

USP 324U: Healthy Communities Course Syllabus - WORKING DRAFT Fall 2023

USP 324: Healthy Communities, Hybrid Structure, CRN 13717

Fall 2023 term: Sept 26 - Dec 3

Online content on Canvas, in person sessions in the [Karl Miller Center room 390](#)

Instructor: Dr. Tia H. Ho (please call me Dr. Tia), College of Urban and Public Affairs, Nohad A. Toulan School of Urban Studies and Planning

Email: Please use the email on Canvas at tsh@Canvas.pdx.edu (I work outside of PSU and will check this daily, expect a 48 hour turn around)

Office hours: By appointment in person or virtual. I tend to be on campus on Mondays at 4pm before teaching a night class this term. Please schedule any meetings 48 hours in advance so I can prepare to support you. My mailbox is in the College of Urban & Public Affairs (CUPA) building, 3rd floor. The adjunct office is in CUPA 370B.

[Course Schedule of Assignments](#) and in Canvas

COURSE DESCRIPTION

Course Description from the PSU Course Catalog: This course addresses issues at the intersection of urban policy and planning and individual and community health. Relationships between the ways in which land is used, the transportation choices available, and the health of both urban places and city residents are explored in light of growing concern about increased rates of various health problems. Health consequences of political, economic, and social aspects of metropolitan life are also examined. Movements and programs to create and maintain healthy communities around the world are analyzed. The course is an Urban Studies offering in the University Studies upper-division clusters of Community Studies and Healthy People Healthy Places; it is required for the Sustainable Urban Development minor, and is an elective course for the Community Development major.

Hybrid structure - This course format involves direct instruction through a reduced number of in person class sessions, supplemented with online pre-recorded lecture instruction. This

means we meet on campus once a week, and the rest of the content is available online in a self-paced format. Access to Canvas is required to complete the course.

PRINCIPLES, YOUR INSTRUCTOR, & COURSE OBJECTIVES

TEACHING PHILOSOPHY

“A thousand hearings aren’t worth one seeing, and a thousand seeings aren’t worth one doing.”
– Vietnamese proverb.

My training as an educator (I have a Master’s in Science Teaching and a PhD in Urban Studies from PSU) is in project-, or problem-based, learning. In my experience, student-centered, active learning is the best way to understand new content. Active learning is when a student claims ownership in shaping their educational experience based on what’s relevant to them. This happens in collaboration with others involved in a university setting, for example, between instructors and fellow students. I believe that **all participants in this course have valuable knowledge, insight, analysis, and lived experiences to contribute as co-learners. You matter and what you bring is unique to you – no one else has it because there’s only one you.** We are making meaning of information through our individual lenses, shaped by experience. In a course of this structure, hearing lecture content and reading assigned material becomes a foundation for students applying that heard/read content in the “doing” through activities, discussions, and assignments as learning practice.

I invite you to share suggestions throughout the course as you contribute to building a supportive learning environment. I also request that you let me know what I can do better to support your and your classmates’ success in this course.

LEARNING OBJECTIVES

This course is required in the Sustainable Urban Development minor, it’s part of the Healthy People Healthy Places cluster in University Studies, and it’s an elective for numerous other degree programs in the College of Urban and Public Affairs. This means we have many field areas represented and there is opportunity for you to learn from the knowledge you are each gaining in your respective fields. Keep in mind that if you have taken other courses in USP or SINQs Healthy People Healthy Places/Understanding Communities courses at least 3 weeks’ worth of content will be a review because there is overlapping foundation material about health determinants that needs to be covered for everyone. Please look for opportunities to deepen your knowledge by exploring the “optional for deep divers” section in each week’s

page. The course learning objectives are structured within the University Studies General Education Course Objectives framework, listed here.

1. ***Inquiry and Critical Thinking*** -Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.
 - Students will be able to identify relationships through critical & appreciative analysis among social, economic and physical health determinants and population health outcomes.
2. ***Communication*** - Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
 - Students will be able to interpret maps in order to analyze and communicate the potential relationship between social, economic and physical health determinants and at least one health outcome affecting a community.
3. ***Diversity, Equity and Social Justice***- Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives
 - Students will be able to analyze the benefits and potential downsides of policy strategies to create, repair, or maintain a healthy community based on the history of systemic racism in land use laws in the US.
4. ***Ethics, Agency & Community*** - Students will examine values, theories and practices that inform their actions, and reflect on how personal choices and group decisions impact local and global communities.
 - Students will be able to examine how individual options are shaped by access to community-level opportunities beyond self-capacity and motivation. Students will identify ways to be involved in policy and system change to increase community opportunities that support health.

