

**RAMAPO COLLEGE OF NEW JERSEY**  
**First-Year Seminar Fall 2011**  
**INTD 101-27**  
*Advocacy and Intercultural Education*

**Course Information**

Prerequisites and/or Co-requisites: First-time, first-year student status  
 Class Meeting Day(s), Time and Room Location: Mondays and Thursdays 8:00 to 9:30am  
 Classroom Location: TBD

**Instructor Information**

Instructor's Name, Title: Dee Bright Foreman, Associate Director EOF Program  
 Office Location & Phone No. D101 201-684-7541  
 Office Hours: Monday thru Friday 10:00am to 12noon  
 E-mail: dforeman@optonline.net  
 Mailbox Location: D101

**Common Course Description**

Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars.

**Course Description of this Section**

This course will introduce students to the concept of intercultural education and provide an understanding of the key issues that exists within intercultural education in our society. The course is designed to promote understanding for other cultures, advocacy for human rights and the promotion of equal opportunities in education for all. Students will gain knowledge on educational reform efforts within various communities. Students will be introduced to landmark cases on justice and equality that defend equity within intercultural education and have the opportunity to offer recommendations on school reform. Student will develop an understanding of their role as citizens to promote and encourage fairness and a more humane society, to defend equal opportunities, to consider human diversity in ethnic, racial, social and religious, as a source for cultural enrichment and to learn to develop positive productive responses to the diverse populations in their own communities. Through articles, guided journals, case studies in critical thinking and assessment, the course will encourage students to participate in a community of learners, to strengthen their own critical thinking skills, and to communicate more effectively both orally and in writing.

**Measurable Student Learning Outcomes**

	Research Paper	Class discussions and essays	Final Project
Students will demonstrate proficiency in oral communication.	x	x	x
<del>Students will demonstrate proficiency in written communication.</del>	<del>x</del>	<del>x</del>	<del>x</del>
Students will demonstrate information literacy and	x	x	x

technological competency.			
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**Peer Facilitators**

As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

**First-Year Academic Advising**

Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Academic Advising and First-Year Experience (CAAFYE) who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with their CAAFYE Advisor for assistance with course selection and the development of a personal academic plan. Prior to individual advising sessions, your peer facilitator will instruct you on printing your recommended academic four-year plan, major requirements, and degree evaluation. In October, all first-year students will be required to attend the annual Majors Fair, where representatives are available from each major to assist students in learning more about the academic programs at Ramapo. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: [caafye@ramapo.edu](mailto:caafye@ramapo.edu)

**Texts, Readings, Materials**

**ALL TEXTS LISTED BELOW ARE REQUIRED**

Kozol, Jonathan. *The Shame of the Nation*. 1<sup>st</sup> ed. New York: 2005. ISBN-13: 978-1-4000-5245-5  
ISBN-10: 1400052459.

Yaffe, Deborah. *Other People's Children: The Battle for Justice and Equality in New Jersey's Schools*. 1<sup>st</sup> ed. New Jersey and London: 2007. ISBN 978-0-8135-4205-8.

Loewen, James W. *Lies My Teacher: Everything Your American History Textbook Got Wrong*. New York: Touchstone, 2007. ISBN: 978-0-7432-9628-1.

Hacker, Diana, and Barbara Fister. *Rules for Writers with Tabs with 2009 MLA and 2010 APA Updates*. Boston: Bedford/St. Martin's, 2009. ISBN-13: 978-0-312-66482-4.

**Course Requirements**

**Classroom Participation** – Regular class attendance and participation is expected.

**Attendance Policy:** More than 3 unexcused absences will result in a failing grade. Only in the case of an emergency will students be exempt from the class attendance policy. Students must notify the professor in case of an emergency. If the student does not notify the instructor then it will be marked as an unexcused absence.

**Tardiness-**

The following tardiness policy will apply: 3 Lates = 1 absence. A strict tardiness policy will be applied. Tardiness disrupts the learning environment and therefore students should make every effort to attend class on time every day.

**Examinations, Library Research** – A midterm and final exam will be given during the course of the semester. A research paper abstract, daily chapter readings, an annotated bibliography, class presentation and a final research paper will be due throughout the course of the semester. Students will be expected to conduct library research to complete their writing assignments. Students will attend a library literacy program.

**Missed and Late Assignments-**

All assignments are expected to be handled in on the day that it is due. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** In the event of a class absence, the student must submit the assignment to the instructor prior to the end of the day that the assignment is due, personally or via attachment/word document.

