

MICHIGAN STATE UNIVERSITY
Logic & Reasoning

PHL 130
Spring 2018

Course Syllabus

Dr. David Godden

Basic Course Information:

Classes: Tues. & Thurs. 12:00pm – 2:40pm C103 Wonders Hall

Instructor:

Dr. David Godden

Office: 515 S. Kedzie Hall

Office Hours: most Tues. & Thurs. 3:00pm - 4:00pm (if door is closed, please knock);
or, by luck or appointment

Email: dgodden@msu.edu (**Subject line includes course “PHL 130”**)

Phone: 517 884 7682 Email is strongly preferred. All phone messages will be responded to by email, so please leave your email address (spell it out!) in the phone message.

Catalog Description: Deductive and inductive reasoning. Topics such as rational argumentation, fallacies, definition, meaning, truth and evidence. Techniques for critical reading and thinking.

Credits: Total Credits: 3 Lecture/Recitation/Discussion Hours: 3

Exclusions: Not open to students with credit in: PHL330

Course Texts:

There is no assigned textbook to buy for this course. Assigned readings and other learning materials (assigned and supplementary) will be posted to, or linked from, the course D2L site.

Advice for Success: In this course we will discuss controversial topics about which you may have deep commitments or questions to which you think the answers are obvious. Yet, you will **not** be evaluated on the basis on your opinions. Rather, what is being evaluated is your ability to recognize, analyse, persuasively articulate and critically evaluate the reasons for and against specific views. At times throughout the course you will be asked what you think. This is done to help you to understand new and different views in relation to your own, and to prompt you to think as critically about your own settled opinions as you do about views with which you vehemently disagree. Yet, you do **not** have to answer these questions honestly. Rather, what these exercises require is that you *take a position*, and you may find it easier to take a position that is not your own. Doing this may give you a more detached perspective on the issue such that you can more easily think critically about it. Success in this course is not achieved by a strategy of “telling me what you think” – and even less by “telling me what I want to hear.” This course is not about what you think, and you can go through the entire course without ever telling me your actual opinion about any topic we discuss. Rather, what you must be able to do is take a position, make a cogent, persuasive case for it, and think critically about it. Success in the course requires that you demonstrate the skills and dispositions involved in the effective use of reasoning as a tool for problem solving, rational argument, and critical thinking.

“Whatever views any of us may hold about these questions, people more intelligent than we are have held different ones. That doesn’t mean that they were right and we were wrong, because people more intelligent than we are have agreed with us, too. Nor does it mean that there are no right answers to these questions. What it means is simply that these questions are difficult enough that supremely rational people can still disagree. And this in turn means that we should not lose intellectual respect for people simply because they have reached different conclusions than we have.”

Trigger Warning & Ground Rules for Conversational Decorum: Words can cause harm—in addition to perpetuating cultures of violence, exclusion, and intolerance, words themselves can inflict these same harms directly. Sometimes, words are deliberately used to these ends; sometimes these harms are built into

the very social, conversational, or linguistic structures in which we ordinarily act. In this course we will be identifying, considering, and actively and critically engaging with, positions that propagate such harms—positions and views that you might find, harmful or offensive. You will be exposed to views that are best understood as hurtful and hateful, including views that are racist, sexist, or otherwise prejudicial or xenophobic. For example, we will discuss topics like, and specific examples of, hate speak, and other derogatory, exclusionary, and oppressive uses of language (including how language can gain derogatory or oppressive meanings, and how such language can be reclaimed).

By no means do we, or should we, endorse any such views, but should instead recognize the harms that they embody, perpetuate, and communicate AND we should act so as to eliminate these harms, and the views causing them.

Yet, in order to recognize, inoculate ourselves from, and critically engage with these views, we must be able to talk *about* them. Most importantly, we should not use these ideas in these ways ourselves!! Rather, we should conspicuously embody the practices that we feel are right and just. Maybe this will mean using the terms in different ways, and maybe it will mean not using them at all!