TEXTBOOKS, READINGS & VISUAL MEDIA

This course uses a primary text supplemented with chapters from other texts, videos and articles. All items are in Canvas under the “Modules” section. This is also where lecture content and assignments appear. Some media items are available on canvas as hyperlinks, others as linked files.

Required (you already paid for it, e-book in PSU library) - *Making Healthy Places: Designing and Building for Well-Being, Equity and Sustainability*, Island Press, **2nd Edition, 2022** Edited by Nisha Botchwey, Andrew L. Dannenberg, and Howard Frumkin.

Everything is available in e-versions at the library. There are additional assigned readings and media for review that are listed on the syllabus schedule and are posted in Canvas under “Content” and “Week” for each week/module of the term. Reading can be done before, or after, viewing module content unless otherwise specified. You won’t be able to contribute to the weekly discussion without reviewing the lectures and at least some of the reading. I support skim reading because it’s how I got through heavy reading loads in college. Students will also use assessment tools, mapping websites, and other tools available on Canvas. If you cannot find something, please post on the Q & A board, ask a classmate, or email me.

COURSE REQUIREMENTS

Grades will be determined by the following components out of 1000 points. See schedule for due dates. *Assignment structure adapted from 2019 version by Moriah McSharry McGrath*

- 1. Engage with class community = Weekly Activities** (50 points per in-person session starting week 2, **one ‘freebie’ you can miss**, $50 \times 7 = 350$ points total out of 11 weeks or **35% of grade**) Attendance and timeliness is 5 points (except for those with DRC flexible attendance accommodations); high quality engagement in applied classroom activities are the remaining points and includes professionalism in discussions and emails. This includes completing the activity in class and discussing your write up summaries with your peers (instructions in Canvas so you can read ahead). **In-class activities are due Sun evenings by midnight after you start them (wed class of week to start activity, turn it in by that Sunday if not in class that day).**
- 2. Engage with assigned media and lectures = Weekly Summary & In Class Discussion** (40 points $\times 6 = 240$ points or **24% of grade**; starting week 2, **then take off any two weeks of choice**). Every week prepare at least a 2 page (1 front to back maximum) outline summary of the main points you gathered from the assigned readings, storymaps, videos, etc. and any questions or areas that you felt needed more clarification from media or lectures, and one thing you found interesting. **These are due by midnight of Wednesdays and graded complete/incomplete meaning if you address these three elements, even if your understanding is fuzzy, you get full credit.** Reference them in class for your review discussions of the lectures and readings.

3. Mid term mapping project = Due week 6

You'll create a set of two maps (or more if you so desire) you'll create using PolicyMap, or find from other people's research, that illustrate a relationship you want to explore in a metropolitan area. You'll work on the two maps in class (25 points) and then a ~2 page essay about the data and the relationship you explored in the maps by that Sunday (75 points).

4. Applied final-term analysis = Week 11 Neighborhood Assessment or Strategy

Analysis storymap (in pairs or trios, 250 points, 25%) - By week 6 you'll organize around a core health determinant and/or a specific neighborhood you'd like to explore together in order to build a storymap using ArcGIS. The template of the storymap structure is provided for you to revise/adapt. As a group you'll choose what content from your individual efforts you'll use/upload into the storymap for your final project. We will work on these in class.

- a. Group contract (week 7) - 25
- b. Individual research write up on potential strategy intervention(s) Week 8 - 50
- c. Individual data summary (from field data, mapping or literature) Week 9 - 50
- d. Group presentation week 10 or 11 (no grade - this is for feedback and practice)
- e. Group Storymap week 11 (you might finish earlier) - 100
- f. Group assessment (week 11) - 25

5. **Share What's Good =** Worth 60 points, this can be done any week of the term *except* weeks 6 and 11. Choose a policy or place-based strategy and share what it's designed to do, what health determinants it influences, and who might most benefit, and potentially harm. No individual educational strategies - the example *must* involve a component beyond educating people at the individual level. You can do this in a short (5 minutes) video presentation you upload to Canvas, write a 2 page essay about it, make an announcement in class, upload a slide deck, or do an audio/visual presentation. Remember to cite your sources!

6. **Extra credit options (30 points) - Affects Grade by 3%** - Posted on Canvas; these will be more challenging than the regular assignments as I'd like you to focus on those.

