

**RAMAPO COLLEGE OF NEW JERSEY**  
**First-Year Seminar**

**Education for Intercultural Understanding**

**Course Information**

**Prerequisites and/or Co-requisites:** First-semester first-year student status

**Class Meeting Day(s), Time and Room Location:** Wednesday, 11:30 a.m. – 2:45 p.m. in A-227

**College Web Address:** [www.ramapo.edu](http://www.ramapo.edu)

**College Closings/Special Announcements Phone No.:** (201) 236-2902

**Instructor Information**

**Instructor's Name, Title:** Jasmina Josic, Adjunct Professor

**Office Location:** TBA

**Office Hours:** Wednesdays 9:00 – 11:00 a.m., and by appointment

**E-mail and web page address:** [jjosic@ramapo.edu](mailto:jjosic@ramapo.edu)

**Peer Facilitator Information**

**Name :** Eden Nguyentan and Kait O'Donnell

**Contact Information:** [enguyent@ramapo.edu](mailto:enguyent@ramapo.edu)

**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. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

**DESCRIPTION OF COURSE SECTION 34**

This seminar will focus on the topics of intercultural understanding and the meaning of these terms for today's college students. The seminar will first address the topic of understanding the "cultures", our own and the 'others', and discuss practical applications of this knowledge. The topics will then move to the intercultural understanding within the diverse communities in which we live and work today (specifically focusing on the US). Through the use of interactive tools, the seminar will explore the meanings of intercultural understanding within the framework of intercultural competence, social justice, and international development.

During the semester, students will explore various perspectives on developing intercultural understanding and competence through a mixture of reading assignments, short videos, interactive tools, and guest speakers. The seminar will heavily rely on small and large group discussions and the use of various intercultural training tools as a starting point for student reflections on the intercultural experiences and learning. In addition, students will develop individual creative projects, enhance their writing skills, and participate in experiential component of their FYS seminar on campus.

### **COURSE OBJECTIVES**

All assignments and activities of this interactive seminar are developed with the goal of examining and further developing individual's intercultural understanding and competence. By the end of semester, the students will develop valuable *knowledge* and *skills* that will be useful for their future study and/or practice of intercultural competence, as well as increase their *motivation* for reaching this goal.

### **MEASURABLE LEARNING OUTCOMES**

Course requirements listed in the syllabus lead to meeting the common learning outcomes of FYS, which include: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency.

Additionally, all of the course requirements assist students to further the following competencies:

- awareness of global events and developments,
- critical reading AND critical thinking,
- culture-general knowledge,
- individual's cultural self-awareness,
- reflectiveness and mindfulness.

### **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. They will serve as discussion leaders on issues that pertain to your personal and social development. 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 ACACEMIC 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. 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)

### **GENERAL EDUCATION PROGRAM COURSE**

This course fulfills the First-Year Seminar category of the general education curriculum. Common to all First-Year Seminar (FYS) courses, you will develop critical reading and 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 information from your personal opinions and experiences.

This course is primarily meeting the *Intercultural Understanding* category of FYS, as it addresses acquiring the knowledge, building the skills, and enhancing one's motivation for developing intercultural competence. In meeting its goals and objectives, the course also meets the needs of *International Education* category, as intercultural competence is viewed as one of the foundations for enhancing the mission of international education field. Additionally, the course is based on the *Interdisciplinary*

*Education* approach as the course topics are explored through the perspectives of various social science disciplinary approaches.

### **WRITING INTENSIVE (WI) COURSE**

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: E-230, x7557, [cas@ramapo.edu](mailto:cas@ramapo.edu)

### **STUDENTS WITH DISABILITIES**

If you need course adaptation or accommodations because of a documented disability, please contact me to make an appointment during my office hours and discuss the plans for the semester.

### **TEXTS, READINGS, MATERIALS**

#### **Required Readings**

The readings for the course consist of a number of articles and chapters that will be posted on *My Ramapo/Luminis* course page, as well as two books that are common to all first-year seminars.

#### **Books:**

Loewen, J. W. (2007). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Touchstone Print.

ISBN: 978-0-7432-9628-1

Hacker, Diana & Barbara Fister. (2011). *Rules for writers with tabs with 2009 MLA and 2010 APA updates*. Boston: Bedford/St. Martin's.

ISBN-13: 978-0-312-66482-4.

#### **Articles:**

The listing of article(s) for each class meeting is listed under the appropriate date, along with the topic of that class session. The full list of articles is available at the last page of the syllabus. Access to the articles will be available at the beginning of the semester on *My Ramapo* page.