Throughout this course we must make every effort to deal with these topics in the most sensitive ways, always being sensitive to the possibility that we, or our neighbor, has suffered, perhaps directly, the harms that result from these views, behaviors, and systems. This is an individual responsibility that each of you bears to others and to yourself.

Also, we must also recognize that while we may, vehemently and whether rightly or wrongly, disagree with others, and have no respect for the *views* they hold, we must nevertheless respect the *person*.

In our classroom, we shall always take care to critically evaluate, object to, and discount the view rather than the person who holds the view. The classroom is a *learning* environment in which we must feel comfortable to be mistaken so that we may learn from our mistakes. *We must feel comfortable not only to be who we are, but also to change who we are.* It is the responsibility of each and every one of us to construct an learning environment and community in which each of us feels comfortable the risk of themselves in order to participate and learn. Just as you may expect this of others who disagree with you, others may expect this of you. As such, this too is an individual responsibility that each of you bears to others and to yourself.

Detailed Description:

Course Learning Goals: The fundamental aim of this course is to help you to develop two skills: the *analysis* and *evaluation* of the arguments we use in reasoning, persuasion, deliberation and inquiry. The course begins with a study of the nature and structure of arguments including heuristic techniques for identifying arguments and for representing their rational structure. Next the course introduces the fundamental principles of argument evaluation including some specific techniques and considerations which contribute to the practical appraisal of argument cogency (e.g., the fallacies pertaining to each aspect of argument evaluation). Several different standards of inferential strength (deductive, inductive, and conductive) are introduced, and specific techniques for representing and evaluating them are explained and applied. We will also consider the evaluation of specific types of arguments, such as arguments from analogy, statistical arguments, causal arguments, and schematic presumptive arguments, as well as the fallacies pertaining thereto. Other topics may include visual arguments and the role of argument in contemporary mass-media.

MSU Undergraduate Learning Goals and Outcome (MSU ULG&O) (from <http://undergrad.msu.edu/learning>):

Analytical Thinking (AT)

The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyzes complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.

- Acquires, analyzes, and evaluates information from multiple sources
- Synthesizes and applies the information within and across disciplines
- Identifies and applies, as appropriate, quantitative methods for defining and responding to problems
- Identifies the credibility, use, and misuse of scientific, humanistic and artistic methods

Cultural Understanding (CU)

The MSU graduate comprehends global and cultural diversity within historical, artistic, and societal contexts.

- Reflects on experiences with diversity to demonstrate knowledge and sensitivity
- Demonstrates awareness of how diversity emerges within and across cultures

Effective Citizenship (ECit)

The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.

- Understands the structures of local, national, and global governance systems and acts effectively within those structures in both individual and collaborative ways
- Applies knowledge and abilities to solve societal problems in ethical ways

Effective Communication (ECom)

The MSU graduate uses a variety of media to communicate effectively with diverse audiences

- Identifies how contexts affect communication strategies and practices
- Engages in effective communication practices in a variety of situations and with a variety of media

Integrated Reasoning (IR)

The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values.

- Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts
- Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings

Course Learning Objectives:

The general goal for this course is to provide you with the skills to be able to (i) recognize arguments in reasoning and discourse, (ii) analyze their rational and dialectical structure, (iii) appraise their rational and dialectical merits, and (iv) critically engage with them.

The outcomes for this course relate mostly to the first and last of MSU's ULG&O (above).

By the end of this course, you should be able to (clearly and effectively, and in your own terms):

- identify, analyse and evaluate arguments in everyday discourse and media (EComm, AT)
- explain the various ways that premises can be related to conclusions, and diagram the evidentiary structure of short arguments so as to represent these relationships (ECom, AT)
- explain and apply some of the fundamental principles of good reasoning and argument (AT, CU, ECom, ECit, IR)
- recognize, identify, explain, and critique argument fallacies and biases of reasoning (AT, CU, IR)
- apply or transfer this understanding to your own thinking and writing (AT, CU, ECit, ECom; IR)

Course Topics: The course will follow the basic plan of the Tentative Schedule of Topics (below). This may be revised in light of our progress through the course material.