Assignment Summary (out of 1000 points):	Points	% of Grade
Weekly In Class Activity (50 points x 7 weeks)	350	35
Weekly Reading Summaries (40 points x 6 weeks)	240	24
Midterm mapping analysis and essay	100	10
Final project includes individual and group work	250	25

Course Policies

Every student has the responsibility to fully review and understand the general policies for this course.

GRADING SCALE

Grades and Incompletes

Official grades for the course will be posted at the end of the term using the Portland State University Grading System. The following table shows the grading scale that is used to determine final letter grades.

Course Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Points	1000-930	929-900	899-870	869-830	829-800	799-770	769-730	729-700	699-670	669-630	629-600	599
Final %	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

Incomplete grades are assigned at the discretion of the instructor and only under conditions that comply with PSU policy. Students must consult PSU's policy regarding incomplete eligibility prior to making this request: <https://www.pdx.edu/registration/grading-system>

Full assignment details and resources to support your learning will be provided through Canvas. Each week you'll have suggested readings, examples, and videos to review as you complete the assignments. Students in this course should plan to spend 1-2 hours **each** evening (Monday-Sunday) on course readings, assignments, and discussion posts. Students will also be required to spend out-of-class time working on a final paper. Students are expected to be fully active participants online; comparable to required attendance.

Course Parameters and Agreements

The purpose of this section of the document (adapted from Dr. Kaufman's fall 2018 version) is to supplement the Syllabus and give you more details about expectations for the course. For clarity, some information from the Syllabus is repeated here.

Assignment Expectations for Grading

In order to receive the maximum points on assignments, please pay attention to:

1. **The instructions!** I must apply fair and consistent standards for grading, so I have to base the assessment of everyone's work on one set of instructions. Please follow them. I suggest going back to the instructions after you have completed your assignment to compare and make sure you have covered all requirements.
2. **Academic standards, including grammar, spelling, citations, honesty, professionalism and creativity.** This is an academic setting. While all communications do not need to be formal, they should always use proper grammar and spelling. This includes emails and any online discussions. **It is expected that all work will be appropriately cited according to APA style, including bibliographies.**
3. **Add value.** I recommend following the 4 E's: sharing your personal experience (where relevant, manage your disclosure), include evidence from course content (cite your sources using APA), extend the conversation with questions, and include examples. This is also where you connect back to readings or lecture (or both) from earlier weeks, discuss how this course relates to content in other courses, etc.
4. **Apply your Learning.** You can best demonstrate your overall engagement with the course by connecting concepts and materials to your life. Even *not* having an experience can be helpful to share because it helps you understand that there are many ways of being impacted and supported in communities. Examples would be referring to something we have covered previously in a new discussion, or commenting on how two different readings either complement or contradict each other and how this impacts your understanding.

Online Participation Expectations

This class as a hybrid version requires online learning. Just as you take initiative to show up for class, you will do best if you "show up" online regularly to view the lectures before we meet in person. We all have a lot of experience and practice showing up for our classes, which we've been doing from early ages. Most of us have less experience with "showing up" online; it doesn't come as naturally as attending class. I recommend thinking about a plan to support your success in the online aspects of this class. Some ideas would be to:

- Log into Canvas at the same time every day, even if it is just to check email and announcements.
- Schedule times in your planner to be on Canvas.
- Establish a regular routine (similar to your regular routine of going to class), for example, plan to spend 2 hours each Tuesday and Thursday afternoon focusing on assignments, in addition to checking emails and discussions each day.

Taking a class online does not mean that you “skip” the time you would have spent in the classroom. You are simply shifting that time to online work.

Course Communications

In this course, diverse points of view are encouraged and respected. Respectful communication is a course requirement. Inappropriate communications will be addressed by the instructor, and may be elevated to the departmental or university-level, depending up on the nature of the communication. Here are a few tips to ensure effective and respectful communication:

- Proofread before sending or use a word processor with spell check and then paste your discussion posting into Canvas (if we use these).
- Avoid use of symbols or abbreviations.
- Avoid sarcasm. It does not translate well online.
- Assume that everyone has good intentions and ask for clarification before making assumptions.
- Focus critiques on the ideas expressed rather than making personal attacks (i.e., challenge the opinion or interpretation, not the person).
- Avoid use of symbols or abbreviations that may be unfamiliar to all, or explain it.
- Using appropriate grammar and punctuation makes your posts easier to read for both your classmates and those of us grading. While online discussions are not meant to be academic papers, this is an academic setting. **No “texting-style” writing, please!** (Points will be deducted if your posts are challenging to interpret due to this.)
- Be specific about statements to which you are responding. If you are responding to a particular idea from a classmate's post, restate or "quote" their remarks.
- Please do not use the discussion groups in person or online to solve or discuss personal problems beyond the scope of the class. Feel free to contact me for input.
- Look to link ideas with content from the course to build on learning.
- If you are taken aback by something someone writes or says, take a break and come back to it later. There is no need to respond immediately, unless . . .
- **If you find a statement or to be a form of harassment or abusive, please notify Dr. Tia immediately rather than responding directly to the person.** We will work out a response together, or I will respond individually.

