RAMAPO COLLEGE OF NEW JERSEY

First-Year Seminar
Law in Context with Culture and Society

Course Information
Prerequisites and/or Co-requisites: First-time, first-year student status
Class Meeting Days, Time, and Room Location: Tuesdays and Fridays, 1:00 P.M. to 2:50 P.M., Room: ____ Building __

Instructor Information
Instructor’s Name, Title: Dennis J. Ng, Esq.
Office Location and Phone No.: A217, x7292
Office Hours: By appointment only
E-mail: dng1@ramapo.edu

Common FYS 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
Law is commonly defined as a system of rules and guidelines which are enforced through social institutions to govern behavior in all aspects of our society. For incoming undergraduates with interests in law or law enforcement, they will learn in this introductory course how to think critically and creatively about law, in context with culture and society. They will begin to appreciate our Anglo-American legal tradition, consider a basic comprehensive view of law and
the legal system in the United States, and develop an interdisciplinary outlook of our laws, as they are applied politically, socially, and economically in our nation and our world. As society changes continuously, so too does its attitudes and behavior. It is not enough to perceive law as a body of static and immutable rules. To remain ever relevant and effective, law must be understood and treated as an ever-dynamic institution affecting us, both directly and indirectly.

**Course Goals**
At the completion of the course, students will:

- acquire a basic understanding of our Anglo-American legal tradition,
- be exposed to law from an interdisciplinary and multicultural perspective,
- learn to think critically and creatively about law, culture and society, and
- develop effective reading, writing, presentation, and empathetic understanding skills.

**Measurable Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Class discussions and essays</th>
<th>Field Trips, Career Panels, Convocation &amp; Majors Fair</th>
<th>Individual Classroom Presentations</th>
<th>Final Project</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate the ability to think critically and creatively</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Demonstrate proficiency in written communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Demonstrate proficiency in oral communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Demonstrate informational literacy</td>
<td>X</td>
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</table>

**Peer Facilitators**
As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator(s). 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(s) will be your mentor(s) 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 Student Success 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 Student Success Advisor for assistance with course selection and the
development of a personal academic plan. If you have any questions regarding Academic Advisement please call the Center for Student Success at (201) 684-7441 or via email at: success@ramapo.edu.

Texts, Readings, Materials

- In order to present a comprehensive perspective in Law in Context with Culture and Society, students will be provided reading materials throughout the course. Students must also conduct their own independent research.
- Listed below are some periodicals and sources of news that may be of help in this research (see below “Other Readings and Materials: #4”). These, and other reading materials, are accessible from the school library, throughout campus, and on the internet.
- With the exceptions of, the following two books, it will not be necessary for students to purchase any other reading material for this course.
- Other Readings and Materials:
  1. An Introduction to Anglo American Legal System.
  3. A Landmark U.S. Supreme Court case (Review and Analysis).
  4. Reading/research for Paper on Final Course Project (Some Suggested Sources):

<table>
<thead>
<tr>
<th>Daily News Sources</th>
<th>Link</th>
</tr>
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<tbody>
<tr>
<td>NYT</td>
<td><a href="http://www.nytimes.com">www.nytimes.com</a></td>
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<tr>
<td>Washington Post</td>
<td><a href="http://www.washingtonpost.com">www.washingtonpost.com</a></td>
</tr>
<tr>
<td>Wall Street Journal</td>
<td><a href="http://www.online.wsj.com/home-page">www.online.wsj.com/home-page</a></td>
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<table>
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<tr>
<th>News Magazines</th>
<th>Link</th>
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<tbody>
<tr>
<td>Time Magazine</td>
<td><a href="http://www.time.com">www.time.com</a></td>
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<tr>
<td>Newsweek</td>
<td><a href="http://www.newsweek.com">www.newsweek.com</a></td>
</tr>
<tr>
<td>US News and World Report</td>
<td><a href="http://www.usnews.com">www.usnews.com</a></td>
</tr>
<tr>
<td>Christian Science Monitor</td>
<td><a href="http://www.csmonitor.com">www.csmonitor.com</a></td>
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<tr>
<td>Huffington Post</td>
<td><a href="http://www.huffingtonpost.com">www.huffingtonpost.com</a></td>
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Foreign and Domestic News Sources

