

Syllabus for UNST 220, Understanding Communities - Spring 2025

Instructor Information

Norene Hough (she/her or they/ them)

norenehough@pdx.edu

Office Hours: M 11:30 - 1:45 pm or via [Calendar](#)

Office: Urban Center Room 370N

Mentor Information

Clover Javurek-Humig (they/ them)

javur2@pdx.edu

Office Hours: Schedule by Calendly

Course Description

This is a Sophomore Inquiry Class (SINQ) - which means this is a class where you will work on improving your writing skills within the topic Understanding Communities. In this course, we will look to explore the nature of the communities in which we live. The Understanding Communities Cluster provides an opportunity to gain the skills and knowledge required to explore the balance of individualism and social responsibility in communities. This course introduces and explores the concepts of community through sociology, anthropology, geography, history, community organization, and urban planning.

UNST Objectives – The Objectives for this Course

- ❖ ***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.
- ❖ ***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.
- ❖ ***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
- ❖ ***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.

Class Materials

For this course, we will rely on articles, websites, and videos that will be posed to Canvas. We will use technology including Canvas, email, Zoom and Google suite. You are responsible for accessing these technologies multiple times per week. **You do need regular internet access and a computer/ laptop/ Chromebook for this class.** Reliance solely on a cellular connection and/or using a tablet will not be sufficient for the assignments in this course. If you need a hotspot or a laptop – please see the student resources section of Canvas.

You will be asked to **acquire one book as part of a book group assignment.** This book can be bought, taken from the library; borrowed, etc. More information will be provided in class on your selection. (In general, the books are less than \$15.)

Class Format

This is a 4-credit course that includes both the main session & a mentor session. This class will be **entirely remote (on-line)**. The materials for the course will be run through the Canvas site and all materials will be posted to that site. It is important to let the instructor know if you are not able to access information or if you are having problems with the technology. **You will be required to interact with the Canvas site multiple times per week** for discussions, readings, activities, videos & assignments.

Spring Term Format: This class is entirely asynchronous – meaning there is NO time when the entire class will ever meet in person or on-line. The class is held over 10 weeks & **there will be weekly deadlines & due dates**. For this class you will have materials due on Thursday & Sunday evenings. You will be **required to interact with the Canvas site multiple times per week** for discussions, readings, activities, videos & assignments. You may work ahead as long as you complete the work before the deadlines.

On-Line classes move very fast & 10 weeks is very quick when you get behind This is a 4-credit class over 10 weeks. You should expect to spend 10 - 15 hours each week on this course.

Office Hours/ Virtual Options: I am here to support students and answer questions. I hold office hours each week on Mondays from 11:30 - 1:45 & have many other appointment slots on my calendar for students. Please know you can click on the [calendar](#) and sign yourself up for a virtual slot and we can chat at any time.

Mentor Session

Traditionally, SING courses have both a main session and mentor session that students attend. The purpose of the mentor session is to be able to work in smaller groups with the mentor to build on the materials for the course. As this class is asynchronous, there is no built-in time to meet with your smaller group & the mentor. However, each week we do have a mentor task that will help you build community with other members of the class and support your larger learning. In addition this course does involve you working in smaller groups so you can interact and get to know your peers better.

Our Mentor, Clover, is a great resource. They are there to help you throughout the course and are a great resource for you as we navigate the term. You can always reach out to your mentor with questions about this class, PSU resources, or needing further assistance.

Course Requirements

This course requires a number of different assignments that ask you to think critically about communities, yourself & the larger world. There are readings in this class but those assigned are key to your participation in each assignment; will help build your understanding, and will form the basis for the research for the activities and assignments. Additional information, assignment directions and rubrics will be posted to Canvas.

In order to pass this course, you must:

- **Set aside 10-12 hours a week to complete this course. As a 4-credit hour course you are expected to spend 10-12 hours a week working on the material for this class.**
- **Acquire, Read, & Actively Participate in your Book for Book Group.**
- **Research & Write** – this course is a writing class so you will be expected to write each week and turn in your writing each week.
- **Complete the assignments** and turn them in on Canvas.
- **Reflect and Build on the 4 UNST Learning Objectives for this class.**

Expectations for Inclusivity

Building an inclusive learning environment requires us to work together to listen (reading carefully and reflecting in the online environment), and make room for all to have a say (asking questions and interacting in an encouraging way); to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world.