- **Dr. Tia will delete posts that include bullying, promote violence, involve name calling, or otherwise detract from the content of the course.**

If it's a rare circumstance where I choose to delete a discussion posting or thread because of concerns about harassment (see [PSU policy here](#)). When such a decision has been made, the person(s) responsible for the message(s) will be informed of this decision via email and encouraged to use greater caution in future communications. I may invite that person to take accountability for their actions/words as part of learning. Many of our behaviors are unconscious based on biased beliefs we've absorbed from society, and we can't change them unless they become unconscious. Repeat offenses may result in participation restrictions and lost or zero points for the assignment or discussion.

Communication Tools

I enjoy communicating with students during the term and appreciate being updated on things outside of class that might impact your participation or the quality of your work. I think you will find that I am quite flexible if you communicate in a timely manner. **Please don't wait until the last week of class to let me know that you are struggling in some way with this course.** If you let me know immediately, we will have more options than if you wait until the end of the term. I depend on you to let me know if you need help.

- **Canvas:** Our online system will be a key “player” in your success. You are responsible for knowing the information posted so please check it daily! If you are having any problems with access, please let me know. The people at the computer help desk (help@pdx.edu; x54357) and the Tutoring Center (SMSU 439, x55462) can help with Canvas.
- **Email:** There are two potential ways to contact me via email: canvas email (see Inbox on the left menu bar in Canvas) PSU email tsh@pdx.edu. Please email me in Canvas and I'll get back to you usually within 24 hours unless it's a weekend and I'm away.
- **Appointments:** Please contact me and we can set up a phone call or virtual call within 48 hours. I don't check emails or the internet on Sundays.

Late/Missed Work Policy

Based on class vote (finalized by Wed evening of week 1 of the term) you all voted for a 3 day grace period with 5% deducted each calendar day it's late after that, no accepted after 7 calendar days. I don't accept assignments after 7 days unless you make arrangements ahead of time. The last day to get work in, regardless of the policy is Wed of finals week. Email me if something comes up if you get sick or miss a deadline from extenuating circumstances so we can work things out. You can always turn things in early!

If there's a grace period, I would wait until the end of the grace period to deduct points. So if a discussion is due on Sunday, and you have a 3 day grace period, I would wait until Wed to count it late. After that I deduct whatever % you vote for off the percentage grade each day it is late after the grace period up to 7 days. I don't accept it after that. If you earned a 100% it becomes a 95% turned in one day late. Email me if you get sick or miss a deadline from extenuating circumstances so we can work things out. You can always turn things in early! Turning assignments in late creates more work for those of us doing the grading; and we understand sometimes there are unexpected situations. Please email Dr. Tia if new concerns arise.

Turning in Work Online All files submitted must be submitted in a format that is accessible to the instructor with university-issued software (e.g. PDF format or MS Word). Papers submitted in an inaccessible format cannot be graded. If you are uncertain whether your software will be suitable for submitting papers, contact the PSU Helpdesk.

It is the student's responsibility to confirm that email messages and any attachments have been received by the instructor. All emails will receive a reply within 24 hours (excluding weekends and holidays). If a reply is not received within this time frame, you should assume your message did not arrive successfully and you should follow-up by phone and/or additional email communication until confirmation is received.

Attendance & Dropping the Course - There are new federal requirements where I have to document you initiating your course attendance for reporting related to financial aid. I will use your login to the Canvas site or your in person class presence the first or second week to initiate attendance, whichever comes first.

I build attendance participation into the weekly activity assignments. I use the most recent Canvas login date for reporting attendance when I send in final grades, which is required for financial aid. If students anticipate that they cannot complete the assigned course work according to the given timeline, then they should reconsider their enrollment in the course. If you are sick, please stay home and complete your work through the Canvas site. There will not be zoom meeting connections available through the main course. If you are working on group projects your group is welcome to coordinate to accommodate you if you are absent.

