

RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar
The 48 Laws of Power

Course Information

Prerequisites and/or Co-requisites: First-time, first-year student status

Class Meeting Day(s), Time and Room Location: Monday and Thursday, 3:45 – 5:15 PM, ASB-321

Instructor Information

Instructor's Name, Title: Scott W. Craig, Adjunct Instructor

Office Hours: By appointment

E-mail: scraig@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.

Course Description of this Section

This First-Year Seminar introduces the *dos* and *don'ts* of the "power game." Based on the book by Robert Greene, *The 48 Laws of Power* is exactly that – 48 laws to recognize, analyze, and apply in an ever-changing society. At work, in school, in a relationship, on the street, or on the 11 o'clock news, these laws deal with methods of negotiation (Law 4), mutual respect (Law 12) and, the cornerstone of power, reputation (Law 5). All 48 laws provide an understanding of the strategies used by others, the tactics to live by or avoid.

Covering 3,000 years in the history of power, the 48 laws combine various disciplines of business with philosophical wisdom, political thought, psychological analysis, and literary study. The laws highlight the tactics, triumphs, and failures of such figures as circus showman P. T. Barnum (Law 6), President Franklin D. Roosevelt (Law 9), military strategist Sun-Tzu (Law 17), writer Fyodor Dostoyevsky (Law 41), and many others who illustrate each point. Students will learn the importance of critical thinking (Law 3), the virtue of prudence (Law 1), and the need for courtesy (Law 43), each of which requires discipline (Law 48). The 48 laws outlined in the book and discussed in this class have a simple premise: certain actions increase one's power, while others decrease it.

Ultimately, though, power is a game. And *The 48 Laws of Power* is about developing one's awareness as a player of the game. Students should learn to recognize their opportunities to achieve personally and professionally, to advance emotionally and intellectually (Law 19). Learning the laws requires a fluctuating way of looking at the world, a shifting of perspective (Law 45) – but the laws remain timeless and definitive.

Course Goals

Each student should understand the general goals and learning objectives of this class. As a result of the course activities, assignments, discussions, and exercises, students should display skills, aptitudes, and bodies of knowledge which this course seeks to enhance. The following list itemizes what students should know, do, grasp, or see as a result of taking this course – and understand "principles" through "particulars." For example, students will:

- Develop an understanding of power's evolution. Students will study historical figures' respective applications of power in its local, national, international, and global contexts.

- Develop an understanding of the aims of modern-day leadership, and the skills needed to pursue it. Each student will assess his or her role as a leader and perform a personal “power analysis” as a way of learning how to work with and understand others.
- Learn the philosophical, political, and psychological approaches to team-building. Students will assemble, motivate, and nurture first-rate and fully-functional groups.
- Learn to speak and express themselves in front of an audience. Each student will demonstrate his or her public-speaking ability through regular oral presentations.
- Be active communicators, critical thinkers, and problem solvers through their analytical, persuasive, and reflective writing and class participation.

Measurable Student Learning Outcomes

This section articulates what students should know or be able to do after taking this course:

<i>Students will:</i>	<i>Research Paper</i>	<i>Class discussions and essays</i>	<i>Final Project</i>	<i>Course Enrichment Component</i>
demonstrate the ability to think critically and creatively	x	x	x	x
demonstrate proficiency in written communication	x	x	x	x
demonstrate proficiency in oral communication	x	x	x	x
demonstrate information literacy and technological competency	x		x	

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. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: caafye@ramapo.edu.

Texts, Readings, Materials

This semester’s texts are available at the Ramapo College bookstore. Note that readings may be revised as the course progresses. Additional readings will be assigned, either through the library databases or online. I will provide more information on how to access them by Week 4 of the course.

Keep up with reading assignments this semester, which will come from the following books:

Greene, Robert. *The 48 Laws of Power*. New York: Penguin, 2000. ISBN 978-0-1402-8019-7.