Course Requirements (Assessment):

The following course requirements measure the extent to which the course learning goals are attained.

Basic Mark Breakdown

Evaluation in this course will employ a points-based system. There are 1,000 points available in the course, with each point counting 1/10th of 1% towards the final course percent.

Notes on Evaluation

Team-Work Grades: This course employs a team-based approach to learning. Students will be assigned to learning teams, in which they will stay and work as a part of *over the course of the term*. A student's final grade for work produced by the team *will be individual* and will be calculated as a product of the *team grade* assigned to the work-product of the team times a *participation multiplier*. In the case of In-Class Quizzes

and Exercises this multiplier will be either 1 or 0 according to whether the student was in attendance for and participated in the quiz or exercise during class that day. In the case of In-Class Assignments this multiplier will be assigned to each member of the learning team by their team members. (A rubric may be provided for this purpose.)

There are no make-ups for In Class Quizzes, Exercises, or Assignments. To receive a grade for them, students must be in attendance in class(es) at the time that the quiz, exercise, or assignment. Only in the case of an absence whose legitimacy is supported by an acceptable and documented reason will students be exempted from any In-Class portion of their course grade.

1. *In-Class Quizzes and Exercises*: Their purpose is to ensure that the student is participating in the course by preparing for class discussions and extended learning activities, completing the assigned readings, attending class regularly, and engaging with the course material and classroom activities. They will be unannounced, and conducted randomly throughout the term at the instructor's discretion.

Evaluation: Assessed classroom work will consist of either (i) quizzes: a series of short answer questions which will test basic comprehension of fundamental course concepts and assigned readings (including handouts), or (ii) short learning exercises (e.g., problems similar to text exercises), or (iii) a collection of the team's class notes or record of learning activity. In class work will be open- or closed-book at the discretion of the instructor.

2. *In-Class Assignments*: Their purpose is to evaluate some of the analytical and critical thinking skills being developed in the class, as well as a comparative and critical understanding of the arguments studied in the course, especially as they relate to the student's own position. Throughout the term, a number of assignments will be given which may take the form of reflective composition exercises, tests, or projects requiring students to apply the knowledge and skills they have developed in the course.

Format: In Class Assignments are worked on in learning teams during class time, and team-answers are submitted for grading. These may involve extended, problem-based projects worked on over several classes, or be composed of True/False questions, multiple choice questions, and problems similar to text and class exercises. Class Assignments will be open- or closed-book at the discretion of the instructor, and may be unscheduled and unannounced.

Evaluation will focus primarily on the team's ability to communicate (in written composition or audio-visual presentation) well-structured convincing answers that effectively demonstrate (i) a **practical mastery** of the skills or techniques being evaluated, (ii) a **sound, comparative and critical comprehension** of course material, and (iii) a **comparative and critical understanding of some relevant position** (opinion and reasons) in relation to the positions and arguments studied in the course. Team answers may include a "minority report" or "dissenting opinion" in cases where a sub-group of the learning team disagrees with the answer(s) of the rest.

3. *D2L Quizzes and Exercises*: Their purpose is to ensure that the student is participating in the course by preparing for class discussions and extended learning activities, completing the assigned readings and engaging with the course learning materials. They will be announced on D2L posted to D.

Evaluation: D2L Quizzes and Exercises will consist of either (i) quizzes: a series of short answer questions which will test basic comprehension of fundamental course concepts and assigned readings (including handouts), or (ii) short learning exercises (e.g., problems similar to class exercises).

4. *Homework Assignments*: Their purpose is to evaluate some of the analytical and critical thinking skills being developed in the class, as well as a comparative and critical understanding of the arguments studied in the course, especially as they relate to the student's own position. Throughout the term, a number of assignments will be given which may take the form of reflective composition exercises, take-home tests, or projects requiring students to apply the knowledge and skills they have developed in the course in some socially engaged context or to some practical problem.