**Participation-**

Students are expected to come to class prepared to learn and engage in classroom activities. Class participation will be considered when the final grade is calculated.

**No Food Policy-**

Eating is NOT permitted in the classroom or during class time.

**Cell Phone Policy-**

No cell phone usage to include talking or texting is permitted during class time. Once class begins please turn off your cell phone. Points can be deducted from class participation portion of your grade if you fail to adhere to this policy.

**General Education Program Course**

This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

**FYS Literacy Program:**

Students will be required to visit the library and participate in a library research workshop that will introduce to library resources that are tailored to the assigned research topics. Students will be introduced to useful library databases, book and journal holdings, and web-based resources related to your course’s research topics. Additionally, this session will satisfy the information literacy and technological competency student learning outcomes common to all FYS courses.

**Summary of Assignments**

	<b><u>Due</u></b>
Summer Reader Critique and Reaction Paper	9/15/11
Final Research Paper Abstract	09/29/11
Annotated Bibliography	10/17/11
Take Home Midterm Exam	10/24/11
Final Research Paper	12/5/11
Final Research Paper Topic Class Presentation	12/05/11 or /12/05/11
Final Exam	12/12/11
Required Readings	Assigned throughout semester

**Weekly Class Schedule**

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Final Exam	12/12/11
Required Readings	Assigned throughout semester

**Weekly Class Schedule**

<b>Date</b>	<b>In class activities</b>	<b>Homework</b>	<b>Due</b>
<b>Week 1</b>	<b>Introduction</b>		
<b>Thursday 09/01/11</b>	<ul style="list-style-type: none"> <li>➤ Syllabus and text overview</li> <li>➤ Summer Reader: Book Review and Analysis</li> <li>➤ Class evaluation (expectations)</li> <li>➤ Journal Writing Orientation</li> <li>➤ Is Education a Right or a Privilege?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summer Reader: Critique &amp; Reaction Paper (Required: 8-10 pages typed)</li> </ul>	<b>Thursday 09/15/11</b>

<b>Week 2</b>			
<b>Monday</b> <b>09/05/11</b>	➤ <b>LABOR DAY HOLIDAY-NO CLASS</b>	➤ Review Summer Reader	
<b>Thursday</b> <b>09/08/11</b>	<ul style="list-style-type: none"> <li>➤ Syllabus Review</li> <li>➤ Class Assignments Review</li> <li>➤ Summer Reader: Book Review and Analysis</li> <li>➤ Luminis file upload training</li> <li>➤ Brainstorm research topics</li> </ul>	➤ Review Summer Reader	
<b>Week 3</b>			
<b>Monday</b> <b>9/12/11</b>	➤ <b>Literacy Program-Class will be held in the Potter Library. Meet in Potter Library at 8:00am.</b>	➤ Review Summer Reader	
<b>Thursday</b> <b>09/15/11</b>	<ul style="list-style-type: none"> <li>➤ <b>Summer Reader Critique &amp; Reaction Paper Due</b></li> <li>➤ Intercultural Education Module I</li> <li>➤ Introduction to Advocacy and Intercultural Education Reform</li> <li>➤ Jonathan Kozol: Education in America Part I</li> <li>➤ Film discussion-Identify Themes</li> <li>➤ Definition of Intercultural Education</li> </ul>	➤ Read Chapters 1&2 <i>The Shame of the Nation</i>	<b>09/19/11</b>
<b>Week 4</b>			
<b>Monday</b> <b>09/19/11</b>	<ul style="list-style-type: none"> <li>➤ Intercultural Education Module II</li> <li>➤ Advocacy and Intercultural Education Reform</li> <li>➤ Jonathan Kozol: Education in America Part II</li> <li>➤ Film discussion- Identify Themes</li> <li>➤ Discuss Abstract for Research Paper</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapters 3&amp;4 <i>The Shame of the Nation</i></li> <li>➤ Research paper abstract</li> </ul>	<b>9/22/11</b>  <b>09/29/11</b>
<b>Thursday</b> <b>09/22/11</b>	<ul style="list-style-type: none"> <li>➤ Intercultural Education Module III</li> <li>➤ Advocacy and Intercultural Education Reform</li> <li>➤ Jonathan Kozol: Education in America Part III</li> <li>➤ Film discussion- Identify Themes</li> </ul>	➤ Read Chapter 5&6 <i>The Shame of the Nation</i>	<b>9/22/11</b>
<b>Thursday</b> <b>09/22/11</b>	<b><i>Required class attendance OPENING CONVOCATION, Dr. Kames W. Loewen 1:00 – 2:30 PM</i></b> <b><i>One ½ hour Course Enhancement Component Credit will be given for Convocation attendance.</i></b>		
<b>Week 5</b>			
<b>Monday</b> <b>09/26/11</b>	<ul style="list-style-type: none"> <li>➤ Intercultural Education Module IV</li> <li>➤ Jonathan Kozol: Education in America Part IV</li> <li>➤ Film discussion- Identify Themes</li> <li>➤ Research Paper Topics</li> </ul>	➤ Read Chapters 7&8 <i>The Shame of the Nation</i>	<b>09/29/11</b>
<b>Thursday</b> <b>09/29/11</b>	<ul style="list-style-type: none"> <li>➤ Intercultural Education Module V</li> <li>➤ Jonathan Kozol: Education in America Part V</li> <li>➤ Film discussion- Identify Themes</li> </ul>	➤ Read Chapters 9&10 <i>The Shame of the Nation</i>	<b>10/03/11</b>