We can all promote safe and inclusive learning by listening deeply (including reading carefully and reflecting) and being ready to learn from those around us. In an online learning environment, it is important to work to write clearly, thoughtfully, and respectfully (take your time and consider the impact of your words). Please learn and use the correct pronouns for your classmates, please do not make assumptions. I hope that we can begin from a place of mutual respect and gentle personalism – taking each other where we are at each day, offering the benefit of the doubt, and being aware that the workings of power and privilege impact different communities and individuals in different ways.

Grading Policies

Grading: Grades are determined entirely based on points assigned. The points for each assignment will be detailed on both the updated syllabus and each assignment brief. The grades are percentages of how many points you received divided by the number of possible points. I use the standard university grading scale as detailed below. All grades are kept up to date in Canvas. The instructor provides feedback on larger assignments. If you have any questions about a grade, at any time, please email the instructor. It is your responsibility to check your grades on Canvas and ensure that you are making progress.

Late Work Policies: On-Line classes move very fast & 10 weeks is very quick when you get behind. Late work makes it hard to keep up and engage with your peers. As a result, late work will be accepted for up to 1 week after the due date with a 10% penalty. After one week, I will not accept late work in this course.

This late work policy (1 week with a 10% penalty) applies to Weekly Writing Reflections; Book Group Activities; Neighborhood Photo Essay; Demographic Profile Assignment, and Final Presentation, Discussion & Paper. Please note: some of the Weekly Activities/ Participation can be made up but some cannot – they are based on your completion as part of the unit during the week of the term.

I know many unexpected things may happen, if you are behind in the course or something happens that puts you behind/ you need an extension, please contact the instructor immediately. I can be very flexible but I need to know what is going on so that I can offer you that flexibility. Extensions require emailing the instructor and creating a new work plan.

No Incomplete grades: (“I” grades) will not be offered in UNST 220. If you are experiencing difficulty, please seek help from the instructor or other campus supports as soon as possible. For more information, please consult the university “I-to-F” grade policy.

Final Grades – Grades in this course are determined by points. Your percentage is based on these points.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage Cutoff/ based on points	94%	90%	87%	84%	80%	77%	74%	70%	67%	64%	60%	0%

Assignments

The following represent summaries of the breakdown of grades and assignments for this course. Further guidance and detailed instructions about each assignment will be provided in each assignment via Canvas. The class has a total of 1,000 possible points.

Each week this class will have two deadlines – Thursday & Sunday. **All work for this course will be due no later than class on Thursday & Sunday at midnight of that week.** Each assignment will have the due date included and they are on Canvas. You can plan on these due dates ahead of time. The class is designed so you can work ahead if you know you have a week when you will be less available.

Weekly Activities & Participation

(190 points)

Each week these activities are created to help your engagement more with the content of the class and apply what you learned. There are many different formats for activities (Google Survey, Response to Peers, EdPuzzles, Exit Tickets, etc.). These activities are graded for completion (did you do think about it and complete it following the directions) – there are often no right or wrong answers.

Weekly Writing Reflections

(225 points)

Each week you are required to complete readings, videos, or tasks in order to be prepared for class. These readings and tasks are important to support the learning in class. It is important to look at the materials provided for that week; reflect on how they add to the goals of the course and then write. These are informal and short writing opportunities. Each week you will be responsible for a weekly writing reflection, completed via Google Form, that will be worth 25 points. At the end of the term, I will drop your lowest graded writing reflection.

Book Groups Session

(130 points)

During this course, you will select and read one book and discuss it with your book group. You will be responsible for reading your book; adding materials to your shared book group Padlet; and applying the lens and concepts from class to the shared book group experience. There are book group tasks that need to be completed in weeks 1 - 9 worth varying points with the main book group roles due weeks 4-8 each worth 20 points.

Mentor Session Activities

(100 points)

Each week there will be one mentor session activity that is worth 10 points. These are short activities that will be due on Thursday of each week. They ask you to engage with your peers, share your thoughts, or connect to the materials from this course.

