RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar
Mary Shelley’s *Frankenstein*: The Bicentennial

**Course Information**
INTD 101: 04, FYS, 4 credit hours
Prerequisites and/or Co-requisites: None
Fall 2018
MR 2:15-3:55, A 102

**Instructor Information**
Dr. Eric Daffron
Office: ASB 407; Phone: 7835
Office Hours: MR 12:30-2
edaffron@ramapo.edu
Mailbox: B 224

Special Note: This FYS section includes out-of-class activities and responsibilities (Ramapo Readathon participation, Ramapo play attendance, and film screening). Please review the syllabus for details.

**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: technological competency, understanding diverse communities, oral communication, and information literacy. 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.

**Section Course Description**
When *Frankenstein* was published in 1818, little did Mary Shelley know that her novel would create a two-hundred-year literary sensation. From period plays and cartoons to modern movies and comics, the novel has terrified, enlightened, and entertained generations. This FYS section, in the year of the novel’s bicentennial, explores some of the cultural artifacts stemming from this celebrated novel. In units devoted to text and context, screen and stage, image and song, this section gives the student opportunities to read, view, and analyze these artifacts and to engage with others, both inside and outside the classroom, about issues that these artifacts raise.

**Course Goals**
The successful student should leave this seminar with an in-depth understanding of *Frankenstein* and its cultural legacy. The student will learn how to read a variety of texts closely and analytically and to write, speak, and conduct research about them. The student will also engage
with other students and with the larger campus community for a variety of projects.

**Measurable Student Learning Outcomes**
The grid below links the following numbered general education (GE) and course objectives and lettered general education (GE) and course outcomes to numbered and lettered assignments:

GE Objective 1: Develop the skills necessary to locate, evaluate, and employ information effectively.
   GE Outcome a: Locate information effectively.

GE Objective 2: Speak effectively in scholarly and creative contexts.
   GE Outcome a: Deliver a central message that is easy to identify, vivid, and memorable.
   GE Outcome b: Use appropriate language for the subject and the audience.
   GE Outcome c: Deliver oral communications in an engaging manner.

GE Objective 3: Use technology to communicate, manage, or solve problems.
   GE Outcome a: Use technology to communicate information.
   GE Outcome b: Use technology to manage information.

GE Objective 4: Understand diverse communities on local, national, and/or global levels.
   GE Outcome a: Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.
   GE Outcome b: Practice reflective intra-personal skills.
   GE Outcome c: Participate in diverse communities on local, national, and/or global levels.

Objective 5: Write effectively in scholarly and creative contexts.
   Outcome a: Arrange writing logically to support a central purpose.
   Outcome b: Use evidence to develop claims.

Assignment Group (AG) 1: Essays and Papers
   a: Summer Reading Essay
   b: Response Papers

Assignment Group (AG) 2: Oral Presentations: Readings

Assignment Group (AG) 3: Research Project
   a: Information Literacy Session
   b: Preliminary Assignments (proposal, annotated bibliography, working thesis/outline)
   c: Drafts (first and final) and worksheet
   d: Oral Presentation

Assignment Group (AG) 4: Reading Questions

Assignment Group (AG) 5: Peer Curriculum

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<tr>
<th>GE Objective</th>
<th>GE Outcome</th>
<th>AG 1a</th>
<th>AG 1b</th>
<th>AG 2</th>
<th>AG 3a</th>
<th>AG 3b</th>
<th>AG 3c</th>
<th>AG 3d</th>
<th>AG 4</th>
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(annotated bibliography)
Peer Facilitators
As an added resource for the first-year student, each section of First-Year Seminar (FYS) will have one or two peer facilitators. These upper-level students will attend FYS classes and act as student leaders modeling engaged participation in this seminar. They will serve as discussion leaders on issues that pertain to personal and social development, and they will facilitate weekly discussions. Peer facilitators will be mentors and will be available to provide guidance on navigating the different personal and social hurdles that the student may encounter in the first year at Ramapo.

First-Year Academic Advising
Each First-Year Seminar is assigned a professional Academic Advisor from the Center for Student Success who serves as the student’s Academic Advisor during the first year. This advisor will attend this First-Year Seminar for a group advisement session to review general academic advising policies and procedures. The advisor will also be available to answer any general questions regarding college policies/practices. The student is required to schedule an individual appointment with the assigned Academic Advisor for assistance with course selection and the development of a personal academic plan. If the student has any questions regarding Academic Advisement, the student should call the Center for Student Success at (201) 684-7441 or via email at: success@ramapo.edu.

