COMM. 360 Gender and Communications  
Winter 2011

CRN = 10916 at the main campus and it is #11173 in AV. It is worth 5 units.  
MWF in ITV Studio B in the WSL Library & ITV studio D in AV – 7:55 - 9:15 a.m.

Instructor: Judith Pratt  
Office: Business Development Center, Rm. 235  
661- 654-2255  
(FAX 661-654-6075)  
This course satisfies CSUB’s Gender, Race & Ethnicity requirement (GRE).

Office Hours for Professor Pratt = MWF 9:20-10:40 a.m., MW 12:30-2 p.m. or by appointment. Currently enrolled students MUST use Blackboard 9 to e-mail me.

A good dictionary.

Course Goals  
Gender communication is communication about and between men and women. When one becomes aware of one's own sex, the sex of another, and/or both, and that comes into play, we get gendered communications. And when sex or gender overtly starts to influence the choice of words and how one relates to another during communication, whether interpersonally or through mass media, then we get gender communications. In this course, we will see that this occurs in much of our communication, both historically and in the present. Gender influences the power structure of our society, sometimes determining who has what and who does not. We will look at gender in global terms, though most of our focus will be on North America. We will look at the world beyond biological men and women, and consider gays, lesbians and bisexuals, as well as intersexuals. How is gender manifested? How do different races and ethnicities discuss gender? And we will read the thoughts of some scholars who say we can never escape the effects of gender in communication.

Course Objectives  
After taking this course, I expect that you will:  
* Learn to critically examine media representations and their role in shaping, reinforcing, or challenging our concepts of gender.  
* Acquire analytical skills to explore gender issues in media organizations and understand diverse audiences' responses to media representations.  
* Learn about some different theories and approaches to doing research on gender and the mass media.  
*Develop the ability to speak and write honestly and sensitively about gender.
**Deadlines:** There will be no make-up examinations unless a student can provide written documentation of an extreme emergency. Students unable to take an exam because of serious, unavoidable circumstances should let me know before the examination so that a make-up may be scheduled. Late papers (1st and 2nd ONLY) will be penalized one letter-grade for each day following the due date (and that includes weekends).

Check this Web site for How To Cite Online References, using a variety of standards, such as MLA and APA: ([http://www.bedfordstmartins.com/online/citex.html](http://www.bedfordstmartins.com/online/citex.html))

On main campus, you have access to the Oasis Center on the main campus if possible. In Antelope Valley, the tutoring center is open for help in research papers.

Use Blackboard 9 mail for **all** correspondence with me during the duration of this course. Blackboard can be found here: [https://bb.csub.edu/webapps/login/](https://bb.csub.edu/webapps/login/)

As mentioned above, this class has a Blackboard component, and in this I will post articles for you to read. On the first day, I will step through how to use Blackboard. This is a great tool not only for reading articles we will discuss in class, but for student-to-student discussion, student-to-class discussion, and professor-to-class observations. Typically, students enjoy helping each other with research tips on papers using the discussion boards. Your academic progress in this class will be posted here (privately, of course) and you can follow your grade this way.

**NOTE:** This course is designed as a “hybrid,” meaning that students 1) attend in-class lectures on the days designated in this syllabus only, and 2) must complete an online component in lieu of attending class on other designated days for the entire quarter.

**Special Arrangements:** To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Call (661) 654-3360 or (661) 654-6288 (TDD). In Antelope Valley, please contact (661) 952-5061 or TDD: (661) 953-5120. If you have an accommodations letter from the SSD office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

**Wednesday, Jan. 5** -- Introduction to course, overview of the syllabus. If no questions arise, when you leave the classroom this day, the syllabus is understood as your contract with me to do the required assignments on deadline. Discussion of grading standards. The grading rubric is on Blackboard, inside this course. Read the Introduction and Chapter 1 for the next discussion.