Evaluation will focus primarily on the student's ability to compose well-structured written answers that effectively demonstrate (i) a practical mastery of the skill or technique being evaluated, (ii) a **sound, comparative and critical comprehension** of course material, and (iii) a **comparative and critical understanding of the student's own position** (opinion and reasons) in relation to the positions and arguments studied.

5. *In-Class Examinations* (Mid Term and Final): Their purpose is to test comprehension of the course material, as well as a critical and comparative understanding of the major concepts, theories and arguments studied in the course.

Composition: Examinations will consist of some combination of the following: problems similar in kind to those encountered in class or the text, multiple choice and True/False questions, short-essay questions, and problems that require you to extrapolate from what you have learned in class and from the text.

Evaluation will focus primarily on the student's ability to compose well-structured written answers that effectively demonstrate (i) a sound understanding of basic concepts, principles, arguments and theories studied in the course; (ii) application of course concepts, theories and skills to problems discussed in the course and (iii) a comparative or critical understanding of arguments and relations of positions studied in course.

Due Dates, Late Penalties, Etc.:

Due dates for graded work are given in the syllabus (Tentative Reading Schedule) or posted to D2L, insofar as these can be fixed in advance. In the case of major-grade items (e.g., Homework Assignments and Exams) these dates should be taken as tentative, and subject to change based on our progress through the course material. Any changes to announced or posted due dates will be announced in class or posted to D2L, usually with at least one week advance notice of any change. In-class grade items (e.g., In-Class Quizzes and Exercises, and In-Class Assignments) will be given on an ad-hoc basis accordingly as we progress through the material. Just as their regular attendance in class is expected, students should expect that an in-class grade item may occur or be due in any class. To complete, submit, and receive a grade for any in-class grade items students must be in attendance in class when they are completed or due.

In-Class Work: Quizzes and Exercises may be unannounced, and will be conducted randomly throughout the term at the discretion of the instructor. In-class Assignments will be announced about a week before they must be completed, according to how the class progresses through the course material.

Students should expect that there may be graded work in *any* class, and must be present in class to complete them; there are no make-ups or late submissions.

Late submissions of course work (e.g., D2L Quizzes and Exercises, Homework Assignments) will NOT be accepted—no exceptions. This work is assigned and available in advance. Students are expected to plan accordingly so as to accommodate any unforeseen last-minute events that might otherwise prevent them from completing their work on time. Unless otherwise stated, homework assignments are due at the beginning of class on their due date.

Tests and Examinations are written in class on their appointed dates. Students missing a test or exam will only be allowed to make up that portion of their course grade when their absence is supported by an unforeseeable, documented, verifiable and acceptable medical or compassionate reason. The manner in which that portion of the grade is to be made up is at the discretion of the instructor. Any foreseeable event preventing a student from sitting a scheduled test or exam must be addressed in advance with the instructor if any accommodation is to be made. Accommodation will be made only in the case of a documented, verifiable, and acceptable medical, compassionate, or MSU varsity athletic reason. Anyone so late to a test or exam that another student has already finished and left the room will not be allowed to take it.

Plagiarism & Academic Misconduct: An [Academic Dishonesty Report](#) will be filed for all alleged or suspected incidents of plagiarism, or other violations of academic integrity in this course. All actual incidents (as determined either by the Report process or by the student's agreement) of plagiarism or other violations of academic integrity, will result in a **minimum** penalty of a **failing grade for the course**.

Requirement to Retain Graded Material: Each student is required to keep all graded material until final grades are released. Be sure to keep a copy of all submitted course work both while it is under submission and a graded copy after it has been returned. This is in your own best interests, especially in the event that there is any discrepancy or dispute concerning your official course grades.