Hacker, Diana, and Nancy Sommers. *Rules for Writers* (7th ed.). Boston: Bedford/St. Martin's, 2012. Print. ISBN-13: 978-0-312-64795-7.

Nugent, Benjamin. *American Nerd: The Story of My People*. New York: Scribner, 2008. Print. ISBN-13: 978-0-7432-8802-6.

Zelinsky, Paul O. *Rumpelstiltskin*. New York: Puffin Books, 1986. ISBN: 978-0-14-055864-7.

Course Requirements

Classroom discussions and explanations will guide you through the reading and writing assignments. You should also email me or schedule a conference if you have difficulty with any course material.

Please refer to the Weekly Class Schedule for dates when tests are scheduled and texts must be read. Dates indicate when assignments are due. Complete all reading and writing assignments on time and participate in class discussions. Late work and excessive absences will negatively affect your final grade. You are expected to use library resources and document sources in appropriate MLA style. To pass this course, students must demonstrate critical thinking skills, the ability to use information technology and communicate effectively. These skills will be assessed in reviewing a student's overall performance – his or her written work, participation, preparation, and ability to work with others.

Complete your assignments before a classroom session begins – “assignments” includes any reading listed for that day. For example, by the time you arrive to the first day of class, you should have already read the *summer reading*.

Participate in class discussions, and take notes on lectures, presentations, and reading assignments. Among the requirements which apply, the following are important to note:

Class Participation

You will be expected to take part in class discussions when appropriate. With comments, quality is more important than quantity. Do not hesitate to try out an idea even if you have not thought through it entirely. Classroom discussions are great ways to test your own ideas – about readings or writing assignments, for example – and they can even serve as ways to think about paper topics (though you should never merely rehash a class discussion for a paper). Ideally, our discussions will be lively and reflect on the text we are reading and other concerns that arise organically out of our meetings.

Please have the assigned texts read before you come to class; simply attending is not enough. You are also expected to actively participate throughout in-class discussions. Ask questions and offer ideas based on the texts. You do not earn participation points for just showing up. You may contribute to the course discussion through email and the course homepage Message Board as well.

Presentations

This course will have presentations beginning with Week 5. These presentations will be focused primarily on the reading assignments for a given day. You will be expected to outline some of the major issues under discussion in a given reading, then pose questions that this reading suggests about the “seductive impulse.” I will give you a more specific set of expectations in Week 3 of the course.

Taking Notes

You will need to take careful notes on the readings and class discussions. When you read, I recommend writing down as many impressions as you can. Afterward, write down as many other impressions that you remember. You will, of course, need to review your readings in order to write about them, but this will at least give you a place to begin when you are thinking about how to approach a class discussion and writing assignment.

Writing Assignments

This course has four writing assignments. The first and second are shorter essays, close analyses of the summer reading (Benjamin Nugent's *American Nerd*), based on issues we discuss in the first part of the course. The third is a middle-range essay that will be a more in-depth exploration of a fairytale (Paul Zelinsky's version of *Rumpelstiltskin*) we read at mid-semester. The fourth writing assignment is based the larger theoretical issues of power, covered in the screening of a film (which will likely be a Halloween-themed horror movie).

In addition, the final project is a research-supported paper, which will reflect your understanding of the concepts and principles we deal with throughout the semester.

This is a writing intensive course, so such writing is warranted, but you should also be aware that the primary way you will be evaluated this semester is through your ability to present your ideas through these writing assignments.

Writing assignments are evaluated in this course for analysis (thesis development and support), structure (clarity and logic of the argument), and writing (well-edited prose). Papers are due on the date – and at the time – they are listed as due.

For this reason, I recommend you begin compositions early and work through multiple drafts before submission. Every writing assignment is to be submitted as an electronic copy as well as paper copy. (You are, in other words, required to submit a hard copy of every composition in addition to the electronic form. This is part of the assignment, not a request.) Electronic copies will be submitted via email attachment, about which I will instruct you in the early part of the course.

A note on late writing assignments

Late essays are penalized one letter grade per calendar day, with the exception of extension agreements made with your instructor in advance of the due date.