**Friday, Jan. 7** -- Gender in a transitional world. Sex and gender. Why we study gender communications and culture. Biological, interpersonal, and cultural influences on gender. Read Chapter 2 & 3 for the next class.

**Monday, Jan. 10** – We are having today's class focus on scholarly research in the fields of gender and communication. **ATTENDANCE IS MANDATORY.** The main campus reference librarian, Christy Gavin, will hold the class in Lab 5 in the library to
specifically address the research topics I have chosen this quarter. In Antelope Valley, Kristine Holloway, the resident librarian, will also participate and guide you to the center’s computer lab and take you through the process by which you can retrieve scholarly material for your papers in this class.

**Wednesday, Jan. 12** – Theories of gendered communication. Read Chapter 4 for next day. **Last day to add classes.**

**Friday, Jan. 14** – History of women's movements and where we are today. How media, especially TV, displays these movements.

**Monday, Jan. 17** – **MARTIN LUTHER KING, JR. Day** – CSUB closed.

**Wednesday, Jan. 19** – Video on evolving roles of women in government, business, the military, and the justice system in “Paving the Way.” Men's movements in the U.S. historical context as they pertain to communications.

**Friday, Jan. 21** – Class is online today. We will begin the online class discussion today in which all members of the class are expected to participate. **Discussion #1.** It will involve reading a specific article in COURSE MATERIALS. You must post **THREE** discussions on the DISCUSSION bulletin board in Blackboard, building on the discussion beforehand. So submit your contributions in the original string. **Deadline for your three postings is Sunday, Jan. 23 at midnight. No late posting allowed. Read Chapter 5.**

**Monday, Jan. 24** -- We will watch a 2006 video summarizing Gender and Communication, made by gender scholars at UC Santa Cruz, and will see on the video how we can predict gendered behavior.

**Wednesday, Jan. 26** -- We will watch Deborah Tannen's "He Said, She Said". This puts the chapter on communication into perspective. Verbal communication and gender-specific language and language patterns. Report vs. rapport. Read Chapter 6. **CENSUS DAY& LAST DAY TO WITHDRAW FROM CLASSES.**

**Friday, Jan. 28** – Online day. No in-class meeting today. Today's instruction will be on Blackboard, in the form of a class discussion in which all members of the class are expected to participate. **Discussion #2.** It will involve reading a specific article in COURSE MATERIALS and watching an online video. You must post **THREE** discussions, building on the discussion beforehand. Deadline for your three postings is Wednesday, Feb.2 at midnight. No late posting allowed. Read Chapter 7 for next class.

**Monday, Jan. 31** -- **Paper #1 due.** Discussion of gendered speech, introduction to nonverbal communication patterns in the U.S. Gendered communication. We will watch "Gender War, Gender Peace."

**Wednesday, Feb. 2** -- Growing up masculine, growing up feminine. Modeling and how modeling appears throughout modern history. Read Chapter 8.

**Friday, Feb. 4** -- Gender and close relationships. Friendships among men, among women, and between the two sexes. Gendered romance. Registration starts for Winter classes.

**Monday, Feb. 7** -- How we interact as genders and how and why we may mate. We will watch "What Sex Am I?" with class discussion to follow. Warning: there is some half nudity in this video regarding transsexuals and transvestites. Family and gender communication. Read Chapter 9 for next class. We will be discussing an assignment I will give you on Blackboard starting today, in which all members of the class are expected to participate. **Discussion #3.** You must post **THREE** discussions, building on
the discussion beforehand. Deadline for your three postings is Sunday, Feb. 13 at midnight. No late posting allowed.

**Wednesday, Feb. 9 --** Gender and education and how much of education modeling perpetuates gender inequities. What are the options, as Wood sees them? Curricular content in education throughout history. Literature and gender.

**Friday, Feb. 11 --** More on gender and education, in PowerPoints and discussions in class.

**Monday, Feb. 14 --** The class will watch “What Women Want.” After the movie is over Friday, class discussion will continue.

