Course Information
Course Number: 40155
Course Title: The 48 Laws of Power
Credit Hours: 4
Prerequisites and/or Co-requisites: None
Semester & Year Offered: Fall 2019
Class Meeting Days, Time: Mon & Thu, 6:05-7:45 PM
Location: B-124

Instructor Information
Instructor’s Name, Title: Scott W. Craig, Instructor
Office Location: B-122/B-123
Office Hours: 7:55-9:00 PM
E-mail Address: scraig@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: 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.

Course Description
This First-Year Seminar introduces the virtues and vices of the “power game.” Based on the book The 48 Laws of Power by Robert Greene, the so-called “laws of power” are 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), managing organizational behavior (Law 26) 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.

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 to speak and express themselves in front of an audience. Each student will demonstrate his or her public-speaking ability through regular oral presentations.

• Learn to 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:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome</th>
<th>Information Literacy Session</th>
<th>Oral Presentation</th>
<th>Peer Curriculum</th>
<th>Research Paper or Project</th>
<th>Summer Reading Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the skills necessary to locate, evaluate, and employ information effectively.</td>
<td>1. Locate Information Effectively.</td>
<td>X</td>
<td></td>
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<tr>
<td>2. Speak effectively in scholarly and creative contexts.</td>
<td>1. Deliver a central message that is easy to identify, vivid, and memorable.</td>
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<td>X</td>
<td></td>
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<tr>
<td></td>
<td>2. Use appropriate language for the subject and the audience.</td>
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<td>X</td>
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<td></td>
<td>3. Deliver oral communications in an engaging manner.</td>
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<td></td>
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<td>X</td>
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<tr>
<td>3. Use technology to communicate, manage, or solve problems</td>
<td>1. Use technology to communicate information.</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>2. Use technology to manage information.</td>
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<td>X</td>
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<tr>
<td>4. Understand diverse communities on local, national, and/or global levels</td>
<td>1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.</td>
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<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>5. Participate in an engaged, experiential activity that connects course material to real world settings</td>
<td>1. Critically reflect on the experiential activity and articulate your conclusions</td>
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<td>X</td>
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</tbody>
</table>

**Peer Facilitators**

As an added resource for first-year students, 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 your personal and social development and they will facilitate weekly discussions. 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
As part of the Ramapo College Academic Advisement Plan, each First-Year Student is assigned an Academic Advisor from the Center for Student Success. During the fall semester, the First-Year Students have a mandatory advisement meeting with their assigned Advisor to select spring 2019 courses and to develop a personalized academic plan. You can see who your academic advisor is through the CONNECT software system. 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
Keep up with the assigned readings this semester, most of which come from the following books. We may also be reading additional essays, available either through the library databases or online. Readings may be revised as the course progresses. I will provide more information on how to access them by Week 4 of the course.


Summer reading TBA.

Course Requirements
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.

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.

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 course requirements, the following are important to note:

Classroom 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 also contribute to the course discussion through email.

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.

**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 (55% of final grade)**
This course has three writing assignments. The first is a shorter essay (worth 10%), which is a close analysis of the summer reading, based on issues we discuss in the first part of the course. The second is a mid-semester composition (15%) that is based on the theoretical issues of power, covered in a literary piece. In addition, the final research-supported paper (30%), titled “The 49th Law,” will reflect your understanding of the concepts and principles we deal with throughout the semester.

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

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 www.turnitin.com, 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 (that is, 10%) per calendar day, with the exception of extension agreements made with your instructor at least 48 hours in advance of the due date.

**Policy on revising 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.

You may, however, want to revise your work after your completed assignment has been graded. 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.

**A note on revisions**
Final draft essays graded 79% or lower are eligible for revision consideration, excluding the research paper. Please include the complete, marked and graded original with your revision draft, which must also be submitted electronically. If you do not include the complete, marked and graded original draft, your revision draft will be rendered invalid. Essays graded at or above 80% are ineligible for revision consideration.

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@ramapo.edu), in the library, room L-211.