#### **Additional required readings:**

- Newspapers (see the suggested list of international online news, available at *My Ramapo*)
- Occasional materials handed out by the instructor.

### **COURSE REQUIRMENTS**

The grade for the course is based on various types of written assignments, class presentations, as well as course participation. This class does not have quizzes or test examinations. You will be given opportunity to build your grade through other types of assignments. Consult the Grading Policy section for details. Please see detailed description of each assignment at the end of syllabus.

#### **Class participation**

Class participation includes preparation for and involvement in class. Due to the interactive nature of the class, it is imperative that you take initiative in reading the assigned materials prior to the class meeting and engage in the class discussions and group work. If you miss a class, obtain the notes/assignments from a classmate. You are also required to check the class group on *My Ramapo*. Undergraduate students should spend two hours outside the class studying for every hour inside the class.

Reading articles from the suggested list of international newspapers is expected on the weekly basis. During every class you will discuss with your classmates recent world news from the following areas:

socio-cultural, science/technology and economics (please note that the list is not inclusive, and you may add any other credible news resource). These discussions are part of your involvement in class.

The course is also designed to assist in your transition to the college life. The peer facilitator's primary goal is to assist you with this transition. Therefore, communicating with your peers through Informal Weekly Journals and participating in a number of activities led by the peer facilitators is important part of the course. Staying in communication with your peer facilitators will count toward your final grade.

### **Writing Assignments**

All assignments are to be submitted via email. The assignments are due before the beginning of the class on the date required. No late assignments will be accepted without prior approval from the instructor. This approval must be requested at least two days in advance and will be given only in the extraordinary situations. Missed or late assignments will receive an "F" grade (0 points).

All written assignments must be in .doc(x) or .odt file, double spaced, and submitted as an attachment via email, unless otherwise specified for the particular assignment. The subject line of the email should indicate the type of the assignment you are submitting. The electronic file should be titled by your full name.

All references and citation must be done using APA (American Psychological Association) format. Please consult the APA style manual while writing your assignments. You will be graded on the content of the assignments, as well as on grammar, spelling, punctuation, citation format, etc.

### **Presentations**

During the semester, you will give two presentations. Two weeks prior to the first presentation, you will be provided with the basics on how to give an effective presentation. Each presentation will be graded on the delivery, as well as content.

### **Group Project and Events Attendance**

The class will provide opportunity to work not only individually but also in small groups. Details of the group projects are explained in the later part of the syllabus. In addition, your attendance at the College's events with the international/intercultural orientation will be expected. Consult with the instructor if unsure about this section.

### **Course Enrichment Component**

This course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom. The seminar will attend together one major event at the College (Annual Model UN Dinner) – the tickets for the dinner will be provided for students; the students will not cover these costs. Afterward, students in this class will attend recommended lectures, events, and/or presentations that are related to the overarching theme of interculturalism. Reflection reports on the events will be submitted to the instructor. Additionally, students will participate in a short interviews of their colleagues as representatives of a culture different than their own; based on this interview, students would develop a short class presentation and write a reflection report. Details on meeting this component of the course are included in the Weekly Schedule located later in the syllabus.

### **ATTENDANCE**

Due to the structure of the seminar, prompt attendance is expected and taken. Two absences will result in lowering the final grade. More than 2 absences will result in a failing grade. In addition, the promptness is required. Arriving late or leaving early twice will be counted as one absence.

**ELECTRONIC FORMS OF COMMUNICATION**

In accordance with College policy, the instructor will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters. Additionally, as mentioned in the earlier section, all written assignments are to be submitted via email. The copies of the presentation are to be posted on *My Ramapo* page.

**WEEKLY CLASS SCHEDULE****SEPTEMBER**

**September 7**                    **Introduction to the course and to the College**  
Cultural Activity. Review of the semester. Meeting the Peer Facilitator.

**September 14**                **Culture as an integral part of daily life**  
Discussion of the summer reading *Lies my teacher told me*.

## READINGS:

Loewen, J. (2007). *Lies my teacher told me*.

Goode, E. (2000). How culture molds habits of thought.

Merali, Z. (2005). Westerners and Easterners see the world differently.

POSTING DUE: (8:00pm, September 13 - post 1-2 paragraphs online/*My Ramapo*)  
“Thoughts and Questions about Summer Reading”

**September 21**                **Discussing culture**  
Cultural Activity. Discussion of the reading/small group work.

**Opening Convocation, Dr. James W. Loewen**  
1:00 – 2:30 p.m.. Bradley Center

## READINGS:

Sept 20 - Hofstede, G. (1997). Levels of culture (Chapter 1)

ASSIGNMENT DUE (September 23 email the reflection paper by 11:30am):  
“Reflections on the summer reading”

**September 28**                **Dimensions of culture**  
Cultural Activity. Discussion of the reading/small group work.  
Reflections on the Opening Convocation and summer reading.