Texts, Readings, Materials
In addition to materials posted to Moodle, the student must acquire the following:

*Blade Runner.* Directed by Ridley Scott, Warner Bros., 1982. [The student may attend the scheduled film screening, view the film independently in the library, or otherwise purchase or rent the film. If possible, view the director’s cut.]


Course Requirements

The instructor will post assignment sheets in Moodle. Except for the worksheet and the reading questions, the student must type all written assignments and submit them in hard copy.

Assignment Group 1: Essays and Papers
a: The student will submit a 1000-word essay, worth 10%, on the summer reading. An essay that does not meet minimum requirements (as defined on the relevant assignment sheet) will be returned ungraded, subject to late penalties. An essay not submitted on the due date will be automatically considered at least one day late. For each day, other than weekends and holidays, that an essay is late, its grade will be reduced by 5 points. A student who promptly submits a doctor’s or an academic official’s excuse for a necessary late submission may submit the essay late without penalty. The previous statements about minimum requirements, late penalties, and/or excuses apply to the remaining assignments if indicated.

b: The student will submit two 500-word response papers, worth 15% collectively. The statements above about minimum requirements, late penalties, and excuses apply.

Assignment Group 2: Oral Presentations: Readings
a: The student will give a reading, worth 5%, of one or more characters’ parts from one or more assigned scenes in Presumption as part of a group project. The reading will not receive a grade unless it meets minimum requirements and may not be given late or otherwise made up without the type of excuse specified above.

b: The student will give a reading, worth 5%, of an assigned passage from Frankenstein during a designated block of time as part of Ramapo’s readathon. The reading will not receive a grade unless it meets minimum requirements and may not be given late or otherwise made up without the type of excuse specified above (or an employer’s excuse for a work conflict).

Assignment Group 3: Research Project
The student will conduct a research project using MLA style with the following components:

a: Information Literacy Session: The student must attend the information literacy session (see weekly class schedule below) or receive an absence and engage in any assessment administered by the library’s staff during that session.

b: Preliminary Assignments:
   • The proposal, worth 5%, is a 250-word presentation of the proposed research project topic. Statements above about minimum requirements, late penalties, and excuses apply.
• The annotated bibliography, worth 5%, lists potential sources for the research project along with annotations. Statements above about minimum requirements, late penalties, and excuses apply.
• The working thesis and outline is worth 3%. This work may not be submitted late or otherwise made up without the type of excuse specified above. The working thesis/outline must meet minimum requirements, or it will receive no credit.

c: Drafts and worksheet:
• The first draft with citations (1500 words) plus works cited page, worth 5%, will be used in a workshop, whose worksheet is worth 2%. Neither the first draft nor the worksheet may be submitted late or otherwise made up without the type of excuse specified above. The first draft must meet minimum requirements, or it will receive no credit.
• The final draft with citations (1500 words) plus works cited page is worth 30%. Statements above about minimum requirements, late penalties, and excuses apply.

d: Oral Presentation: The student will give an eight-to-ten-minute presentation, worth 10%, based on the research project. The presentation will not receive a grade unless it meets minimum requirements and may not be given late or otherwise made up without the type of excuse specified above.

Assignment Group 4: Reading Questions
Frequently, the instructor will post to Moodle, in advance of a class session in which a reading or a film will be discussed, one or more questions designed to guide the student’s reading or viewing and to help prepare the student for the relevant class session, during which one or more of the questions may be discussed. On occasion, the instructor may select a reading question for that class session and, without prior notice, ask the student to write in class and submit a half-page response (on notebook paper) to that question. The reading question responses, collectively worth 5%, may not be submitted late or otherwise made up without the type of excuse specified above. However, the two lowest grades will be dropped. Note: If the instructor requests a reading question response on the Ramapo play, the response may not be submitted without verified attendance at the play.

Assignment Group 5: Peer Curriculum
See the relevant paragraph above for information.

Preparation and Participation:
While not a formal assessment or grading opportunity, active participation is expected. The student must come to class on time fully prepared with all textbooks and other assigned materials. In addition, the student must refrain from non-course activities and must store and silence all electronic devices not used solely for course-related purposes. A student engaged in non-course activities and/or using electronic devices for non-course purposes will receive an absence. (See paragraphs on reading questions as well as attendance policy and weekly class schedule below.)