Application & Analysis Assignments

(355 points)

Neighborhood Photo Essay Due April 13th.

(80 points)

Community Demographic Profile Due May 18th.

(100 points)

Final Book Review: Presentation; Discussion; & Paper Due Week 9, 10 & Finals

(175 points)

This class has no final exam – no exams or tests at all.

Weekly Course Schedule

Due dates, more information on the assignments & expectations are posted on Canvas. Items in blue indicate items that will be graded.

Week 1 - Introduction to Community (March 31 – April 6)

Due for Thursday @ midnight

- 1.0 Watch Welcome to UNST 220 Instructor Video (10 minutes)
- 1.1 Review the Week 1 Overview (1 page)
- 1.2 Review the Syllabus (14 pages)
- 1.3 Watch Overview of Syllabus & Assignments Instructor Video (25 min 47 sec)
- 1.4 Determine if this is the Right Course for You
- 1.5 Put Key Dates in Your Calendar
- 1.6 [Intro Google Survey](#)
- 1.7 Meet Your Mentor (1 page)
- 1.8 [Intro Quiz About this Course](#)
- 1.9 Create a Padlet Account
- 1.10 [Mentor Activity](#): Introduce Yourself as Part of Class Padlet

Due for Sunday @ midnight

- 1.11 Watch Book Groups & How Mentor Sessions will Work Video (11 min)
- 1.12 [Finalize Your Book Preference on Shared Google Sheet](#)
- 1.13 Read Why Study Sociology? (1 page)
- 1.14 Read What is a Community (1 page)
- 1.15 Create An EdPuzzle Account and then [EdPuzzle: What is a Community?](#) (9 min 38 sec)
- 1.16 American Segregation, Mapped at day & night (6 min 48 sec)
- 1.17 [Mentor Activity Part 2: Respond to your Peer's and Leave Comments on the Intro Padlet Activity](#)
- 1.18 [Complete the Writing Reflection for Week 1](#)
- 1.19 Read the Directions for Assignment # 1, Neighborhood Photo Essay - Go ahead and get started on the assignment (due at the end of week 2)

Week 2 - What is a Community? (April 7 - April 13)

Due for Thursday @ midnight

- 2.0 - Review the Week 2 Overview (1 page)
- 2.1 - Book Group Assignment
- 2.2 - [Book Group Activity: Book Group Intro & Pre-Reading Brainstorm](#)
- 2.3 - Watch: What does our Community Look Like Instructor Video (xxx min)
- 2.4 - [Complete Ranking Activity: What makes a Community Good?](#)
- 2.5 - Read: Why Socialization Matters (2 pages)
- 2.6 - Read: Agents of Socialization (3 pages)
- 2.7 - Read: Socialization Across Your life Course (2 pages)
- 2.8 - Watch: What is space & how do we study it? (10 min 33 sec)
- 2.9 - [Mentor Activity](#): Learn About PSU Resources

Due for Sunday @ midnight	
	<p>2.10 - Review Directions for Assignment # 1 - Neighborhood Photo Essay</p> <p>2.11 - Go on a Community Walk for Assignment # 1 (60 min)</p> <p>2.12 - Watch: Instructor Video of What Makes a Community Good?/ Myths of Community (27 min)</p> <p>2.13 - Watch Instructor Video: Symbols, Values & Norms (35 min)</p> <p>2.14 - EdPuzzle: Symbols, Values & Norms (9 min)</p> <p>2.15 - Complete the Writing Reflection for Week 2</p> <p>2.16 - Complete & Turn -In Assignment #1 - Neighborhood Photo Essay</p>

Week 3 - Belonging in a Community (April 14 - April 20)