## READINGS:

Sept 27 - Hofstede, J. G., Pederson P.B. & G. Hofstede. (2002). Culture: The rules of the social game.

**OCTOBER**

**October 5**                    **Dimensions of culture.**  
Cultural Activity. Video Screening/small group discussions. Additional in-class handouts. Discussion of the individual presentations.

## READINGS:

Sept 30 - Hofstede, G. (2003). *What's on my mind: Saying 'I' to 'I'*.

Hofstede, G. (2007). *What's on my mind: Leadership across cultures*

**October 12**                    **Academic Advising with CAAFYE.**  
**Understanding cultures: Applying knowledge**  
Review of the covered materials. Time with the peer facilitator.

ASSIGNMENT DUE (email by 11:30am): “Autobiography: Year 2036”

**October 19**                    **Intercultural communication.**  
Cultural Activity. Small group discussion. Introduction to Presenting in the Classroom. Discussing group research project. Discussion of the individual research project.

READINGS:

Oct.7 - Bennett, M.J. (1998). Intercultural communication: Current perspective. (select portions)

**October 25**                    **Annual Model UN Dinner and Guest Speaker**  
Campus event attendance. Location/Time: TBA.  
Reflection report due in November.

**October 26**                    **Individual presentation “Cultures at Ramapo”**

ASSIGNMENT DUE (email the presentation by 11:30am):

“Cultures at Ramapo” presentation

Reflection report on the interviewing process for “Cultures at Ramapo” presentation.

**NOVEMBER**

**November 2**                    **On the intersections of culture and identity**  
Cultural Activity. Discussion of the group project.  
Cultural Activity. Video Screening/small group discussions.

READINGS:

Hall, S. (2006). Race, the floating signifier. (video)

Nakayama, T. (2000). Dis/orienting identities: Asian Americans, history, and intercultural communication

**November 9**                    **Developing intercultural competence**  
Cultural activity. Small group discussions. Work on the Group presentations

READINGS:

Bennett, M.J. (2004). Becoming interculturally competent.

ASSIGNMENT DUE (email by 11:30am):

Outline of the Group Project (1-2 pages)

**November 16**                    **Increasing global awareness**  
Cultural activity. Video Screening. Work on the Group presentations.

READINGS:

Bremer, D. (2006). Wanted: Global workers

Deardorff, D. K. (2004). Internationalization: In search of intercultural competence.

ASSIGNMENT DUE (email by 11:30am):

Reflection report on the event attendance.

**November 23**                    **Thanksgiving Break**  
\*\*\* No classes held.

**November 30**                    **Towards intercultural competence. Increasing global awareness**  
Cultural activity. Discussion of the Final paper (research project).

READINGS:

Zemach-Bersin, T. (2008). American students abroad can't be 'global citizens'.

ASSIGNMENTS DUE (email by 11:30am): Outline of the Final Paper (2 paragraphs).

**DECEMBER****December 7                    Group Research Project Presentations Country Passport**

ASSIGNMENTS DUE (email by 11:30am):

Country Passports

**December 13                    Perspectives on intercultural competence.**

Final paper Discussion. Final discussion on the course topic.

**FINAL ASSIGNMENT DUE (email the paper by 11:30am):**

“Intercultural understanding/competence: The meaning and the purpose for today’s college students”

**December 21                    FINAL EXAMS – NO CLASS**

\*\*\*No class held, as this course does not have exams – The instructor will be available for consultations in her office during the office hours. See the Final Exam Schedule for your exams for other classes.