<table>
<thead>
<tr>
<th>News Source</th>
<th>Website</th>
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<tbody>
<tr>
<td>Reuters</td>
<td><a href="http://www.reuters.com">www.reuters.com</a></td>
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<tr>
<td>MSN</td>
<td><a href="http://www.msnbc.com">www.msnbc.com</a></td>
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<tr>
<td>ITN</td>
<td><a href="http://www.itn.co.uk/Home/TopStories">www.itn.co.uk/Home/TopStories</a></td>
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<tr>
<td>CNN</td>
<td><a href="http://www.cnn.com">www.cnn.com</a></td>
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<tr>
<td>LeMonde Diplomatique</td>
<td><a href="http://www.mondediplo.com">www.mondediplo.com</a></td>
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<tr>
<td>McClatchy News</td>
<td><a href="http://www.mcclatchydc.com">www.mcclatchydc.com</a></td>
</tr>
<tr>
<td>The Diplomat</td>
<td><a href="http://www.thediplomat.com">www.thediplomat.com</a></td>
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Course Requirements

General Course Policies

- Students are expected to devote at least two hours of study time outside of class for every hour of class time.
- Talking and texting on any portable electronic device are strictly prohibited activities in the classroom.

Classroom Participation

- In seminar courses, students’ participation is key!
- A successful and lively class requires engaged students who are prepared for the class by completing all of the required readings and participating in class discussions.

Grading Criteria

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Summer Reading Reflection Essay</td>
<td>10</td>
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<tr>
<td>Class Participation</td>
<td>15</td>
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<tr>
<td>Legal Research on a Landmark U.S. Supreme Court Case</td>
<td>10</td>
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<tr>
<td>Oral/Audio-Visual Presentation on a Landmark U.S. Supreme Court Case</td>
<td>10</td>
</tr>
<tr>
<td>Weekly journal / reflection paper on career panel and field trips</td>
<td>15</td>
</tr>
<tr>
<td>Oral Presentation on Final Course Project</td>
<td>20</td>
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<tr>
<td>Paper on Final Course Project</td>
<td>20</td>
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Writing Assignments Only

- One 3-page reflection essay on the summer reading, to be completed after the Convocation address (10%)
- One 3-page Legal Research on a landmark U.S. Supreme Court case (10%)
- Weekly Journal of observations made in the classroom, and a 1-page reflection paper on each of the career panels and field trips (15%)
- Paper on Final Course Project (20%)
Assessments

- Summer Reading Reflection Essay (10%): Each student will write a 3-page (minimum) reflection essay on the summer reading, noting his/her feelings about, and personal connection(s) to the text, and incorporating the author's comments made at the convocation.

- Class Participation (15%): Includes positive contributions to class discussion, participation in the career panel presentations and field trips, and attendance at the opening convocation.

- Legal Research (landmark U.S. Supreme Court case) (10%): Each student will research and submit a 3-page (minimum) paper analyzing a landmark U.S. Supreme Court case of his/her own choice.

- Oral (Audio-Visual) Presentation on a Landmark U.S. Supreme Court Case (10%): Each student will make a 15-minute oral classroom presentation on his/her research of a landmark U.S. Supreme Court case. The presentations will be evaluated on clarity, creativity, and application of a multi-cultural understanding for the content(s). (Instead of an oral presentation, a student will have the option of video-recording the presentation and showing it to the class).

- Weekly Journal / Reflection Papers (15%): Each student will complete a short, weekly journal reflecting on themes from class and connecting him/her to life experiences as a First Year College Student, and submit the journal to his/her peer facilitator(s). In addition, each student is to submit a 1-page (minimum) reflection paper on each career panel or field trip he/she attends.

- Oral Presentation of Final Course Project (20%): Each student will prepare a 30-minute oral presentation of his/her final course project, stating the facts in the case, identifying the issues raised, arguing on behalf of one of the issues, and comparing and contrasting it with all the other issues. The class as a whole will evaluate and conduct a peer review of each of the oral presentations.

- Paper on Final Course Project (20%): Each student will submit an 8-page (minimum) paper on his/her final course project, incorporating comments from the class during the oral presentation.

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 course will fulfill a variety of FYS objectives including:
• Experiential learning.
• International education and/or intercultural understanding:
  o Develop a multicultural understanding of the law and learn about legal systems in other countries.
  o Examine the law from an interdisciplinary approach.
  o Explore various careers in the field of law and law enforcement.
  o Improve their research and writing abilities by way of a Writing Intensive (WI) Course.

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: L-211, x7557, crw@ramapo.edu.