	<ul style="list-style-type: none"> <li>➤ Chapter Review: Critical Thinking Case Study</li> <li>➤ Advocacy and School Reform</li> <li>➤ Research paper abstract due</li> </ul>		
<b>Week 6</b>			
<b>Monday 10/03/11</b>	<ul style="list-style-type: none"> <li>➤ Intercultural Education Module VI</li> <li>➤ Jonathan Kozol: Education in America Part VI</li> <li>➤ Chapter Review: Critical Thinking Case Study</li> <li>➤ Film discussion- Identify Themes</li> <li>➤ School Reform</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapters 11, 12 &amp; Conclusion <i>The Shame of the Nation</i></li> </ul>	<b>10/06/11</b>
<b>Thursday 10/06/11</b>	<ul style="list-style-type: none"> <li>➤ Film discussion- Identify Themes</li> <li>➤ Chapter Review: Critical Thinking Case Study</li> <li>➤ Group Processing Exercise</li> <li>➤ Understanding Advocacy and Education Reform</li> <li>➤ Annotated Bibliography Instruction</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Typed Annotated Bibliography (minimum 10 to 15 sources)</b></li> </ul>	<b>10/17/11</b>
<b>Week 7</b>			
<b>Monday 10/10/11</b>	<ul style="list-style-type: none"> <li>➤ All students report to Potter Library at 8:00am. Conduct research for final paper and create annotated bibliography (Due 10/17/11)</li> </ul>		
<b>Thursday 10/13/11</b>	<ul style="list-style-type: none"> <li>➤ CAAFYE academic advisement session on course selection and spring registration</li> <li>➤ Student Perspective Exercise</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 1 <i>Other People's Children</i></li> </ul>	<b>10/17/11</b>
<b>Week 8</b>			
<b>Monday 10/17/11</b>	<ul style="list-style-type: none"> <li>➤ Annotated Bibliography Due</li> <li>➤ Other People's Children: The Battle for Justice in New Jersey's Schools Introduction</li> <li>➤ Jersey City's Tax War</li> <li>➤ Robinson v. Cahill (1970-1976)</li> <li>➤ Chapter Review: Critical Thinking Case Study</li> <li>➤ Understanding Advocacy and Education Reform</li> <li>➤ Take Home Midterm Exam Distributed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 2 <i>Other People's Children</i></li> <li>➤ Take Home Midterm Exam</li> </ul>	<b>10/20/11</b>  <b>10/24/11</b>
<b>Thursday 10/20/11</b>	<ul style="list-style-type: none"> <li>➤ Other People's Children: The Battle for Justice in New Jersey's Schools</li> <li>➤ Celebrating the Bicentennial</li> <li>➤ Robinson v. Cahill (1970-1976)</li> <li>➤ Chapter Review: Critical Thinking Case Study</li> <li>➤ Class presentation on research topic</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 3 <i>Other People's Children</i></li> </ul>	<b>10/24/11</b>
<b>Week 9</b>			
<b>10/24/11</b>	<ul style="list-style-type: none"> <li>➤ Midterm Exam Due</li> <li>➤ Abbott v. Burke (1979-1998)</li> <li>➤ Examination of Required Readings</li> <li>➤ The True Believer</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Class presentation on research topic</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 4 <i>Other People's Children</i></li> </ul>	<b>10/27/11</b>
<b>10/27/11</b>	<ul style="list-style-type: none"> <li>➤ Abbott v. Burke (1979-1998)</li> <li>➤ Examination of Required Readings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 5 <i>Other People's</i></li> </ul>	<b>10/31/11</b>