**Visiting the Center for Reading and Writing (10% of final grade)**
You are required to use the tutoring services provided by the Center for Reading and Writing for two of your writing assignments this semester – valued at 5% each – excluding the research paper. CRW-sponsored workshops and visits in support of another class’s writing assignments do not count toward the fulfillment of this requirement. Please confirm the necessary documentation will be provided to the instructor, verifying your visit.

There are trained consultants in the Center for Reading and Writing (CRW) 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 and during office hours, the CRW offers another site for learning about writing. All undergraduates are encouraged to make use of this important student service. For more information about the CRW’s hours and policies, visit the Center or its website.

The Center primarily supports critical thinking and revision, and will politely refuse to see students if fewer than 24 hours remain before an assignment is due. Critical thinking and revision cannot be rushed, and, if you don’t have time to reflect on the work you want to do in the Center, then now is not the time for you to visit. Please plan ahead to make the most of your session.

**A note on CRW visits**
This is a grade-bearing requirement. Each CRW visit is worth 5% of your final grade. Failure to visit the CRW twice will result in a 10% final grade reduction. Visiting the Center on the due date of a writing assignment will not be accepted for credit.

**Oral presentations (10% of final grade)**
This course will have presentations beginning Week 6. Your presentation will have a running time of eight to ten minutes, and will be focused primarily on the reading assignment for a given day. You will be expected to outline some of the major issues under discussion in a given reading, and pose questions that this reading suggests about the “power game.” Before you say anything, identify the goal, determine what your audience needs to know in order to reach that goal, then think of a simple way to organize your information.

The presentation focuses on informing and educating the audience. You can include visual materials, such as PowerPoint slides, pictures and short video clips, presentation books, and charts, as well as demonstrations or some type of audience experience. I will give you a more specific set of expectations by Week 4 of the course.

**Examinations and Quizzes (25% of final grade)**
A minimum of 20 quizzes will be administered this semester, each quiz consisting of five to ten questions with specific relevance to the assigned readings. **There are no make-ups for missed quizzes.**

**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.

**Weekly Class Schedule**
The class meeting schedule lists dates, topics, and required readings and assignments. **All class meetings are scheduled for Mondays and Thursdays, 6:05 – 7:45 PM.** You should expect a quiz to be administered at each class meeting. Due dates for readings, papers, and events are indicated:
Week 1
Monday, September 2  Wednesday, September 4  Thursday, September 5

AUDIER DAY  FIRST DAY OF CLASSES

COURSE INTRODUCTION:
Syllabus review, class expectations
and requirements

DISCUSSION: On the summer reading
and Opening Convocation

Week 2
Monday, September 9

READING: LAW 25: Re-create yourself (Judgment, p. 191; Keys, pp. 195-198; Reversal, p. 199)

WRITING WORKSHOP: Have a complete, revised, typed draft of PAPER #1. Arriving without a draft will result in a reduction of your paper’s final grade.

Thursday, September 12

DUE: PAPER #1

READING: 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 16

READING: 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);
LAW 6: Court attention at all cost (Judgment, p. 44; PART I Keys, pp. 47-49; PART II Keys, pp. 52-54; Reversal, p. 55)

Thursday, September 19

SCHEDULED: Peer Facilitators to accompany FYS students to a Title IX/Bystander Intervention presentation. This presentation will take place outside of the classroom at a predetermined campus location.

Week 4
Monday, September 23

WRITING REVIEW: Brief discussion of PAPER #1, 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);
LAW 9: Win through your actions, never through argument (pp. 69-75);
LAW 10: Infection: Avoid the unhappy and unlucky (Judgment, p. 76; Keys, pp. 79-81)

Thursday, September 26

SCHEDULED: Peer Facilitators to show a 15-minute video outlining the new curriculum and introducing the Degree Planning Software, uAchieve, and lead a follow-up discussion. The remaining 30 minutes will be standard peer time.