If you withdraw from the class before the end of the term, please send the instructor and mentor a courtesy email to let them know you will not be completing the course. Incomplete grades will only be considered on rare occasions on a case by case basis. Students must formally request an incomplete from the instructor and sign the "Contract Between Student and Instructor for Giving an Incomplete" form available [here](#).

You may drop a course online with no record of the course on your transcript up to the end of the second week of the term. (As a courtesy, you should notify the instructor that you intend to drop.) From the beginning of the third week up to the end of the seventh week, you may withdraw using a Special Registration form, but a "W" will be recorded on your transcript. A "W" will have no impact on your GPA. However, if you are receiving financial aid, it might have an impact on your ability to continue receiving aid. If you wish to withdraw after the seventh week you must have extenuating circumstances and petition the Deadline Appeals Committee.

Safe Learning Environment

Portland State is committed to fostering a safe, productive learning environment. Title IX and PSU policy prohibits discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. Please be aware that PSU's policies require faculty members to report any instance of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources:

- <https://www.pdx.edu/sexual-assault/get-help>
- **Confidential Advocates:** (for matters regarding sexual harassment and interpersonal/sexual violence)
<https://www.pdx.edu/womens-resource-center/sexual-and-relationship-violence-response-program>, (503) 894-7982, or schedule an appointment online at <https://psuwrc.youcanbook.me/>
- **Center for Student Health and Counseling (SHAC):** (provides confidential counseling and medical care to registered PSU students) 1880 SW 6th Ave, (503) 725-2800
- **Student Legal Services:** (provides free, confidential legal advice, advocacy and representation) <https://www.pdx.edu/student-legal-services/>, 1825 SW Broadway, (SMSU) M343, (503) 725-4556

For more information, access the required Canvas student module “Creating a Safe Campus.”

Title IX of the Educational Act of 1972 requires educational institutions (PSU) to provide academic and employment support to students and/or employees, including student employees, who experience sexual harassment, sexual assault or any other form of interpersonal violence. Academic and employment support includes, but is not limited to,

- Providing additional time to complete assignments or to take exams;
- Completing the course without attending the lectures;

- Providing academic support, such as tutoring;
- Arranging to have extra time to complete or re-take a course or withdraw from a course without an academic or financial penalty;
- Providing a No Contact Order (NCO) between the victim and the alleged perpetrator, where the victim and the alleged perpetrator may not contact each other;
- Changing the alleged perpetrator or the victim's course to prevent both students from being in the same course;
- Providing excused absence from employment with PSU for a reasonable time; and
- Changing hours of employment or department of employment at PSU.

PSU **must** provide these academic and/or employment supports whether or not the student decides to report the matter to Office of the Dean of Student Life or the Office of Equity and Compliance. An IPV Confidential Advocate, the CARE Team Case Manager, the Assistant Dean/Director of Conduct and Community Standards or the Title IX Coordinator may contact a faculty member/instructor and/or a supervisor to arrange for academic and/or employment support for a student or employee who has experienced interpersonal violence. **If a faculty member or supervisor has any questions about providing the academic or employment support, the faculty member should contact PSU's Title IX and 504/ADA Coordinator, Rebecca Lawrence, titleixcoordinator@pdx.edu, or 503-725-4410.** Please note that the Department of Education has issued new regulations regarding Title IX and the Oregon legislators have passed new laws regarding sexual harassment in higher education. PSU has instituted interim policies: [Title IX Sexual Harassment Interim](#) and [Prohibited Discrimination and Harassment policy \(Interim\)](#), which reflect the new laws. These policies will be going through the University Policy Committee and the Title IX Coordinator will be providing more information about the changes to PSU policies and procedures in the near future.

As an instructor, students frequently come to me for assistance in matters that are not related to the course material. **Please be aware that PSU's policies require faculty members to report any instance of sexual harassment, sexual violence and/or other forms of prohibited discrimination.** This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module [Understanding Sexual Misconduct and Learning Resources](#) in Canvas.

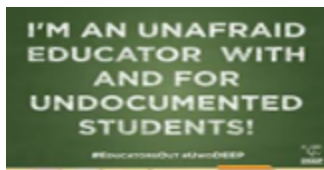
If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this link):

- Confidential Advocates (503-725-5672) or psuwrc.youcanbook.me (for matters regarding sexual harassment and interpersonal/sexual violence)
- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, 503) 725- 2800
- Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556 For more information, please complete the required student module Creating a Safe Campus in Canvas.