**Important Dates**First Day of Classes: September 1<sup>st</sup>Last day for Schedule Adjustments (on the Web): September 12<sup>th</sup>Last day to withdraw from courses with “W” grade: October 27<sup>th</sup>Thanksgiving Recess: Nov 23<sup>rd</sup> - 26<sup>th</sup>Reading Day (no classes): December 14<sup>th</sup>Final Exam Week: December 15<sup>th</sup> – 21<sup>st</sup>Common Finals: December 17<sup>th</sup>Last day to request “I” grades: December 21<sup>st</sup>Residence Halls close (6pm): December 21<sup>st</sup>Final Exam Snow Make-Up Day: December 22<sup>nd</sup>**GRADING POLICY**

<b>Class Preparation/Participation</b>	<b>15%</b>
Class Preparation/Discussion of the readings	10%
News/Current Events Discussions	5%
<b>Communication with the Peer Facilitator</b>	<b>10%</b>
Informal Journaling	5%
Participation in select activities	5%
<b>Written Assignments</b>	<b>40%</b>
Essay 1: “Reflection on the Summer Reading”	10%
Essay 2: “Autobiography: Year 2036”	15%
Essay 3: “Intercultural understanding/ competence: The meaning and the purpose for today’s college students”	15%
<b>Presentations</b>	<b>15%</b>
Individual Presentation “Cultures at Ramapo”	10%
Group Presentation “Country Passport”	5%
<b>Country Passport Group research project (content)</b>	<b>10%</b>
<b>Reflection reports (curriculum enrichment component)</b>	<b>10%</b>

**Grading Scale**

A: 93+                    A-: 89-92

B+: 87-88                B: 86-83                B-: 79-82

C+: 77-78                C: 73-76                C-: 69-72

D+: 65-68                D: 61-64                F: 60-

**Please note the important dates listed in the previous section.** Students are expected to be aware of those deadlines and make timely arrangements with the instructors if decide to exercise any of the relevant academic policies.

If a student wishes to request an incomplete grade ("I" grade), she/he must contact the instructor at least two days prior to the due date for the final paper. No exceptions will be made.

### **COURSE REQUIREMENTS: DESCRIPTIONS/DUE DATES**

#### **Class preparation/Class discussions/News discussion/Event attendance**

These four factors will determine a significant portion of your grade. While there will be no clear distinction on the percentage of each factor, you should put the equal efforts in all of them. Also, note that your efforts will be evaluated throughout the semester – therefore, attempt to be equally involved throughout the semester.

#### **Written Assignments**

The written assignments will consist of the papers and reflection reports. To assist in your preparation, you will be provided with the grading rubric for each assignment at least 1-2 weeks prior to the due date.

##### **A. Papers**

The papers need to address the following topics:

September 23 Paper 1: "Reflection on the Summer Reading" (2-3 pages)

October 12 Paper 2: "Autobiography: Year 2036" (2-3 pages)

December 13 Research Paper: "Intercultural understanding/competence: The meaning and the purpose for today's college students" (3-4 pages)

Your papers should be written within the required length listed above. Please note that this will require concise writing and sound articulation of your ideas. While you should write your essays following the standardized format of introducing an idea, developing the idea through the support by arguments, and providing meaningful ending, you should also try to be creative. The topics are somewhat vague leaving you enough room for bringing the creativity into your writing.

Below are descriptions of each topic:

1. "Reflection on *Lies My Teacher Told Me*" – Your paper should address some of the questions raised in the class discussion. The instructor will generate a list of these questions and post it online in a timely fashion.
2. "Autobiography: Year 2036" – The intention of this assignment is to prompt your future thinking about your personal life goals and career aspirations. You should imagine that it is year 2036 (25 years after you took FYS class), and you are looking back on your life, accomplishments, missed opportunities. In about 2 pages explain the two (accomplishments, missed opportunities), and then in 1-2 paragraphs explain why you made these decisions, what do you want to do in the coming years...
3. "Intercultural understanding/ competence: the meaning and the purpose for today's college students" – This is a 3-4 pages research paper. You may adjust the title/topic of the research paper with the approval of the instructor. Provide your overall understanding of the meaning of intercultural understanding and the purpose of becoming interculturally competent (you are encouraged to include your personal position). You should place this argument in the context of the lives of today's college students, and the argument 'for' or 'against' the need for becoming interculturally competent. Both types of arguments should also explain how would that decision impact your life (or lives of others), or not impact it. It is expected that you will use the literature from the class, and additional readings to develop your arguments, and include proper citation and list of references.

**B. Reflection reports** represent the venue for your personal reflection. Please follow the schedule below for your reflection reports:

October 26 Reflection report on the interviewing process  
 November 16 Reflection report on the attended event

### **Presentations**

Giving the presentation in this seminar will assist you prepare for many similar situations that are ahead of you in the coming years. Although the instructor will provide you with the basic information on how to prepare and give an effective presentation, you should also set aside enough time to prepare for these presentations. All presentations will require the use of media (MS PowerPoint, or other).