Class Time

Class time will be primarily spent going over text exercises, and reviewing or expanding on key points from assigned readings or other assigned learning materials. It is imperative that students keep up with the rigorous pace of the course by doing the assigned readings in a timely manner, and by doing enough of the relevant practice exercises to get a feel for one's level of understanding BEFORE coming to class. Class time is your

opportunity to clear up those things that you find mysterious or troublesome. So, coming to class unaware of what you don't know is not the best way to use class time. Frequently, we'll break up into groups, work on exercises, and then reconvene to compare answers and discuss matters that arise. Class materials (e.g., lecture notes, practice problems, and homework assignments) will be made available on D2L.

Attendance

Beyond the participation multipliers for team-work grades and the fact that you cannot earn credit for in-class work if you are absent, no grade is specifically assigned for attendance in this course. However, as Woody Allen says, 80% of success is just showing up. Regular class attendance is critical to success in this course. In general, it is my experience that the majority of those who frequently miss class are less successful in the course than those who attend regularly. I consider any more than two absences excessive. See also *the fine print* on Lateness and Absences in the Course Policies below.

Calculation of Final Grade: I will use the Official Course Grading Scheme (below) to convert your final course grade into a GPA on the 4-point scale used by MSU. I will not curve or otherwise adjust final course grades.

Official Course Grading Scheme														
Superior			Good			Satisfactory			Passing			Failing		
4.0	A	100 – 90	3.5	B+	89.9 – 85	2.5	C+	79.9 – 75	1.5	D+	69.9 – 65	0.0	F	59.9 – 0
			3.0	B	84.9 – 80	2.0	C	74.9 – 70	1.0	D	64.9 – 60			

Important Dates (for information purposes only - E&OE):

<u>Spring 2018 Semester</u>	Authoritative version at MSU Registrar's Office Academic Calendar .
Mon. Jan. 8	Classes Begin Spring Semester (First Class: Tues. Jan. 9)
Fri. Jan. 12	Open online add period ends 8pm; Last day to change to or from CR/NC or Visitor – must be done at Registrar's Office by 5pm
Mon. Jan. 15	Martin Luther King Day Holiday (No Classes)
Fri. Feb. 2	End of tuition refund period – no refund after this date.
Wed. Feb. 28	Deadline to drop full-semester courses with no grade reported, 8pm.
Mar. 5 – 9	Spring Break – No Classes (Mon. through Fri.)
Fri. Apr. 27	End Spring Semester (Last Class: Thurs. Apr. 26)
Tues. May 1	Final Exam: Wednesday, May 2 2018 10:00am - 12:00pm in C103 Wonders Hall (as scheduled by RO; subject to change) https://reg.msu.edu/ROInfo/Calendar/FinalExam.aspx

TENTATIVE COURSE SCHEDULE – PHL130 (Spring 2018)

<i>Week</i>	<i>Dates</i>	<i>Topics and Readings</i>
<i>Part I: Propositional Logic</i>		
1.	Jan. 8–12	COURSE OVERVIEW & INTRODUCTION Exercise: Rational Entitlement and Responsibility
2.	Jan. 15-19	MONDAY – MLK DAY HOLIDAY INTENTIONALITY & RATIONALITY The Role of Reasons, Justification, & Rational Explanation in our Purposeful Behavior ARGUMENT BASICS: IDENTIFICATION & USES; ANALYSIS & APPRAISAL Claim-Reason Complexes & Cogency
3.	Jan. 22–26	ARGUMENT BASICS: IDENTIFICATION & USES; ANALYSIS & APPRAISAL Claim-Reason Complexes & Cogency
4.	Feb29–Feb2	REASON & EMOTION
5.	Feb. 5-9	LANGUAGE & MEANING I: Semantics & Definition
6.	Feb. 12–16	LANGUAGE & MEANING II: Pragmatics & Speech Acts ARGUMENTATION I: ARGUERS & ARGUING Gricean Conversational Maxims; Conversational Implicature Introduced
7.	Feb. 19–23	CLASS CANCELED – THURSDAY FEBRUARY 22 ARGUMENT STRUCTURE
8.	Feb26–Mar2	ARGUMENT EVALUATION I: DEDUCTIVE VALIDITY Consequence, Counter Examples & Conditional Reasoning
9.	Mar. 5–9	SPRING BREAK – NO CLASS
<i>Part II: First-Order Predicate Logic</i>		
10.	Mar. 12–16	ARGUMENT EVALUATION I: DEDUCTIVE VALIDITY Consequence, Counter Examples & Conditional Reasoning
11.	Mar. 19–23	ARGUMENT EVALUATION I: PRAGMATIC / CONVERSATIONAL IMPLICATURE Consequence & Conversational Implicature as Inferential Grounds
12.	Mar. 26–30	ARGUMENT EVALUATION II: INDUCTIVE STRENGTH Probabilities & Bayesian Inference
13.	Apr. 2–6	ARGUMENT EVALUATION II: INDUCTIVE STRENGTH Probabilities & Bayesian Inference
14.	Apr. 9–13	ARGUMENT EVALUATION II: INDUCTIVE STRENGTH Scientific Reasoning & Analogy
15.	Apr. 16-20	ARGUMENTATION II: RHETORIC & DIALECTICS Considering Audiences & Discursive Contexts / Environments
16.	Apr. 23–27	ARGUMENTATION II: RHETORIC & DIALECTICS Considering Audiences & Discursive Contexts / Environments
Tues. May 1		Final Exam: Wednesday, May 2 2018 10:00am - 12:00pm in C103 Wonders Hall