Community Supports on Campus: The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. All are welcome!

www.pdx.edu/cultural-resource-centers, cultures@pdx.edu, 503-725-5351

- Please visit this website for information on resources for Supporting the DREAM: [Policies and Practice for Becoming a Strong Ally to Undocumented Students and Families](#)
- Please visit [this site](#) for PSU's religious accommodations policy.
- Please visit [this site](#) for a list of student resources



Academic Accommodations and Disability Services

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. The Disability Resource Center (DRC) at Portland State University works with students, faculty and staff to develop an accessible and inclusive learning environment. To register for DRC services and obtain academic accommodations,

visit PSU's DRC website: <http://www.pdx.edu/drc/>. You'll also find information about university policies and tutorials for using the DRC's online services.

If you are already registered with the DRC, contact the instructor immediately to discuss the DRC approved academic accommodations for this class. Accommodations can only be provided for registered students. The DRC is located at 116 Smith Memorial Student Union and can be reached by calling 503-725-4150 or by emailing DRC@pdx.edu.

Emergency Cancellations of Class: Instructor will send an email and post an announcement the morning of class if it's canceled. Please check the PSU website for inclement weather cancellations.

<https://oaipplus.pdx.edu/blog/playlist/inclement-weather-closures/>

For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Portland State University Student Code of Conduct and Academic Misconduct

Portland State requires all students to know, understand, and comply with the PSU Code of Student Conduct and Responsibility: <https://www.pdx.edu/dos/psu-student-code-conduct>. Among other behaviors, the PSU Code of Student Conduct and Responsibility prohibits all forms of academic misconduct. The [CCJO program Quick Start Mini Course](#) in Canvas helps clarify for students the meaning of academic dishonesty at PSU. This includes plagiarism, buying and selling coursework, cheating on exams, and other forms. Academic dishonesty also includes submitting your own work (paper or other assignment) for a grade in one course that you have already submitted in another. Students must gain an instructor's explicit permission to do so. This is not an exhaustive list of all forms of academic misconduct. Knowledge and understanding of what represents academic misconduct is required of all PSU students and for participation in this course.

Acts of academic misconduct are regarded as serious in the Criminology & Criminal Justice Department and at Portland State. Acts of plagiarism and other forms of academic misconduct will be addressed by the instructor and will be reported to the appropriate program and university authorities. Students determined to have committed academic misconduct face a range of potential consequences. These can include failure of the assignment, failure of the class, and dismissal from the university for very significant or repeated violations. Papers and other written submissions in this course will be reviewed for originality using the Turnitin plagiarism detection software.

Plagiarism

Instructors **want** you to include multiple sources in your writing because this is how you build knowledge. Naming those sources is how you give people credit for influencing your work. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. You are cautioned against using:

1. Phrases, sentences, paragraphs, etc. word-for-word, without a citation, from the written material of others;
2. Phrases, sentences, paragraphs, etc. with only slight changes to the written materials of another without citing; and
3. The general plan, the main headings, or a written form of someone else's material without a citation.

The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). See Canvas for more information on APA in-text and work cited references. Please see me if you ever have any questions about how to cite your work. When in doubt, ask me.

Paper Formatting

Unless otherwise stated in your assignment instructions, the CCJO program requires that all papers submitted by students be formatted according to the APA Style, including all bibliographic citations.

- [ZoteroBib.org](#) is a useful tool to help you generate accurate APA citations and reference lists. You should learn how to use this handy resource.
- [CCJO's Quick Start Mini Course](#) in Canvas provides a range of resources on using APA Style. Students in this course are expected to utilize these resources.

Technology Policy

It is the student's responsibility to understand how submission folders work for online assignments, how quizzes work if they are offered, etc. In the event of a verifiable technical issue, the instructor may elect to offer students an **alternative written assignment** to substitute for the quiz/exam. As I'm sure you are well aware, technology can let you down at critical moments – lost files, viruses, internet connections down, Canvas being slow, computer crashing – all just 30 seconds before something is due. Unless there is a widespread, verifiable outage at PSU, working technology is **YOUR responsibility**. If you wait until the last minute, then have trouble uploading a file or completing an online quiz, it will be counted as

late or missed, depending on the assignment. **Frequent access to reliable technology** will be critical for your success in this class. If you need help in figuring out your resources, please ask me. You must have reliable access to the internet and Canvas to be successful in this course! Back-up Option: If you distrust or sometimes have problems with submitting assignments via Canvas, you may submit a back-up copy by emailing it as an attachment to a google drive folder that I will share at the same time that you submit it to Canvas. That way, you will have a copy of the assignment that can be verified for time and content.