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, this course will develop critical thinking skills that are basic to college level study, regardless of area of interest. The student will read, write, and participate in thoughtful group discussions with the aim of developing the skills of a scholar. The student will learn to support arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences. More specifically, this FYS section, which fulfills the interdisciplinary seminar category, explores diverse cultural materials from multiple disciplines and media and asks the student to make connections across those various materials.

**Weekly Class Schedule**
The student should bring Shelley’s *Frankenstein* to every seminar session. (M=posted on Moodle; HS=Hacker and Sommers.) This schedule is subject to change; revisions will be posted to Moodle.

### Introduction

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic: Reading Assignment/Preparation</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>September 4</td>
<td>Opening Convocation</td>
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<td>September 6</td>
<td>Introductions and summer reading: review the summer reading and HS, ch. 1; peer session.</td>
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<td>September 10</td>
<td>Introduction to seminar: read the syllabus, read the 1831 introduction to <em>Frankenstein</em>, and view <em>Frankenstein and the Vampyre: A Dark and Stormy Night</em> (M); peer session.</td>
<td>summer reading essay</td>
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### *Frankenstein* the Text

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic: Reading Assignment/Preparation</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>September 13</td>
<td>Discussion of the novel <em>Frankenstein</em>: read volume 1.</td>
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<tr>
<td>September 17</td>
<td>Discussion of the novel <em>Frankenstein</em>: read volume 2; extended peer session</td>
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<tr>
<td>September 20</td>
<td>Discussion of the novel <em>Frankenstein</em>: read volume 3.</td>
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### *Frankenstein* in Context

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic: Reading Assignment/Preparation</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>September 24</td>
<td>Literary and mythical context: read material on Prometheus and <em>Paradise Lost</em> (M) and review HS, ch. 3.</td>
<td>response paper 1</td>
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<td>Date</td>
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<td>Notes</td>
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<td>September 27</td>
<td>Political context: read excerpts from Wollstonecraft and Godwin (M); peer session.</td>
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<tr>
<td>October 1</td>
<td>Scientific and ethical context: read material on Davy and bodysnatching (M) and view documentary <em>Playing God</em> (M); peer session.</td>
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<td>October 4</td>
<td>First film and unit logistics: view 1910 <em>Frankenstein</em> film (M) and review HS, chs. 19-20.</td>
<td>response paper 2</td>
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<tr>
<td>October 8</td>
<td>Film: view <em>Blade Runner</em>; extended peer session. Note: the film will be screened on October 3, 12:30-2:30, in Laurel Hall Screening Room.</td>
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<td>October 11</td>
<td>Preparation for group project/play reading: read <em>Presumption</em> (M) and bring text to class.</td>
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<td>October 15</td>
<td>Academic Advisement</td>
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<td>October 18</td>
<td><em>Presumption</em>: reread Act I; peer session.</td>
<td>oral presentation: reading (groups 1-3)</td>
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<td>October 22</td>
<td><em>Presumption</em>: reread Act II.</td>
<td>reading (groups 4-5)</td>
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<tr>
<td>October 25</td>
<td><em>Presumption</em>: reread Act III; peer session.</td>
<td>reading (groups 6-7)</td>
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<td>October 29</td>
<td>Readathon preparation: rehearse your part and review HS, chs. 21-23.</td>
<td>oral presentation: Ramapo Readathon on October 31, York Room (Mansion)</td>
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<td>November 1</td>
<td>Readathon debrief; review HS, chs. 8-9, 12; extended peer session.</td>
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<td>November 5</td>
<td><em>Frankenstein</em> images: review image repertoire and study creature images 1-3 (M); overview of research project: review HS, ch. 50.</td>
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<td>November 8</td>
<td><em>Frankenstein</em> images: review image repertoire, study Elizabeth images 1-3 (M), and review HS, chs. 4-5; peer session.</td>
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<td>November 12</td>
<td>Information literacy session: meet in TBA and review HS, chs. 51 and 52 a-e.</td>
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<td>November 15</td>
<td>Visit from Ramapo play’s creative team; peer session.</td>
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<td>November 19</td>
<td>Discussion of Ramapo play; review HS, chs. 52f and 56b; peer session.</td>
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<td>November 26</td>
<td><em>Frankenstein</em> graphic novel: read first 20 pages.</td>
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<td>November 29</td>
<td><em>Frankenstein</em> graphic novel: read remainder; peer session.</td>
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<td>December 3</td>
<td>Research project: review HS, chs. 54, 55, and 56a-b; peer session.</td>
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<td>December 6</td>
<td>Frankenstein music: listen to music selections (M); research project: review HS, ch. 53.</td>
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<td>December 10</td>
<td>Writing workshop: review HS, ch. 2.</td>
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<td>December 13</td>
<td>Oral presentation preparation: review HS, ch. 7; peer session.</td>
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<td>Final exam:</td>
<td>Oral presentation delivery.</td>
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**Important Dates**
First Day of Classes: September 5, 2018
Last day for Class Adjustments (on the Web): September 11, 2018
Last day to withdraw from courses with W grade: November 16, 2018
Thanksgiving Recess: November 21-25, 2018
Final Exam Week: December 17-22, 2018
Common Finals: December 22, 2018
Last day to request “I” grades: December 22, 2018
Final Exam Snow Make-Up Day: December 24, 2018

