
- G. G. Using work from other classes without prior approval from the proper instructor;
- H. H. Using copyrighted stories, pictures, graphics, logos and other content without proper permission, including from the Internet, even if these works have been modified by the student;
- I. I. Using electronic devices for plagiarism, cheating, deception or collusion (a secret agreement between two or more persons for a deceitful purpose);
- J. J. Falsifying records or giving misleading information, oral or written;
- K. K. Assisting in any academic honesty violation;
- L. L. Receiving any materials or information from a fellow student or another unauthorized source during examinations;
- M. M. Obtaining, distributing, or referring to a copy of an examination, which the instructor or Department has not authorized to be made available;
- N. N. Any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor, i.e. removing or destroying library or other source materials;
- O. O. Tampering with another student's work;
- P. P. Altering grades or any other records related to the academic performance of students;
- Q. A. Q. Submitting false records or information in order to gain admission to the University;
- R. R. Falsifying or inventing information, data, or citations; and/or
- S. S. Any other form of academic cheating, plagiarism, or dishonesty.

A. III. Procedures, Approvals/Responsibilities

All members of the University community are responsible for reporting suspected academic honesty violations. Suspected violations should be reported to an appropriate University official or to the faculty member.

Once reported, faculty members have a duty to document any alleged violation of the Academic Honesty Policy. If there is any reason to believe that a violation did occur, the faculty member must follow the procedure outlined below.

Violations of the Academic Honesty Policy can be resolved informally or formally.

A. A. Informal Resolution Process:

An informal resolution is a process by which an alleged academic honesty violation is resolved by the instructor and the student. Once the process has been initiated the student has the opportunity to resolve the matter with the instructor. This is not an adversarial process. Resolutions through the informal process may include a reduction in grade for an assignment or the course, failure of the course, additional assignments, or any other resolution that is deemed appropriate by the instructor.

A resolution should be made within five (5) business days from written notice to the student; however, students shall be allowed to complete the course and associated assignments, pending the outcome of the informal resolution process. In the event an alleged academic honesty violation is made within 20 business days before the end of the semester, that student may be given a grade of "I" at the end of the semester. The final grade will be changed in accordance with the final decision of the informal resolution process. If the violation is unsubstantiated, any associated documentation will be sealed. No record of the allegation will be placed on the student transcript.

Procedure:

1. 1. The instructor will notify the student(s) of the violation(s) of academic honesty no later than 5 business days after becoming aware of the suspected violation.
2. 2. The instructor and the student will meet at a convenient time for both parties but no later than 5 business days after notification or drop/add deadline for the next regular semester. The instructor will provide to the student information regarding the alleged violation. The student will be given an opportunity to respond to the allegations within a reasonable time, not to exceed 10 business days from receipt of the allegation. The faculty member must propose a resolution if he/she does not accept the student's response. The student may either accept the proposed resolution or appeal to the next step. If the student rejects the resolution, the instructor will complete the "Academic Honesty Referral Form" and forward it and all associated documentation, to the dean/director of the college/school/institute.
3. 3. If a mutual agreement has been met, that agreement is final and binding and may not be appealed.

A. B. Formal Resolution

The formal resolution process provides the student with an opportunity to have a hearing before a committee of faculty, students, and administrators within the college, school, or institute. This procedure follows the precepts of due process outlined in Regulation 2.013 Due Process, Other Rights, and Responsibilities. The penalties for formal resolution of academic honesty violations may include: reprimand, reduction of grade, denial of academic credit, failure of the course, invalidation of university credit or of the degree based upon such credit, probation, suspension, or expulsion. Documentation of an academic honesty violation will appear on the student's official academic record.