Revision Policy on Writing Assignments

Ideally, your final draft compositions will be revised working drafts. The goal for all writing assignments is to revise your working drafts to form cohesive, unified final drafts. Revision of compositions is strongly recommended. As you revise your work, you may seek out-of-class help from the Center for Reading and Writing (CRW) and your classmates. I am also available to help you revise your essays; email me with questions or to schedule appointments with me.

If you want to revise your work after your completed assignment has been graded, you must make arrangements with me to establish guidelines (i.e., what your course of revision will involve; what new due date to assign). A completed assignment's revision grade will be averaged with the original's grade in calculating the final grade for that particular assignment.

Although you will have numerous opportunities to revise your work – by collaborating with your peers and/or conferencing with me – your success in this course depends on your ability to write independently using standard edited English. Correct grammar, mechanics, and punctuation are necessary to your compositional success.

Reading Assignments

I cannot stress enough the importance of reading all of the material for a given class meeting, since our discussions will hinge on your having read. I do not expect you to arrive to class having understood all of the reading, and points of confusion are often great places to begin a discussion. Nonetheless, if I notice class discussions (and reading quiz grades) lagging considerably because a significant number of you are not doing the reading, then I will increase the intensity of reading quizzes, which will go toward a class participation grade.

Course Enrichment Component

Each course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom. The Course Enrichment Component (CEC) is a student learning experience designed in the context of the course, but occurs outside of the classroom. The CEC consists of a minimum of five (5) hours of unmonitored experience, which is designed to enhance student learning. It is expected that your CEC engagement will be

effectively and consistently integrated into the course through presentations, class discussions, writing assignments, or other course related activities.

This course includes a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom. These experiences constitute 10% of your final grade for the course. In order to earn this 10%, you will need to attend at least four relevant, extracurricular, academic activities and/or events.

To earn credit, you must seek instructor approval of the event in question and submit the paper within one week of the event. An itemized list of appropriate descriptors will also be provided but, every semester, Ramapo College hosts a variety of cultural events. Often, these cultural events have a bearing on literature, writing, history and culture, or some other aspect of this course. Various appropriate on-campus “cultural events” include:

- Attend an on-campus reading by a visiting writer.
- Attend an on-campus showing of a film.
- Attend an on-campus play at the Berrie Center.
- Attend an on-campus art exhibit.

Each student must satisfy this five-hour requirement and submit a record, detailing the experience, and provide necessary documentation verifying your attendance.

Each record should include a description of the experience, the date, location, duration and extent of your involvement. To earn full credit for this component of the course, you are required to write an essay (at least 500 words) about each event and briefly share your impressions of it with the class. You should include in your description how each event meets the requirements of this course. For the record, the following must be included:

- Description of the activity and the assignment.
- Statement describing how the CEC event integrates with the FYS program curriculum, and how it enhances your learning with specific regard to the course content.
- Fulfillment of the CEC requirement (10% of your final grade) is included in the Measurable Student Learning Outcomes section of this syllabus.
- Critical assessment of the CEC event. This will be through an essay assignment and presentation.

The Course Enrichment Component is grade-bearing. Failure to complete the CEC requirement will result in a zero for 10% of your grade.

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.

This First-Year Seminar fulfills the requirements of interdisciplinary studies in that we will examine *power* (the concept, the practice, the “game”) from numerous angles. Such angles include: looking at situations as they are, not as your emotions color them; assessing and understanding people by their actions; depending on your own mind. The class is designed to equip you with practical knowledge aimed at solving everyday issues that you will often encounter. Discussions will incorporate lessons from history, politics, psychology, current events, culture, sports, science, business, philosophy, and personal relationships. Simply put, we will focus on *thinking*, not *feeling*.

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.

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. Writing is one of this course's primary tools of investigation and evaluation. If you have an aversion to writing essays, you should take another course.

NOTE: You are required to use the services provided by the Center for Reading and Writing for two of your writing assignments this semester and provide necessary documentation verifying your visit. Failure to do so will result in a final grade reduction of your written assignments.