**Grading Policy**
Assignment sheets will specify grading criteria and scales: full credit (100)/no credit (0) or a full scale as represented below. Letter grades will be converted to numeric equivalences:
Numbers will be converted to the percentages detailed in course requirements; resulting proportions will be summed. The final sum will be converted to a letter grade according to the following scale:

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<td>70-93</td>
<td>67-93</td>
<td>60-93</td>
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I discourage incomplete grades except under extenuating circumstances in accordance with College policy.

**Attendance Policy**

Attendance is required. The instructor will call roll at the beginning of each class session. A student who arrives to class after roll is called will receive a half absence; a student who leaves class before the instructor has dismissed class will receive a half absence. A student engaged in non-course activities and/or using electronic devices for non-course purposes will receive an absence. A student with more than six absences for any reason whatsoever (including, but not limited to, late registration, sickness, campus event, transportation issues, early arrival, late departure, etc., but excluding ones for religious observance as outlined below) will automatically fail the seminar. A student who plans to miss one or more class sessions for religious observance, whether the religious holiday is recognized by the State of New Jersey or not, must notify the course instructor as soon as possible but no later than prior to the date of the religious holiday or the 50% refund date of the term in which the student is enrolled in the course (whichever comes first). The course instructor will not penalize the student for the absence and will allow the student to make up any work missed while absent for religious observance. Ultimately, it is the student’s responsibility to complete the work by the dated agreed upon by the instructor and the student. In addition, attendance at the Ramapo play on the specified date is required. A student with a documented conflict for an unavoidable reason (an employer’s note about a work conflict; an academic official’s excuse about a conflict) must notify the instructor no later than November 1. The instructor will find an alternative time for the student to attend the play. If the student misses the play due to a documented illness (i.e., with a doctor’s excuse), the instructor will also find an alternative time for the student to attend the play.

**Electronic Forms of Communication**

In accordance with College policy, the course instructor will use a student’s Ramapo College email address (@ramapo.edu) to communicate with the student about all course-related matters. The course instructor will also post assignment sheets, readings, and other course materials on Moodle.
**Students with Disabilities**
A student who needs course adaptation or accommodations because of a disability documented with the Office of Specialized Services should make an appointment with the course instructor.

**Policy on Academic Integrity** (to be updated per the 2018-19 catalog by September 1, 2018)
The student is expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found in the College Catalog ([https://www.ramapo.edu/catalog-2017-2018/academic-policies/?academicIntegrity=open](https://www.ramapo.edu/catalog-2017-2018/academic-policies/?academicIntegrity=open)). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Any student suspected of violating this policy will be required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost) or referred directly to the Office of the Provost, which will adjudicate the matter.

**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 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;
o using specifically prepared materials, such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
o collaborating with another person during an examination by giving or receiving information without authorization from the instructor;
o 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:
o whenever he or she quotes another person’s words directly;
o whenever he or she uses another person’s ideas, opinions, or theories, even if they have been completely paraphrased in one’s own words;
o whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas);
o 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: https://www.ramapo.edu/library/citation-help/

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:
o 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;
o 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;
o 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;
o disregarding policies governing the use of human subjects or animals in research;
o sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment;
o 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.