Due for Thursday @ midnight	
	<p>3.0 - Review the Week 3 Overview (1 page)</p> <p>3.1 - Sign Up to Meet 1 on 1 with the instructor</p> <p>3.2 - What do Belonging & Community Mean? By Agrawal (3 pages)</p> <p>3.3 - What Does It Mean to Belong (2 min 20 sec)</p> <p>3.4 - Watch Instructor Video: To Whom do we Belong? (25 min)</p> <p>3.5 - Race, Ethnicity & the Cultural Landscape: Crash Course Geography #29 (12 min)</p> <p>3.6 - Why Do we Say "African American"? (9 min 25 sec)</p> <p>3.7 - Why Do we Say Latino? (6 min 47 sec)</p> <p>3.8 - Mapping Chicago's Racial Segregation (6 pages)</p> <p>3.9 - Types of Groups Chapter 6.1 (3 pages)</p> <p>3.10 - Mentor Activity: Peer Review & Reflection on Photo Essays</p>
Due for Sunday @ midnight	
	<p>3.11 - Book Group Activity: Book Group – Reading Break Up & KWL</p> <p>3.12 - EdPuzzle: Building Resilient Communities: A Moral Responsibility by Nick Tilsen (15 min)</p> <p>3.13 - Read: There is Room for all in this Circle by Sand (2 pages)</p> <p>3.14 - Watch The Essential Power of Belonging by Caroline Clarke (11 min 27 sec)</p> <p>3.15 - Complete the Writing Reflection for Week 3</p> <p>3.16 - Acquire Your Book For Book Group</p> <p>3.17 - Complete the 1 on 1 Check in with Instructor Over Zoom</p>

Week 4 - Boundaries in a Community (April 21 - April 27)

Due for Thursday @ midnight	
	<p>4.0 - Review the Week 4 Overview (1 page)</p>

	<p>4.1 - Instructor Video: Book Group Weekly Activities</p> <p>4.2 - Check Your Role & Read Your Book for this Week</p> <p>4.3 - Instructor Video: Video: How Do we Define Cities? (33 min)</p> <p>4.4 - Each City is Unique (6 pages)</p> <p>4.5 - Edpuzzle: Instructor Video: Kevin Lynch</p> <p>4.6 - Mentor Activity: Mental Maps</p> <p>4.7 - Book Group Activity: 1st Post for Book Group</p>
Due for Sunday @ midnight	
	<p>4.8 - The American Dream is Harder to Find in Some Neighborhoods by NPR (7-minute listen)</p> <p>4.9 - Sticky or Magnetic? Which US States attract people and which do they leave? (1 page)</p> <p>4.1 - Long Island Divided (Visual Story 30 – 45 min OR 41 min Video)</p> <p>4.11 - Weekly Writing Reflection for Week 4</p> <p>4.12 - Book Group Activity: Respond to Roles on Book Group</p>

Week 5 - History & Displacement in Communities (April 28 - May 4)

Due for Thursday @ midnight

	<p>5.0 - Review the Week 5 Overview (1 page)</p> <p>5.1 - Check Your Role & Read Your Book for this Week</p> <p>5.2 - Land Acknowledgement from PSU (1 page) & Native American Reservations, Explained. (10 min 33 sec)</p> <p>5.3 - The Racist History of Portland, the Whitest City in America by Semuels (14 pages)</p> <p>5.4 - Instructor Video: A Very Brief History of Portland (20 min)</p> <p>5.5 - Mentor Activity: Personal History Timeline</p> <p>5.6 - EdPuzzle: Suburban Sprawl vs. US Economy (13 min)</p> <p>5.7 - Instructor Video: Displacement & Community Change (35 min)</p> <p>5.8 - Book Group Activity: 1st Post for Book Group</p>
Due for Sunday @ midnight	
	<p>5.9 - Midway Self Assessment Google Survey</p> <p>5.10 - The Disturbing History of the Suburb (6 min 16 sec)</p> <p>5.11 - A Long History of Affirmative Action – For Whites (2 pages)</p> <p>5.12 - Housing Segregation and Redlining in America: A Short History by Code Switch (6 min 36 sec)</p> <p>5.13 - American Segregation, mapped at day & night (6 min 48 sec)</p> <p>5.14 - Mentor Activity Part 2: Come Back and Check out other Personal Timelines</p> <p>5.14 - Weekly Writing Reflection for Week 5</p> <p>5.15 - Book Group Activity: Respond to Roles on Book Group</p>

Week 6- Demographics in a Community (May 5 - May 11)