Center for Reading and Writing

The Center for Reading and Writing (CRW) is available to you for additional assistance. This service is provided to you by the College as part of your tuition. For that reason, you should take advantage of it. CRW tutors will assist you with brainstorming, conceptualizing, and organizing your work. Tutors can also help you with grammar, punctuation, and mechanics of style (this class uses MLA formatting technique). No appointment is necessary and drop-in appointments are welcome – provided you have planned in advance – but it is wise to contact the center to confirm the availability of a tutor. The Center will not be able to work on papers that are due that day without a prior visit. Be prepared, however, to wait during busy times such as midterms or finals if you are waiting to work with a specific tutor.

The Center is part of the Center for Academic Success (CAS), located on the second floor of the E building, and can be reached at 201-684-7557. For additional information, please view the Writing Center's site at <http://ww2.ramapo.edu/academics/cas/writing.aspx?id=16682>.

There are trained consultants in the Writing Center ready to assist you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to submit papers. In addition to the important writing instruction that occurs in classroom writing workshops, the Center offers another site for learning about writing. All undergraduates are encouraged to make use of this important student service. For more information about the Writing Center's hours and policies, visit the Writing Center or its website.

Weekly Class Schedule

The class meeting schedule lists dates, topics, and required readings and assignments. **All class meetings are scheduled for Mondays and Thursdays, 3:45 – 5:15 PM.** Due dates for readings, papers, and events are indicated:

Week 1

Monday, September 3

LABOR DAY

Thursday, September 6

INTRODUCTION: Syllabus and Requirements

DISCUSSION: *American Nerd: The Story of My People*

Week 2

Monday, September 10

DISCUSSION: *American Nerd: The Story of My People*

READING: PREFACE (xvii-xxiii)

SCHEDULED: In-class ESSAY ASSIGNMENT on *American Nerd* as it relates to classroom discussions, Convocation, and Greene's text.

Wednesday, September 12

OPENING CONVOCATION

Thursday, September 13

DISCUSSION: Convocation Speaker Benjamin Nugent, author of *American Nerd: The Story of My People*

READINGS: LAW 1: Never outshine the master (pp. 1-7), LAW 2: Never put too much trust in friends, learn how to use enemies (pp. 8-15)

Week 3

Monday, September 17

READING: LAW 3: Conceal your intentions (pp. 16-30)

WRITING WORKSHOP: Have a complete, revised, typed draft of PAPER #2 (*American Nerd: The Story of My People*). Arriving without a draft will negatively impact your paper's final grade.

Week 4

Monday, September 24

READINGS: LAW 6: Court attention at all cost (pp. 44-55), LAW 7: Get others to do the work for you, but always take the credit (pp. 56-61)

Week 5

Monday, October 1

READINGS: LAW 9: Win through your actions, never through argument (pp. 69-75), LAW 10: Infection: Avoid the unhappy and unlucky (pp. 76-81)

Week 6

Monday, October 8

READING: LAW 13: When asking for help, appeal to people's self-interest, never to their mercy or gratitude (pp. 95-100)

WRITING WORKSHOP: Have a complete, revised, typed draft of PAPER #3 (*Rumpelstiltskin*). Arriving without a draft will negatively impact your paper's final grade.

Week 7

Monday, October 15

READINGS: LAW 16: Use absence to increase respect and honor (pp. 115-122), LAW 17: Keep others in suspended terror: Cultivate an air of unpredictability (pp. 123-129)

Thursday, September 20

DUE: PAPER #2 (*American Nerd: The Story of My People*)

READINGS: LAW 4: Always say less than necessary (pp. 31-36), LAW 5: So much depends on reputation – guard it with your life (pp. 37-43)

Thursday, September 27

WRITING REVIEW: Discussion of PAPER #2 (*American Nerd*), addressing issues and calling attention to common errors and well-done work.