Weekly Class Schedule
(The scheduling below may need to be changed, based on availability of speakers or staff for the library research workshop, the academic advisement session, and/or peer facilitator(s) review.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class topic, reading assignment</th>
<th>Assignment / Paper Due Dates</th>
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<tbody>
<tr>
<td></td>
<td>- “Meet Your Professor”, Icebreaker, Introduction and Outline for Course, Review of Syllabus.</td>
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<tr>
<td>Week 1:</td>
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<tr>
<td>09/06 /15</td>
<td>- Class discussions on the summer reading.</td>
<td>Reflection Paper on <em>Redeployment</em> due Read and Reflect:</td>
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<tr>
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<td></td>
<td>- Introduction to law</td>
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<td></td>
<td></td>
<td>- What is culture and society?</td>
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<td>- Law in the multi-cultural and multi-societal context.</td>
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<td>Week 2:</td>
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<tr>
<td>09/13 /15</td>
<td>- Brief Introduction of the law: What is Law?</td>
<td>Reflection paper on <em>Redeployment</em> due Read and Reflect:</td>
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<tr>
<td></td>
<td>- Meaning of culture and society? Law in the multi-cultural and multi-societal context,</td>
<td>- Potlatch, a case study in law and multiculturalism</td>
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<td>career panels &amp; field trips (i.e. experiential learning component)</td>
<td>Read and Reflect:</td>
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<td>- Discussions: Purpose of course, Careers in law &amp; related fields</td>
<td>- Researching and identifying a landmark U.S. Supreme Court case.</td>
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<td>- Reading Discussion (Law, culture, society, multiculturalism).</td>
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<td></td>
<td>- Peer Facilitator Session.*</td>
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<tr>
<td>Week 3:</td>
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<tr>
<td>09/20/15</td>
<td>- Reading Discussion: Using Potlatch as a case study in Law and Culture, parallel / comparable</td>
<td>Read and Reflect:</td>
</tr>
<tr>
<td></td>
<td>practices in other cultures.</td>
<td>- Researching and identifying a landmark U.S. Supreme Court</td>
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</table>
| Week 4: 09/27/15 | Library Research Workshop, Center for Student Success.  
| - Career Panel (Law Enforcement)  
| - Reading Discussion.  
| - Individual Oral Presentations on landmark U.S. Supreme Court cases.  
| - Written Evaluations / Peer Review.  
| - Q&A.  
| - Peer Facilitator Session.*  
| Read and Reflect:  
| - Individual Oral Presentations on landmark U.S. Supreme Court cases.  

| Week 5: 10/04/15 | - Career Panel (Attorneys-at-Law)  
| - Oral presentations on topic of debate and group discussions.  
| - Q&A.  
| - Individual Oral Presentations on landmark U.S. Supreme Court cases.  
| - Written Evaluations / Peer Review.  
| - Peer Facilitator Session.*  
| Read and Reflect:  
| - Individual Oral Presentations on landmark U.S. Supreme Court cases.  

| Week 6: 10/11/15 | - Academic advisement session (Center for Academic Advisement)  
| - Oral presentations on topic of debate and group discussions.  
| - Q&A.  
| - Group Discussions.  
| - Individual Oral Presentations on landmark U.S. Supreme Court cases.  
| - Written Evaluations / Peer Review.  
| - Peer Facilitator Session.*  
| Read and Reflect:  
| - Individual Oral Presentations on landmark U.S. Supreme Court cases.  

| Week 7: 10/18/15 | - Law and Ethics: Our responsibilities to our communities-at-large  
| - Field Trip: Bergen County Superior Court.  
| - Individual Oral Presentations on Final Course Project.  
| - Written Evaluations / Peer Review.  
| - Peer Facilitator Session.*  
| Read and Reflect:  
| - Preparing for Individual Oral Presentations on Final Course Project.  

| Week 8: 10/25/15 | - Field Trip: Law and Public Safety Institute, Mahwah.  
| - Oral presentations on topic of debate and group discussions.  
| - Individual Oral Presentations on Final Course Project.  
| - Written Evaluations / Peer Review.  
| - Peer Facilitator Session.*  
| Read and Reflect:  
| - Preparing for Individual Oral Presentations on Final Course Project.  

| Week 9: 11/01/15 | - Individual Oral Presentations on Final Course Project.  
| - Written Evaluations / Peer Review.  
| - Peer Facilitator Session.*  
| Read and Reflect:  
| - Preparing for Individual Oral Presentations on Final Course Project.  

| Week 10: 11/08/15 | - Individual Oral Presentations on Final Course Project.  
| Read and Reflect:  
| - Preparing for Individual Oral Presentations on Final Course Project.  