Due for Thursday @ midnight

- 6.0 - Review the Week 6 Overview (1 page)
- 6.1 - Check Your Role & Read Your Book for this Week
- 6.2 - Instructor Video: US Census & Demography (46 min)
- 6.3 - Population Mountains Visual Story (5-10 minutes)
- 6.4 - [Edpuzzle: Race & Ethnicity \(11 min\)](#)
- 6.5 - What is the US Census + Why's It So Important? (5 min 8 sec)
- 6.6 - How the US Census Misses People of Color & Why it's so Harmful (3 pages)
- 6.7 - Look through the US Census 2020
- 6.8 - [Book Group Activity: 1st Post for Book Group](#)

Due for Sunday @ midnight

- 6.9 - Is it Hot in Here & Gone Away (3 pages)
- 6.10 - How Decades of Racist Housing Policy Left Sweltering (20 min)
- 6.11 - [Weekly Writing Reflection for Week 6](#)
- 6.12 - [Book Group Activity: Respond to Roles on Book Group](#)
- 6.13 - Instructor Video: Demographic Profiles & Demographic Profile Assignment
- 6.14 - Instructor Video: How to Use Census Reporter (8 min)
- 6.15 - [Mentor Activity: Census Reporter Scavenger Hunt](#)

Week 7 - Identity a Community (May 12 - May 18)

Due for Thursday @ midnight

- 7.0 - Review the Week 7 Overview (1 page)
- 7.1 - Check Your Role & Read Your Book for this Week
- 7.2 - [Mentor Activity: Check in with the Mentor](#)
- 7.3 - Racial, Ethnic, & Minority Groups Chapter 11.1 (1 page)
- 7.4 - Instructor Video: Communities of Identity & Social Identity Theory (37 min 27 sec)
- 7.5 - [EdPuzzle: Instructor Video: Class & Socio-Economic Status](#)
- 7.6 - [Book Group Activity: 1st Post for Book Group](#)

Due for Sunday @ midnight

- 7.7 - Intro to Intersectionality by Taryn Crenshaw (9 min 52 sec)
- 7.8 - The urgency of intersectionality by Kimberle Crenshaw (18 min)
- 7.9 - [Weekly Writing Reflection for Week 7](#)
- 7.10 - [Book Group Activity: Respond to Roles on Book Group](#)
- 7.11 - [Complete & Turn -In Assignment #2 - Demographic Profile Assignment Due](#)

Week 8 - Bias & Power a Community? (May 19 - May 25)

Due for Thursday @ midnight

- 8.0 - Review the Week 8 Overview (1 page)
- 8.1 - Check Your Role & Read Your Book for this Week
- 8.2 - White Privilege Unpacking the Invisible Backpack (2 pages)
- 8.3 - Instructor Video: Privilege Identity & Intersectionality (18 min 32 sec)
- 8.4 - When You're Accustomed to Privilege, Equality Feels like Oppression (3 pages)
- 8.5 - Let's Stop Blaming Poverty on the Poor (2 min 26 sec)
- 8.6 - [EdPuzzle: Crash Course Sociology # 35 - Race/ Ethnicity Prejudice & Discrimination \(11 min 40 sec\)](#)
- 8.7 - [Book Group Activity: 1st Post for Book Group](#)

Due for Sunday @ midnight

- 8.8 - Stereotypes, Prejudice & Discrimination Chap Chapter 11.2 (3 pages)
- 8.9 - Strong' Black Woman? 'Smart' Asian Man? The Downside to Positive Stereotypes (1 pages)
- 8.10 - Instructor Video: Privilege & Unconscious Bias (16 min)
- 8.12 - [Mentor Activity: Chose & Complete One Implicit Bias Test from Harvard & Exit Ticket](#)
- 8.13 - Black Girl in Suburbia Documentary (55 min)
- 8.14 - [Weekly Writing Reflection for Week 8](#)
- 8.15 - [Book Group Activity: Respond to Roles on Book Group](#)
- 8.16 - Final Paper & Presentation Assignment Directions
- 8.17 - Instructor Video: Finishing Up Book Groups & Final Assignments