READING: LAW 8: Make other people come to you – use bait if necessary (pp. 62-68)

Thursday, October 4

READINGS: LAW 11: Learn to keep people dependent on you (pp. 82-88), LAW 12: Use selective honesty and generosity to disarm your victim (pp. 89-94)

Thursday, October 11

DUE: PAPER #3 (*Rumpelstiltskin*)

READINGS: LAW 14: Pose as a friend, work as a spy (pp. 101-106), LAW 15: Crush your enemy totally (pp. 107-114)

Thursday, October 18

WRITING REVIEW: Discussion of PAPER #3 (*Rumpelstiltskin*), addressing issues and calling attention to common errors and well-done work.

READING: LAW 18: Do not build fortresses to protect yourself – isolation is dangerous (pp. 130-136)

Week 8

Monday, October 22

SCHEDULED: Academic Advisement session**READING:** LAW 19: Know who you're dealing with – do not offend the wrong person (pp. 137-144)

Week 9

Monday, October 29

READING: LAW 20: Do not commit to anyone (pp. 145-155)**WRITING WORKSHOP:** Have a complete, revised, typed draft of PAPER #4 (*Movie*). Arriving without a draft will negatively impact your paper's final grade.

Week 10

Monday, November 5

SCHEDULED: Information Literacy session**READING:** LAW 25: Re-create yourself (pp. 191-199)

Week 11

Monday, November 12

READINGS: LAW 28: Enter action with boldness (pp. 227-235), LAW 29: Plan all the way to the end (pp. 236-244)

Week 12

Monday, November 19

READINGS: LAW 32: Play to people's fantasies (pp. 263-270), LAW 33: Discover each man's thumbscrew (pp. 271-281)

Week 13

Monday, November 26

READINGS: LAW 34: Be royal in your own fashion (pp. 282-290), LAW 36: Disdain things you cannot have: Ignoring them is the best revenge (pp. 300-308)

Thursday, October 25

SCHEDULED: *Movie Day*. Class meets in the Laurel Hall Screening Room to view a film.

Thursday, November 1

DUE: PAPER #4 (*Movie*)**READINGS:** LAW 21: Play a sucker to catch a sucker – seem dumber than your mark (pp. 156-162), LAW 23: Concentrate your forces (pp. 171-177)

Thursday, November 8

WRITING REVIEW: Discussion of PAPER #4 (*Movie*), addressing issues and calling attention to common errors and well-done work.**READING:** LAW 26: Keep your hands clean (pp. 200-214)

Thursday, November 15

READINGS: LAW 30: Make your accomplishments seem effortless (pp. 245-253), LAW 31: Control the options: Get others to play with the cards you deal (pp. 254-262)

Thursday, November 22

THANKSGIVING RECESS

Thursday, November 29

READING: LAW 39: Stir up waters to catch fish (pp. 325-332)

Week 14

Monday, December 3

READINGS: LAW 41: Avoid stepping into a great man's shoes (pp. 347-357), LAW 43: Work on the hearts and minds of others (pp. 367-375)

Thursday, December 6

READINGS: LAW 46: Never appear too perfect (pp. 400-409), LAW 47: Do not go past the mark you aimed for; in victory, learn when to stop (pp. 410-418)

Week 15

Monday, December 10

READING: LAW 48: Assume formlessness (pp. 419-430)

Thursday, December 13

SCHEDULED: LAW 49 Presentations

Monday, December 17 – Saturday, December 22

FINAL EXAM WEEK**Important Dates**

First Day of Classes: September 5

Last day for Schedule Adjustments (on the Web): September 12

Last day to withdraw from courses with "W" grade: October 31

Thanksgiving Recess: Nov 21 – 23

Reading Day (no classes): December 15

Final Exam Week: December 17 – 22

Common Finals: December 22

Last day to request "I" grades: December 21

Residence Halls close (6pm): December 21

Final Exam Snow Make-Up Day: December 22

Grading Policy

You should have a clear understanding of how your work will be evaluated. Questions regarding the qualitative evaluation process are welcomed, of course, but I do not negotiate grades. A student's total qualitative points must be within the corresponding range to earn the respective grade. Percentage distribution of the final grade follows. Grades, meanwhile, are earned according to the traditional percentage point system.