- Student Identity: In our multi-cultural society, how does our identity affect how we view the law?  
- Peer Facilitator Session.*
**Written Evaluations / Peer Review**
- Peer Facilitator Session.*

**Presentations on Final Course Project.**
- Final Paper.

**Week 11:**
11/15/15
- Individual Oral Presentations on Final Course Project.
- Written Evaluations / Peer Review
- Peer Facilitator Session.*

**Read and Reflect:**
- Preparing for Individual Oral Presentations on Final Course Project.
- Final Paper.

**Week 12:**
11/22/15
- Individual Oral Presentations on Final Course Project.
- Written Evaluations / Peer Review
- Peer Facilitator Session.*

(Thanksgiving recess - Wednesday, November 25th to Saturday, November 29th.)

**Week 13:**
11/29/15
- Individual Oral Presentations on Final Course Project.
- Written Evaluations / Peer Review.
- Peer Facilitator Session.*

**Read and Reflect:**
- Preparing for Individual Oral Presentations on Final Course Project.
- Final Paper.

**Week 14:**
12/06/15
- Individual Oral Presentations on Final Course Project.
- Written Evaluations / Peer Review - Peer Facilitator Session.*

**Read and Reflect:**
- Preparing for Individual Oral Presentations on Final Course Project.
- Final Paper.

**Week 15:**
12/13/15
- Submission of Final Course Project Paper.
- Discussion: Final Position Papers / Peer Editing Time.
- In Class Discussion / Reflection: What kind of legal professional do I want to be, how do we see our future in law and/or law enforcement?
- Peer Facilitator Session.*

- Final Paper.

Final Exam:
- All Final Course Project Papers Due.

(* Will also include the following: review adjustment issues with first-year students, particularly as they relate to alcohol education and bystander intervention, academic performance tasks: time management, note-taking skills and test-taking strategies, and academic advisement and course registration.)

**Important Dates**
- First Day of Classes: September 2nd
- Last day for Schedule Adjustments (on the Web): September 9th
- Last day to withdraw from courses with “W” grade: November 13th
- Thanksgiving Recess: Nov 25th – 29th
- Reading Day (no classes): December 15th
- Final Exam Week: December 16th – 22nd
- Common Finals: December 19th
• Last day to request “I” grades: December 22\textsuperscript{nd}
• Final Exam Snow Make-Up Day: December 23\textsuperscript{rd}

Grading Policy
Grades will be calculated based on the successful completion of the following assignments/criteria:

• Summer Reading Reflection Paper - 10%
• Class Participation - 15%
• Legal Research on a landmark U.S. Supreme Court case - 10 %
• Oral Individual Presentation on a landmark U.S. Supreme Court case - 10 %
• Weekly Reflection Journal / reflection papers on career panels and field trips - 15%
• Oral Presentation on the final course project - 20 %
• Paper on Final Course Project - 20%

Grade Distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>&gt;93</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>90-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-60</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
</table>

• An incomplete grade will be granted in exceptional circumstances only (e.g. for reasons of illness or other emergencies), and when requested by a student who has satisfactorily completed at least two-thirds of course requirements prior to the end of a term. No make-up final exams will be given in this course.

Attendance Policy
• Regular class attendance is expected. 3 absences will result in a final average deduction of one full grade (e.g., from A to A-). More than 4 absences will result in a failing grade.
• “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.
• We will be using My Ramapo/Luminis and/or Moodle in this course.
• **Cell Phones** - Cell phones are strictly prohibited in the classroom. All cell phones must be on silent when in class. If a cell phone is answered during class, you will be asked to leave the class and will be marked with an unexcused absence. Do not text while in class. Texting in class is a distraction not only to you and your fellow students, but to
your instructor as well.

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.”
- Also 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.

Academic Integrity Policy

All members of the 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.

Procedure

Responsibilities:

- The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority. The Office of the Provost 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. They are also urged to report alleged violations of the policy to the Vice Provost.

- Students are expected to read, and have the responsibility to understand the Academic Integrity Policy, and to comply with the policy in their academic work.

Criteria

There are four (4) 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 authorization from the instructor;
• 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 or endnote 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 George T. Potter Library Website: 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, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
• stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or 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:

- citing information not taken from the source indicated;
- citing 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;
- submitting as one’s own 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.

Reporting Violations

In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice Provost. A faculty member may choose to resolve the incident him/herself or send the case to the Vice Provost for review (see below). In either case, the faculty member reports the incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More details on Ramapo College’s academic integrity policy can be found here: http://www.ramapo.edu/catalog-2015-2016/academic-policies/