Course Policies (the fine print):

Classroom Conduct: During class you are expected to be focused on class activities. This is not the place to sleep, gossip, or do work for other classes. It is definitely not a place to surf the web, play videogames, call, text, tweet, Facebook, or Yik Yak.

In general, any conduct that distracts from, or is disruptive of, a classroom environment conducive to learning is prohibited. Disruptive students will be required to leave the class and will be referred to the [MSU Student Conduct System](#) as appropriate.

Classroom Use of Electronic Items: The in-class use of electronic devices is permitted for the sole purpose of taking notes in class and participating in classroom learning activities. With the exception of emergencies, the non-pedagogical use of electronic devices in the classroom is prohibited, and the instructor reserves the right to prohibit the use of electronic devices in class on an individual basis if it is deemed to be distracting or disruptive.

Attendance & Preparation: Your regular attendance in this course is expected. You should come to class having completed the assigned readings and be prepared to discuss them. **Students who do not regularly prepare for and attend class should not expect to do well in this course.** More generally, it is up to you to ensure that you have taken on a manageable course workload in view of your other pursuits and obligations.

For grading-related late and absence policies, please see Syllabus “Notes on Evaluation” and “Due Dates & Late Penalties.”

Absences: Excusable absences are those supported by a documented, verifiable and acceptable (e.g., medical, compassionate, religious, academic, or varsity athletic) reason. Attending all classes is a requisite condition for success in the class. I consider more than two unexcused absences excessive. Should the professor feel that excessive absences are affecting a student’s ability to pass the course, they may recommend that the student reconsider their plans for remaining in the class.

No matter whether an absence is, in reality, “excusable” or “inexcusable” the student faces the same risks with respect to doing poorly in the course.

Regardless of whether or not an absence is excusable, absence for any reason requires this same response: students must be able to catch up on what they missed during the classes from which they were absent. It is the responsibility of the student, whether prior to an anticipated absence or following an unexpected one, to make (an) appointment(s) with the instructor so that a plan for how the student will catch up can be made.

Students who are absent are responsible for getting class notes from a classmate. If you miss a class meeting, do not email me or come to me and ask: “Did I miss anything important?” I will not repeat material covered in class for students who fail to attend. Late registrants are responsible for all material of all classes, even for the material covered before joining the class.

Lateness: Students should recognize that late arrivals and early departures from class are disruptive of an environment conducive to distraction-free learning. Similarly, it should be recognized that early departures are also disruptive. Should circumstances require you to arrive late or leave early on occasion, courtesy dictates that you should inform your instructor in advance, and sit at a place that will minimize disruption to the class. Students arriving late to class should not expect to be admitted,

Late arrivals and early departures are treated the same as absences for grading purposes.