Grade		Percent
A	Excellent	93 - 100%
A-		90 - 92%
B+		87 - 89%
B	Good	83 - 86%
B-		80 - 82%
C+		77 - 79%
C	Satisfactory	73 - 76%
C-		70 - 72%
D+		67 - 69%
D	Poor	60 - 66%
F	Fail	59% - below

Requirement	Percent
Oral Presentation	10%
Course Enrichment Component	10%
Reading Quizzes	15%
In-Class Essay	5%
Paper #2 (<i>American Nerd</i>)	5%
Paper #3 (<i>Rumpelstiltskin</i>)	10%
Paper #4 (<i>Movie Day</i>)	15%
Research Project	30%

Attendance Policy

Because class attendance is critical to your understanding of class material, you are only allowed three absences over the course of the semester (or 4 ½ hours of the course). After three absences, I will deduct five points from your final grade for every further day missed in addition to any penalties incurred by your missed reading quizzes. You should also note that you are responsible for any material we cover in class on a day you miss. Make sure you contact a classmate for notes, and feel free to contact me regarding any material we cover in class on a day you miss.

Tardiness can also negatively affect your grade, if it becomes habitual. Plan ahead so that you will arrive on time.

Since most of this class comprises class discussion and occasional lecture, class attendance is crucial. Class members with four or more absences will not earn an A grade for the course; after four absences, I will deduct five points from your final grade for every further day missed in addition to any penalties incurred by your missed reading quizzes. If you anticipate an absence, notify me in person or by email, which must be time- and date-stamped at least 24 hours prior to your absence.

Late Arrivals and Early Departures

Three late arrivals – and three early departures, or a combination of both – count as an absence. Tardiness disrupts class flow. Please be in class on time, and be alert and in attendance at all times.

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.

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.

The easiest and most efficient way to contact me is through my email address (scraig@ramapo.edu). Although I do not hold office hours, I am willing to arrange an appointment with you almost any day of the week, schedule permitting – just make sure you make arrangements with me well enough in advance.

Cell Phones

Please turn off any cell phones prior to class and individual conferences. If an electronic device disrupts the attention of a class member – including the instructor – you will be considered absent for that session. Repeated incidents of such interruptions by electronic devices – and your checking and/or responding to them – will result in a five-point reduction from your final grade.

Class Conduct

This course involves diverse perspectives and ideas, some of which may be unfamiliar to you. Whether you agree with the readings, peer groups, or discussions in class, you are expected to show respect for others' perspectives and ideas, and the individuals who hold them. Please participate in class discussions in a mature, polite, and responsible manner.

In general, make sure you are considerate of your classmates when someone is speaking during a class discussion. You would be amazed how much whispering can travel when a class member is trying to concentrate on a discussion (or trying to listen to someone else speak). Refrain from talking during discussions and presentations, and avoid side conversations during class meetings.

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. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu.

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** 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** 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** 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** 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.

Intellectual Property

Plagiarism is a very serious offence; it is an act of stealing. To *plagiarize* means to take someone else's words and/or ideas (or patterns of ideas) and to present them to the reader as if they are yours. It is a criminal act, punishable by law, which does not help the learning process and can result in severe penalty. When you read anything in preparation for a writing assignment or consciously recall anything you have read or heard, you must be prepared to provide source reference and/or documentation. To avoid a plagiarism charge – *don't plagiarize* – take careful notes and record all bibliographic information you must have to document your sources.

More on academic integrity can be found here:

http://www.ramapo.edu/catalog_11_12/academic-policies.html?col10=open#CollapsiblePanel10

Note

This syllabus is subject to change at any time. Although the main content of this course will not change, assignments, projects and due dates are subject to change if I deem it appropriate and in the best interest of the course. This syllabus cannot anticipate all the information or guidelines which could appear in the content and intentions of the course.