1. 1. Appeal to College/School Committee

- a. a. Within 10 business days of concluding the informal process, the student may initiate the formal resolution process by filing an appeal with the dean/director of the college/school/institute, who shall appoint a committee to hear the student's appeal.
- b. b. Prior to the hearing, the chair of the committee will provide to the student and the committee, a written copy of the charges and associated documentation via the Academic Honesty Violation Referral Form.
- c. c. Within 10 business days of receiving the appeal, the committee will meet with the instructor and the student, individually; both parties will provide information regarding the allegation.
- d. d. If the Committee, by majority vote, decides that the allegation is substantiated, it will propose a resolution to the student within 5 business days. The committee chair shall note the decision on the Academic Honesty Form. If the resolution is accepted, a copy of the completed form and any associated documentation will be provided to the student and to the college/school/institute. These documents will be placed in the student's permanent file and cannot be appealed.
- e. e. If the student does not accept the proposed resolution, he or she must submit an appeal to the Provost and Vice President for Academic Affairs within 10 business days.

1. 2. Appeal to Provost and Vice President for Academic Affairs

The student may appeal the decision of the College/School/Institute Committee to the Provost and Vice President for Academic Affairs. The appeal will be referred to the Academic Honesty Council, which is an advisory body to the Provost. The Council will hear formal appeals regarding violations of academic honesty. The following individuals shall appoint a representative to the five-member council, of which the representative from the Provost/Vice President's Office will serve as council chair:

- Faculty Senate President
- Vice President for Academic Affairs
- Vice President for Student Affairs
- University Ombudsman
- SGA President (appointee must be a student)

The Council shall be provided all associated documentation regarding the allegation. The Council shall hold a meeting no later than 30 days following receipt of the appeal. The student will receive written notification at least 10 business days prior to the date of the hearing. The process may be expedited, upon the written request of the student and approval of the Council.

Hearing Process:

- (a) The student and his/her advisor may inspect all of the evidence that will be presented against the student at least 3 business days before the hearing. The University shall also have the right to inspect any information the student intends to use at least 3 business days before the hearing;
- (b) The student may present evidence on his/her own behalf;
- (c) The student may hear and question witnesses;

(a)

- (d) The student shall not be forced to present testimony which would be self incriminating;
- (e) The student may have an advisor of his/her choice present at the hearing;
- (f) A recommendation of responsible or not responsible on the charges shall be based solely on the evidence presented at the hearing;
- (g) The university and/or its colleges, schools and institute are not required to postpone the proceedings pending the outcome of any outside prosecution. The disciplinary penalty(ies) or sanction(s) imposed under this policy is/are in addition to any penalty imposed by the penal system;
- (h) The Council shall provide a recommendation based solely on the evidence presented at the hearing;
- (i) The recommendation, by majority vote of the Council, shall be presented to the Provost in writing within 14 business days following the hearing.

3. Final Outcome

The Provost and Vice President for Academic Affairs shall render a decision within 10 days of receipt of the recommendation. This decision is final and binding and may not be appealed.

Records of academic honesty violations are considered student records under the Family Education Rights Privacy Act (FERPA). Grade forgiveness and/or course withdrawal will not be permitted for a course in which a formal resolution determined that the student has violated the policy.

The student's status will remain unchanged pending the university's final decision, except where the president or president's designee determines that the safety, health or general welfare of the student or the

university is endangered. A student's enrollment status may be changed only in cases where the president or president's designee determines that an emergency exists, which affects the safety, health or general welfare of the student or other students or the university and/or its employees.

In cases, where the incident involves academic honesty violations and violations of the student code of conduct found in FAMU BOT Regulation 2.012, the case will be referred to the Office of Student Conduct & Conflict Resolution and FAMU BOT Regulations 2.012 and 2.013 will apply.

Posting:

This policy shall be posted on the University's website. Students shall also be made aware of this policy through the University's student handbook and handbooks of the respective academic units.

Disclaimer: This syllabus is intended to provide student guidance on the type of content and activities that will be covered in this course throughout the semester. It will be followed to the extent possible. However, modifications may be made to supplement and/or enhance student learning.