**Wednesday, Feb. 16 --** We will finish the movie today and discuss it. Paper #2 due at beginning of class, Stereotypes in the workplace. Current news regarding the penalty of adhering to stereotypes. What it means to be professional in the workplace. Read Chapter 10 for next regular class meeting.

**Friday, Feb. 18 -- **Midterm exam up until the end of Chapter 9. Open book, open notes. Short paragraph answers needed. Taken from the text and from lectures and films.

**Monday, Feb. 21 --** We will watch a video about advertising campaigns and how women, especially young women, are targeted, made by noted media scholar Jean Kilbourne, entitled “Slim Hopes: Killing Us Softly 3”.

**Wednesday, Feb. 23 --** Online today. What the law says about stereotypes. Today’s instruction will be on Blackboard, in the form of a class discussion in which all members of the class are expected to participate. It will involve reading a specific article in COURSE MATERIALS and then applying those articles to your own lives. This is Discussion #4. You must post THREE discussions, building on the discussion beforehand. Deadline for your three postings is Sunday, Feb. 27 at 11:55 p.m. No late postings allowed. Remember: You must post THREE discussions, building on the discussion beforehand. No late postings allowed.

**Friday, Feb. 25 --** We will watch the documentary “Tough Guise”, about male stereotypes.

**Monday, Feb. 28 --** We’ll finish the documentary today, followed by in-class discussion. More about stereotypes, male and female, and the damage these stereotypes can do.

**Wednesday, March 2 --** Online today, no class scheduled. Discussion #5. You must post THREE discussions, building on the discussion beforehand. Deadline for your three postings is Sunday, March 6 by midnight. Read Chapter 11 for next class meeting.

**Friday, March 4 --** Gender in media. Portrayals of men and portrayals of women. Men and women in news jobs and bias in news. Are quotas the answer? Read Chapter 12 for the next class.

**Monday, March 7 --** Gender and violence in the media. The social foundations of gendered violence in the media. Violence and gender's role in this behavior in media. We will watch “The Accused.” It has some intense depictions of violence, mostly in the second half of the film, so please be warned and let me know if you have to miss it. If so, an alternate question on the final exam will be given to those of you who tell me you have to miss the movie.

**Wednesday, March 9 --** The end of the movie. Discussion.

**Friday, March 11 --** Sexual harassment and other areas of gendered violence, including female circumcision.
Monday, March 14 – Final discussion on gender in media, summary of course. **Final papers for all class members due by 2 p.m. today.** This paper must be in HARD COPY, so you may NOT send it via Blackboard. It is YOUR responsibility. Remember: no late final papers! No exceptions! You can bring your paper in to be submitted in person to my office, and if I am not there, to Mrs. Torres, our department assistant, who will date stamp them. (In AV, hand your papers to the ITV technician, and they will get them to me via UPS, but they have to be handed in before 2 p.m.).

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DO NOT HAVE YOUR CELL PHONE, iPHONE, iPOD OR BLACKBERRY (etc.) TURNED ON DURING CLASS, PLEASE. Having them simply on silent still interferes with the sound from these microphones when we are broadcasting to the Antelope Valley classroom. Same with AV students and cell phones -- interference comes back to CSUB's classroom too. So turn them OFF. You may bring only water in to the ITV Studio. No food is allowed. Also, if you can’t get here before the first 10 minutes of class, do not interrupt the class. You will be counted as absent.

Final open book/open notes exam will be **Wednesday March 16 from 8 a.m.-10:30 a.m.** in this classroom. It will be open book/open notes and will NOT be cumulative.

The syllabus will change slightly during the quarter as class discussion dictates.

Attendance will be taken. Students missing more than 3 classes will be penalized 1/2 grade point per absence. A video is made of each class meeting, so if you are absent, you can request (from the circulation desk or from the ITV tech in AV) a copy of that day’s meeting, and view it in the library/ at AV.