October 26 – Individual Presentation: “Cultures at Ramapo”

This should be a short five minutes presentation about one of the cultures represented at Ramapo. The presentation should be developed around the studied dimensions of cultures. You must take an initiative to meet a student from a culture different than your own and interview the student about her/his culture. Prior to interviewing the student prepare a set of questions, and try to receive some applications of the dimensions applicable to that particular culture. The instructor will be available for any guidance on developing the interview questions, or structuring the presentation.

December 7 – Group Presentation: “Country Passport”

The presentation should last approximately ten minutes. You should be prepared to answer the questions from your classmates. This presentation should explain why you selected a particular country, as well as the structure of your project and information included in it.

### **Description of the group research project: “Country Passport” (December 7)**

“Country Passport” is the small group research project. In mid-October you will pair with another student in the class, and select a country of interest by submitting a brief proposal on why and how you made your selection. This project will account for a large portion of your final grade. Please ensure that you start working on this project throughout dedicated time in the course schedule. Although this is a creative project, it is also an academic assignment. You will be graded not only for the creativity, but also for the content (application of the materials studied in the classroom), grammar, citation, etc.

This is a creative project which calls for creating an electronic handbook (power point or other source) or a video about a selected country (or can use any other media in which you are proficient). The purpose of the electronic handbook/video is to provide the information about the country’s culture to any student planning to study aboard or work in that country. While developing the content of the handbook/video you must use the cultural dimensions and apply them creatively within the content. Lessons learned during the semester should be used as a guideline for developing the content of the handbook/video. Bibliography of the work cited needs be provided as a separate document directly to the instructor.

### **Grading Rubrics**

Grading rubrics for all written assignments will be posted at *My Ramapo* page. Each rubric will include the description of the assignment, the instructor’s expectations, as well as the breakdown of the grade. Please consult these rubrics prior to starting your assignment, as their purpose is to assist you in completing the assignments.

### **REQUIRED READINGS (Summary of Articles/Book chapters posted on *My Ramapo* class page)**

Bennett, M.J. (1998). Intercultural communication: Current perspective. In Bennet, M.J.. (Ed.). Basic concepts of *intercultural communication: Select readings*, (7th ed., pp. 1-34). Yarmouth, ME: Intercultural Press. (*select portions*)

Bennett, M.J. (2004). Becoming interculturally competent. In Wurzel, J. (Ed.). *Toward multiculturalism: A reader in multicultural education* (2nd ed., pp. 62-77). Newton, MA: Intercultural Resource Corporation. (*select portions*)

- Bremer, D. (2006). Wanted: Global workers. *International Educator*, 15(3) 40-45.
- Deardorff, D. K. (2004). Internationalization: In search of intercultural competence. *International Educator*, 13(2), 13-15.
- Goode, E. (2000, August 8). How culture molds habits of thought. *The New York Times*.
- Hall, S. (2006). *The floating signifier*. Video clip/lecture.  
<http://www.youtube.com/watch?v=bMo2uiRAf30>
- Additional (optional) links: <http://www.youtube.com/watch?v=aNw5aOIZ0bE&feature=related>,  
<http://www.youtube.com/watch?v=8ON26J5b1PA&feature=related>,  
<http://www.youtube.com/watch?v=O-VyReHOVSc&feature=related>
- Hofstede, G. (1997). Levels of culture, In *Cultures and organizations: Software of the mind* (2nd ed., pp. 3-48). New York: McGraw-Hill.
- Hofstede, G. (2003). *What's on my mind: Saying 'I' to 'I'*. Retrieved from  
<http://feweb.uvt.nl/center/hofstede/index.htm>
- Hofstede, G. (2007). *What's on my mind: Leadership across cultures*. Retrieved from  
<http://feweb.uvt.nl/center/hofstede/index.htm>
- Hofstede, J. G., Pederson P.B. & G. Hofstede. (2002). Culture: The rules of the social game. In *Exploring culture: Exercises, stories and synthetic cultures*, (pp. 29-44). Yarmouth, ME: Intercultural Press.
- Merali, Z. (2005). Westerners and Easterners see the world differently. *New Scientist*, Retrieved from  
<http://www.newscientist.com/article.ns?id=dn7882>
- Nakayama, T. (2000). Dis/orienting identities: Asian Americans, history, and intercultural communication. In Gonzalez, A., Houston, M., & Chen, V. (eds.). *Our Voices: Essays in Culture, Ethnicity, and Communication* (3<sup>rd</sup> ed, pp. 13-18).
- Zemach-Bersin, T. (2008). American students abroad can't be 'global citizens'. *The Chronicle of Higher Education*, 54(26) A34.

### **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 required to meet with the faculty member and/or 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.

### **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 away, 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)