Participation: Contributions to classroom discussion, including questions about the class readings, individual responses to and criticisms of the readings, as well as alternative views and opinions on topics discussed, and are expected and encouraged. Students whose contributions monopolize class time, take the discussion off on a tangent, or are disrespectful or disruptive to others in the class will be requested and required to pursue their discussion with the instructor outside of class time.

Staying Informed: You are responsible for everything that is discussed in class for both administration and evaluation purposes.

The Course Policies (including matters of Course Evaluation and Due Dates) and other Course Information may be changed in light of our progress through the course material, and usually following a class discussion. Such changes will be announced in class and as such you are responsible for becoming aware of them and will be bound by them.

Students should not email or telephone the instructor seeking information that can be obtained during a class meeting, from the syllabus, or from another student who attended a missed meeting. Emails or phone calls requesting such information will be disregarded.

Submission of Course Work: In addition to paper copy, electronic submission of any and all course work may be required. Failure to do either (if required) will result in your earning no credit for the assignment. By registering in the course, students give their permission that their submitted work be collected and stored for the purposes of checking it for plagiarism.

Be sure to keep a copy of *all* submitted course work both while it is under submission and a graded copy after it has been returned. This is in your own best interest, especially in the event that there is any discrepancy or dispute concerning your official course grades.

Paper submission: With the exception of in-class tests and exercises, submitted course work must be typed. Please: do not include a title page, or any report cover; clearly indicate your name on the work; and staple the pages together.

D2L / electronic submission: Work submitted electronically will be counted as received only when it is received by me in a format in which it can be graded (e.g., an electronic file which I cannot open will not be counted as submitted). Papers submitted electronically must be identical to the paper copy submitted or no credit will be given for the work.

Final Exam & Conflicts: The final exam will take place [as scheduled by the Registrar’s Office during the end-of-term exam period](#). The date, time and place of the final exam are set by the Registrar’s Office, and may be subject to change.

Test and Exam Policies: Unless specifically stated, no special aids (e.g., books, notes, dictionaries, calculators or other electronic devices) or allowances (e.g., extra time) are permitted in tests and exams. Students requiring special aids (e.g., a language dictionary) or conditions (e.g., extra time) must make arrangements in advance according to the policies administered by the [MSU Resource Center for Persons with Disabilities](#).

You may be required to produce university identification when writing a test or exam.

Plagiarism: Plagiarism is a serious offense, and it will not be overlooked in this or in other classes. Written work submitted for this course may be checked for plagiarism. For guidance on what plagiarism is and how to avoid it, see the [MSU Ombudsperson’s page on Academic Integrity](#).

Appeals: You have a right to appeal the final grade you receive in this class, and should be aware of the [Grade/Appeal Policy given on the MSU Ombudsperson's website](#). To file an appeal you must follow the procedure given there.

Course Evaluation: You will have the opportunity to complete a course evaluation near the end of the course.

Letters of Reference: Generally, I am happy to provide academic references for my students, but only if provided with enough time and information to complete the reference by the deadline. Please be mindful that the composition of a compelling and supportive reference letter is a time-intensive process. Typically: I will inform you whether I can write a supportive letter and the kinds of things I am able to say in it, and will provide you with a (draft) copy of the letter. In accordance with MSU's FERPA compliance policy, students requesting a letter of reference are required to complete a Release of Information Authorization form, <https://reg.msu.edu/ROInfo/Notices/PrivacyGuidelines.aspx>, specifying that "Any and all 'non-directory' information deemed pertinent to the reference by the instructor may be disclosed in the reference."

The Dead-Duck Clause: Don't staple a dead duck to your assignment when you hand it in. More generally: don't do anything that, it goes without saying, you shouldn't do; and do everything that, it goes without saying, you should do.