Week 5
Monday, September 30

READING: LAW 12: Use selective honesty and generosity to disarm your victim (Judgment, p. 89; Keys, pp. 91-93; Reversal, p. 94);
LAW 13: When asking for help, appeal to people’s self-interest, never to their mercy or gratitude (pp. 95-100);
LAW 14: Pose as a friend, work as a spy (pp.101-106)

Thursday, October 3

READING: LAW 15: Crush your enemy totally (pp. 107-114)

Week 6
Monday, October 7

READING: LAW 17: Keep others in suspended terror: Cultivate an air of unpredictability (pp. 123-129);
LAW 18: Do not build fortresses to protect yourself – isolation is dangerous (pp.130-136);
LAW 19: Know who you’re dealing with – do not offend the wrong person (Judgment, p. 137; OPPONENTS, SUCKERS, AND VICTIMS, pp.138-139; Keys, p. 143; Reversal, p. 144)

Thursday, October 10

SCHEDULED: Peer Facilitators to review academic performance tasks: time management, note-taking skills and test-taking strategies.
**Week 7**

**Monday, October 14**

**SCHEDULED:** Information Literacy Session, part 1: Brainstorming and discussion with the Library’s Christina Connor, Instruction & Emerging Technologies Librarian.

**Thursday, October 17**

**SCHEDULED:** Information Literacy Session, part 2: Class meets in the library (L-201, second floor) to participate in a custom-designed library workshop that introduces you to library resources that are tailored to your research topics.

**Week 8**

**Monday, October 21**

**READING:** LAW 20: Do not commit to anyone (Judgment, p. 145; PART I Keys, pp. 147-49; PART II Keys, pp. 152-154; Reversal, p. 155); LAW 21: Play a sucker to catch a sucker—seem dumber than your mark (Judgment, p. 156; Keys, pp. 159-161; Reversal, pp. 161-162); LAW 22: Use the surrender tactic: transform weakness into power (Judgment, p. 163; Keys, pp. 167-169; Reversal, p.170); LAW 23: Concentrate your forces (pp.171-177)

**Thursday, October 24**

**READING:** LAW 26: Keep your hands clean (pp. 200-214)

**WRITING WORKSHOP:** Have a complete, revised, typed draft of PAPER #2 (on Frankenstein). Arriving without a draft will result in a reduction of your paper’s final grade.

**Week 9**

**Monday, October 28**

**DUE:** PAPER #2 (on Frankenstein)

**READING:** LAW 27: Play on people’s need to believe to create a cult-like following (Judgment, p. 215; THE SCIENCE OF CHARLATANISM, pp. 216-219; Reversal, p. 226); LAW 28: Enter action with boldness (Judgment, p. 227; BOLDNESS AND HESITATION, pp. 228-229; Keys, pp. 233-234; Reversal, p. 235); LAW 29: Plan all the way to the end (pp. 236-244)

**Thursday, October 31**

**SCHEDULED:** Peer Facilitators to provide a follow-up/refresher to the Student Success academic advisement presentation and course registration strategies.

**Week 10**

**Monday, November 4**

**WRITING REVIEW:** Brief discussion of PAPER #2 (on Frankenstein), addressing issues and calling attention to common errors and well-done work.

**READING:** LAW 30: Make your accomplishments seem effortless (Judgment, p. 245; Keys, pp. 250-252; Reversal, pp. 252-253); LAW 31: Control the options: Get others to play with the cards you deal (pp. 254-262)

**Thursday, November 7**

**READINGS:** LAW 33: Discover man’s thumbscrew (Judgment, p. 271; FINDING THE THUMBSCREW, pp. 272-273; Reversal, p. 281); LAW 34: Be royal in your own fashion: act like a king to be treated like one (Judgment, p. 282; Keys, pp. 287-289; Reversal, p. 290); LAW 35: Master the art of timing (pp. 291-299)

**Week 11**

**Monday, November 11**

**READING:** LAW 37: Create compelling spectacles (pp. 309-316); LAW 38: Think as you like but behave like others (pp. 317-324)