	<ul style="list-style-type: none"> <li>➤ Son of Robinson</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Share research topics</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>	<i>Children</i>	
<b>Week 10</b>			
<b>10/31/11</b>	<ul style="list-style-type: none"> <li>➤ Abbott v. Burke (1979-1998)</li> <li>➤ Examination of Required Readings</li> <li>➤ The Families</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Share research topics</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 6 <i>Other People's Children</i></li> </ul>	<b>11/03/11</b>
<b>11/03/11</b>	<ul style="list-style-type: none"> <li>➤ Abbott v. Burke (1979-1998)</li> <li>➤ Examination of Required Readings</li> <li>➤ "The System is Broken"</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 7 <i>Other People's Children</i></li> </ul>	<b>11/07/11</b>
<b>Week 11</b>			
<b>11/07/11</b>	<ul style="list-style-type: none"> <li>➤ Abbott v. Burke (1979-1998)</li> <li>➤ Examination of Required Readings</li> <li>➤ The Twenty-One Forty-One Rule</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 8 <i>Other People's Children</i></li> </ul>	<b>11/10/11</b>
<b>11/10/11</b>	<ul style="list-style-type: none"> <li>➤ Abbott v. Burke (1979-1998)</li> <li>➤ Examination of Required Readings</li> <li>➤ The Children of Abbott</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 9 <i>Other People's Children</i></li> </ul>	<b>11/14/11</b>
<b>Week 12</b>			
<b>11/14/11</b>	<ul style="list-style-type: none"> <li>➤ Abbott v. Burke (1979-1998)</li> <li>➤ Examination of Required Readings</li> <li>➤ A Constitutional Right to AstroTurf</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 10 <i>Other People's Children</i></li> </ul>	<b>11/17/11</b>
<b>11/17/11</b>	<ul style="list-style-type: none"> <li>➤ Abbott v. Burke (1979-1998)</li> <li>➤ Examination of Required Readings</li> <li>➤ "We Do Not Run School Systems"</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Chapter 11 and Conclusion <i>Other People's Children</i></li> </ul>	<b>11/21/11</b>
<b>Week 13</b>			
<b>Monday 11/21/11</b>	<ul style="list-style-type: none"> <li>➤ Summary on Landmark Cases on Educational Reform</li> <li>➤ Examination of Required Readings</li> <li>➤ The Children Grow Up/Conclusion: Other People's</li> </ul>		

	<ul style="list-style-type: none"> <li>Children</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>		
<b>Thursday 11/24/11</b>	<b>NO CLASS-THANKSGIVING HOLIDAY</b>		
<b>Week 14</b>			
<b>Monday 11/28/11</b>	<ul style="list-style-type: none"> <li>➤ Abbott Leadership Institute Film I</li> <li>➤ Examination of Required Readings</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Analyze Justice and Equality in Education</li> <li>➤ Final Exam Discussion</li> </ul>		
<b>Thursday 12/01/11</b>	<ul style="list-style-type: none"> <li>➤ Abbott Leadership Institute Film II</li> <li>➤ Examination of Required Readings</li> <li>➤ Critical Thinking Case Study</li> <li>➤ Analyze Justice and Equality in Education</li> </ul>		
<b>Week 15</b>			
<b>12/05/11</b>	<ul style="list-style-type: none"> <li>➤ Final Research Paper Due</li> <li>➤ Research Paper Class Presentation Group I</li> </ul>		
<b>12/08/11</b>	<ul style="list-style-type: none"> <li>➤ Research Paper Class Presentation Group II</li> </ul>		
<b>Week 16</b>	<b>LAST CLASS</b>		
<b>12/12/11</b>	<ul style="list-style-type: none"> <li>➤ In Class Final Exam</li> <li>➤ Course Evaluations/Wrap Up</li> </ul>		

**Grading Policy-No late assignments will be accepted**

- Summer Reader Critique and Reaction Paper 10%
  - Abstract, Annotated Bibliography, Final Research Paper, and Class Presentation 40%
- (Please note: The final paper is a four part project. All four parts are considered the whole final paper. All students must complete **ALL 4 parts** (by the designated deadlines) to receive any credit for the final research paper. If any part of the assignment is not completed and by the designated deadline dates, students will receive NO credit for a final research project. The 30% will be averaged in as "0" when calculating the final grade.
- Midterm Exam 20%
  - Final Exam 20%
  - Class Participation/Attendance 10%

**Incomplete Grades**

Incomplete Grades will be given in accordance with the college policy. Please refer to College Handbook for the incomplete grades policy.