(rev. 2017.08.27)

Some Relevant University Policies

Here are some of the Michigan State University policies, ordinances, regulations, and advisories that pertain to our course. All of these will be taken to hold for the course, and students are expected familiarize themselves with, and abide by, them. Many have been taken from the [MSU Ombudsperson's Classroom Policies page](#) (accessed: 2015.08.31).

1. **Academic Honesty**: [Article 2.III.B.2](#) of the Student Rights and Responsibilities states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, (insert name of unit offering course) adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations. Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

2. **Incompletes**: The MSU Policy on Incompletes is given here: <https://reg.msu.edu/academicprograms/Print.asp?Section=528> and reads, in part, as follows:

The I-Incomplete may be given only when: the student (a) has completed at least 6/7 of the term of instruction, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course.

3. **Limits to confidentiality**. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center: <http://counseling.msu.edu> 517-355-8270 Links for emergency contact: <http://counseling.msu.edu/emergency-2/>

4. **Accommodations for Students with Disabilities** (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

5. **Drops and Adds**: Add, drop, and tuition refund dates for this course are given for your information (E&OE) in the "Important Dates" portion of the syllabus above. Authoritative dates can be found at [MSU Registrar's Office Academic Calendar](#) and [MSU Registrar's Schedule of Courses](#) (by looking up this course, and clicking on its link). You should immediately make a copy of your amended schedule to verify you have added or dropped the course.

6. **Commercialized Lecture Notes**: Commercialization of lecture notes and university-provided course materials is not permitted in this course.

7. **Internet:** Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.
8. **Disruptive Behavior:** Article 2.III.B.4 of the [Student Rights and Responsibilities \(SRR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [SRR](#) states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [MSU Ordinance 15.02](#) states: "No person shall obstruct, hinder, or impede the normal operation of any class, laboratory, seminar, examination, field trip, or other educational activity of the University." [General Student Regulation 5.02](#) states: "Functions, services, and processes of the University must be protected if the institution is to be effective in discharging its responsibilities; therefore, no student shall: obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, ...)."
9. **Attendance: General University Attendance Policy** - This policy states in part: "No person is allowed to attend a class unless officially enrolled on a credit or non-credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrollment will not receive credit for their work. . . . It is the responsibility of the instructor to define the policy for attendance at the beginning of the course."
Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.
Further information about University Attendance policies can be found at the [MSU Ombudsperson Classroom Policies webpage](#) (accessed 2015.08.31).
10. **Final Exam Policy** - The university [final exam policy](#) allows instructors to impose severe consequences on students who miss a final exam without a "satisfactory explanation"; namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a final examination because of illness or other reasons over which they have no control" to notify the associate dean of their college immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the final exam. Oversleeping usually won't do it.
11. **Campus Emergencies:** If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. Please familiarize yourself with these "[Classroom Emergency Guidelines](#)." If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also [www.alert.msu.edu](#).) Please see also the information sheet found at the [MSU Ombudsperson's Handling Emergency Situations in the Classroom](#) webpage.
12. **Grief Absence Policy:** In the Spring Semester of 2015, Academic Governance approved a Grief Absence Policy (see <http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/grief-absence-policy>). I am writing to remind you of the online system which facilitates the processes for accommodating a grief absence - including the student's request, authorization of that request, notification of faculty, and verification.
Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under 'Student Services - Grief Absence Request Form' OR to StuInfo (<https://stuinfo.msu.edu/>) under 'Academics - Enrollment Information and Services - Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.
Students will be asked to supply information on the nature of the loss, the date they became aware, and the expected period of absence. Once completed, the information is routed to the Assoc. Dean of the student's college and must be received prior to the student leaving campus. The student will receive a confidential message confirming the submission and reminding them that supporting documentation must be provided and who to send it to. In addition, the appropriate dean's office will be notified that a request has been submitted. Once the appropriate administrator has either approved or denied the request, the student will again receive a confidential message notifying them of the decision of the dean's office. If approved, instructors will be notified by the appropriate dean's office of the period of absence. Instructors are expected to arrange for students to make up the missed work.

(rev. 2017.08.27)