Week 9 - Mobility in a Community? (May 26 - June 1)

Due for Thursday @ midnight

- 9.0 - Review the Week 9 Overview (1 page)
- 9.1 - Watch Pre-Recorded Video: Race & Social Mobility (30 min)
- 9.2 - Is America Dreaming? Understanding Social Mobility (3 min 40 sec)
- 9.3 - 10 Reasons Black Americans Still Face More Inequality than Whites (3 min)
- 9.4 - [Mentor Activity: Take American Dream Quiz & Exit Ticket](#)

Due for Sunday @ midnight

- 9.5 - Instructor Video: Social Class Traits
- 9.6 - What is Social Stratification? Chapter 9.1 (3 pages)
- 9.7 - Social Stratification & Mobility in the US Ch. 9.2 (2 pages)
- 9.8 - [EdPuzzle: Danger in a Single Story \(18 min 33 sec\)](#)
- 9.9 - [Book Group Activity: Book Group End Reflections](#)
- 9.10 - [Weekly Writing Reflection for Week 9](#)
- 9.11 - [Individual Book Video Presentation](#)

Week 10 - Community Recap? (June 2 - June 8)

Due for Thursday @ midnight

- 10.0 - Review the Week 10 Overview (1 page)
- 10.1 - Instructions on Peer Book Group Video Activity
- 10.2 - [Activity: Peer Book Video Presentation](#)
- 10.3 - Instructor Video: Houselessness (20 min)
- 10.4 - Understanding Homelessness in America (9 pages)
- 10.5 - [Mentor Activity: Play Spent & Exit Ticket](#)
- 10.6 - [EdPuzzle: Chavez Ravine](#)

Due for Sunday @ midnight

- 10.7 - An American Suburb, 2018 Stories & Photos from Dolton, Illinois (Visual Story 20-25 min)
- 10.8 - Instructor Video: Understanding Community Redux
- 10.9 - [Weekly Writing Reflection for Week 10](#)
- 10.10 - [End of Term Google Survey](#)

Finals Week (June 12)

Due for Thursday @ midnight

Finals Week - no final exam for this course. However, the **Final Book Review Paper** is due Thursday, 6/12 @ midnight.

Resources & Information

Food Security Information

The PSU Food Pantry offers services to currently enrolled Portland State University students, by providing a free, welcoming, and inclusive environment to acquire supplemental food items on a regular basis. The pantry is located in SMSU 325. For more information email foodhelp@pdx.edu

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>. **If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.**

Campus Culture Resource Centers

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

Infants/ Children in Class Policy

There are resources at the Resource Center for Students with Children, SMSU 462.

I have no problem with your children joining you in class if that is what has to happen that day. Please let me know what accommodations you need to make this work.

Generative AI

The assignments in this course are designed to be completed **WITHOUT** the use of generative AI and in most cases, using generative AI will not give you the “correct” answer. If you feel that generative AI is helpful to you, please be sure to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation). It is important to note that if AI tools like chatGPT/ similar tools are permitted to be used for an assignment, then they should be used with caution and proper citation. **AI is not a replacement for your own thinking and research.** As this is fast changing, please review the [University's Policy](#).

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Writing Resources

This course does require you to stretch yourself as a writer. In order to be an effective communicator your writing needs to 1) meet the assigned task; 2) be designed for the intended audience; 3) convey all important information. Every writer needs to proof-read and revise their work to obtain the best finished product. If you need help with this process, PSU's Writing Center (www.writingcenter.pdx.edu) has a variety of free services. **This is a writing class and this is a great free resource for everyone to use.** Please use this resource.

Discrimination, Violence, & Mandated Reporter/ Title IX Reporting Obligations

PSU is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503-725-5672 or by scheduling on-line (psuwrc.youcanbook.me) or another confidential employee found on the sexual misconduct resource webpage. For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module Creating a Safe Campus in your Canvas.

Academic Honesty & Plagiarism

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Cheating and or plagiarism will not be tolerated and will result in a failing grade for the assignment which may result in a failing grade for the course as well. For more information, please look at the PSU Student Code of Conduct (www.pdx.edu/dos/psu-student-code-conduct)