**Thursday, November 14**

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

**Week 12**

**Monday, November 18**

**READING:** LAW 40: Despise the free lunch (Judgment, p. 333; MONEY AND POWER, pp. 334-355; Reversal, p. 346)

**Thursday, November 21**

**READING:** LAW 42: Strike the shepherd and the sheep will scatter (pp. 358-366)
Week 13  
Monday, November 25  
READING: LAW 43: Work on the hearts and minds of others (pp. 367-375)  
Wednesday, November 27  
THANKSGIVING RECESS  
Wednesday, November 27, to Sunday, December 1  
Thursday, November 28  

Week 14  
Monday, December 2  
READING: LAW 44: Disarm and infuriate with the mirror effect (Judgment, p. 376; MIRROR EFFECTS, pp. 377-379; WARNING, pp. 390-391)  
Thursday, December 5  
READING: LAW 45: Preach the need for change, but never reform too much at once (pp. 392-399); LAW 46: Never appear too perfect (Judgment, p. 400; Keys, pp. 405-408; Reversal, p. 399)  

Week 15  
Monday, December 9  
READING: LAW 47: Do not go past the mark you aimed for; in victory, learn when to stop (pp. 410-418)  
Thursday, December 12  
READING: LAW 48: Assume formlessness (pp. 419-430)  
DUE: Final draft of your research paper (The 49th Law)  
COURSE CONCLUSION: Class review  

Important Dates  
First Day of Classes: September 4  
Last day for Class Adjustments (on the Web): September 10  
Last day to withdraw from courses with “W” grade: November 15  
Thanksgiving Recess: Nov 27 – Dec 1  
Final Exam Week: December 16 – 21  
Common Finals: December 21  
Last day to request “I” grades: December 21  
Final Exam Snow Make-Up Day: December 23  

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent: 93 - 100%</td>
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<tr>
<td>A-</td>
<td>90 - 92%</td>
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<tr>
<td>B+</td>
<td>87 - 89%</td>
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<tr>
<td>B</td>
<td>Good: 83 - 86%</td>
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<tr>
<td>B-</td>
<td>80 - 82%</td>
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<tr>
<td>C+</td>
<td>77 - 79%</td>
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<tr>
<td>C</td>
<td>Satisfactory: 73 - 76%</td>
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<tr>
<td>C-</td>
<td>70 - 72%</td>
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<tr>
<td>D+</td>
<td>67 - 69%</td>
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<tr>
<td>D</td>
<td>Poor: 60 - 66%</td>
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<td>F</td>
<td>Fail: 59% - below</td>
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<tr>
<th>Requirement</th>
<th>Percent</th>
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<tr>
<td>CRW Visits</td>
<td>10%</td>
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<tr>
<td>Oral Presentation</td>
<td>10%</td>
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<tr>
<td>Paper #1</td>
<td>10%</td>
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<tr>
<td>Paper #2</td>
<td>15%</td>
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<tr>
<td>Reading Quizzes</td>
<td>25%</td>
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<tr>
<td>Research Paper</td>
<td>30%</td>
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Attendance Policy
Because class attendance is critical to your understanding of class material, you are permitted three absences over the course of the semester. 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. Since most of this class comprises class discussion and occasional lecture, class attendance is crucial.

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

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.

Either include the following items on the Syllabus, or include this link to the College-wide policies: https://www.ramapo.edu/fa/arc/college-wide-policies-courses/

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). In addition to my regular office hours, I am willing to conference with you almost any day of the week, schedule permitting – just make sure you make arrangements with me well enough in advance. Follow this link to the College-wide policies for more information: https://www.ramapo.edu/fa/arc/college-wide-policies-courses/

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. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

Policy on Academic Integrity
Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the College Catalog (https://www.ramapo.edu/catalog-2017-2018/academic-policies/). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be 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;
   - 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: [https://www.ramapo.edu/library/citation-help/](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:
   - 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:
o citing information not taken from the source indicated;

o citing of sources in a “works cited” that were not used in that project;

o altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations;

o submitting as one’s own any academic work prepared in whole or in part by others, including the use of another’s identity;

o 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-2017-2018/academic-policies/

A final 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.