**Test Make Ups:**

Test Make Ups will be determined on a case by case basis. There are no guarantees for make-up exams with the exception of an absence due to a previously requested religious observance or a documented medical issue. All students are expected take the final exam in class on the designated date.

The midterm exam will be a take home exam to be submitted on the designated date. No LATE midterm exams will be accepted.

**Religious Observances**

"College policy states that students must notify faculty within the **first three weeks** of the semester if they

anticipate missing any classes due to religious observance.”

### **Course Enhancement Component**

This course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom. The activity will be determined by the instructor and student. All activities must be approved by the instructor.

1. Students will be given credit toward the required Course Enhancement Component for participating in and attending any of the following activities: Convocation (attendance required-1 hour and ½ credit will be given to all students in class).
2. All students must attend at least one cultural event on campus.
3. Student may attend museums, guest lectures, library programs, colloquia, assigned TV shows, movies, participation in class projects, service learning, convocations, trips to professional meetings, and a wide range of other activities limited only by the creativity of faculty and students.

### **Electronic Forms of Communication**

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters. Luminis and Moodle will also be used as a class communications tools. Email communication will frequently be used. Students should check their emails and the class home page on Luminis daily for any class announcements and updates that may be posted.

Homework assignments may be submitted electronically through Luminis.

### **Students with Disabilities**

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

**Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations.**

### **Policy on Academic Integrity**

Students are expected to read and understand Ramapo College’s academic integrity policy, which can be found in the *Ramapo College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be referred to the Office of the Provost. An abbreviated version of this policy is described below.

#### **Policy**

All members of the Ramapo community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

#### **Procedures**

The Office of the Provost/Vice President for Academic Affairs has the responsibility for the oversight and enforcement of the academic integrity policy and for making the policy an institutional priority. The Office of the Provost/Vice President for Academic Affairs is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the academic integrity policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work.

Students have the responsibility to understand the College academic integrity policy and to comply with the policy in all their academic work.

### **Important Dates**

First Day of Classes: September 1st  
Last day for Schedule Adjustments: September 12th  
Last day to withdraw from courses with “W” grade: October 27th  
Thanksgiving Recess: Nov 23rd - 26th  
Reading Day (no classes): December 14th  
Final Exam Week: December 15th – 21st  
Common Finals: December 17th  
Final Exam Snow Make-Up Day: December 22nd

### Criteria

There are four broad forms of academic dishonesty:

#### 1. Cheating

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:

- copying from another student's work;
- allowing another student to copy his/her work;
- using unauthorized materials such as a textbook, notebook or electronic devices during an examination;
- using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
- collaborating with another person during an examination by giving or receiving information without authority;
- taking a test for another person or asking or allowing another to take the student's own test.

#### 2. Plagiarism

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote references; additionally, verbatim statements must be acknowledged through quotation marks.

To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

- whenever he or she quotes another person's words directly;
- whenever he or she uses another person's ideas, opinions, or theories, even if they have been completely paraphrased in one's own words;
- whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing, or sharing of ideas);
- whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the [Library Website: Citation Manuals and Style Guides](#).

#### 3. Academic Misconduct

Academic Misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form or other academic record, or entering any computer system, College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or entering any computer system, College office or building, for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the Academic Integrity Policy by another person.

#### 4. **Fabrication**

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citation of information not taken from the source indicated;
- listing of sources in a "works cited" that were not used in that project;
- altering, stealing and/or falsifying research data used in research reports, theses, or dissertations;
- submission as one's own of any academic work prepared in whole or in part by others, including the use of another's identity;
- falsifying information or signatures on registration, withdrawal, or other academic forms and records.

More on academic integrity can be found here:

[http://www.ramapo.edu/catalog\\_11\\_12/academic-policies.html?col10=open#CollapsiblePanel10](http://www.ramapo.edu/catalog_11_12/academic-policies.html?col10=open#CollapsiblePanel10)