Students will be evaluated on two WELL-WRITTEN shorter papers, a midterm, a final research paper, discussions, and a final exam. The first and the second smaller paper are 5 pages MINIMUM, with at least three cited scholarly sources. The midterm is comprised of 10 questions from the textbook and from lecture and videos/films and requires short paragraph answers. There is a final exam and a well-written final 8-page MINIMUM research paper. The final paper must have at least 6 cited scholarly sources. (Remember, your main textbook CANNOT be used as one of the 3 or 6, but may be used to find scholarly articles Julia Wood has found.) All of these sources should be from refereed journals and not simply from commercial Web sites. I will explain scholarly sources the
first day when we go through this syllabus, and we will have a visit from a CSUB librarian to explain scholarly journals as well. These journals are either in our library in hard copy or accessible via one of the university’s databases, such as EBSCO, where you will find Communication and Mass Media Complete. I expect your writing to be that of a university student who has passed the required English classes to take junior-level courses. Your grade will suffer, and the paper will possibly fail, if you do not write succinctly and with correct grammar and spelling. I presume some of you may choose graduate school and some of you may choose a teaching career. Because I do not know your career paths, I expect all of you to be good writers. Up to \( \frac{1}{4} \) of your papers' grades will depend on your writing skills. Use MLA or APA academic style.

Course graded out of 200 possible points.

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You should see the university library Web site for proper academic citation guidelines. For grading rubric, see ASSIGNMENTS in Blackboard. There you will find a Word file outlining my rubric for this course. If you have any questions, please come and see me. (For additional purposes, A = 10 points, A- = 9.5, etc.). Add up your points for a total of 200, then divide by \( \frac{1}{2} \) and apply the same grading scheme as above (where A = 10)

**Grading Criteria:** Assignments are graded using the following criteria (adapted from the English Dept., CSUB.)

**An “A” paper—unusually competent**
1. Avoids the obvious and thus gains insights on an analytical level that are illuminating and stimulating to an educated reader.
2. Develops ideas effectively and purposefully with appropriate evidence, examples, and illustrations.
3. Progresses by clearly ordered and necessary stages with paragraphs that are coherent and unified.
4. Uses a variety of punctuation conventionally and purposefully.
5. Has sentences which are skillfully constructed, concise, forceful, effective, and varied.
6. Demonstrates a concern with the right words and a willingness to be inventive with words and structures in order to produce a clearly identifiable style, even though at times the efforts may be too deliberate or fall short of the writer’s intentions.
A “B” paper—demonstrably competent
1. Usually avoids the obvious and offers interesting interpretations, but lacks the imaginative insights of the A paper.
2. Develops an idea with a clear and effective sense of order.
3. Progresses by ordered stages with paragraphs that are coherent and unified.
4. Uses mechanics and punctuation to help communicate the meaning and effect of the prose.
5. Has sentences which are correctly constructed with efficient use of coordination and subordination; demonstrates an understanding of variety.
6. Draws upon words adequate to express the writer’s own thoughts and feelings and demonstrates an understanding of alternate ways of expression as a means of making stylistic choices possible.

A “C” paper—competent
1. Functions on the literal level, often depending on the self-evident.
2. Develops ideas minimally, often leaving the reader with unanswered questions.
3. Has a discernible, if mechanical organization.
4. Conforms to conventional grammar, mechanics, and punctuation.
5. Has sentences which are correctly constructed, though perhaps tending toward repetitious patterns with minimal or mechanical use of coordination and subordination.
6. Works with a limited range of words and thus becomes dependent on the clichés and colloquialisms most available; is also generally unaware of choices that affect style and thus is unable to control the effects a writer may seek.

A “D” paper—lacking competence
1. Exploits the obvious either because of a lack of understanding, an inability to read, a failure to grapple with a topic, or, in many cases, a lack of interest.
2. Wanders aimlessly because of a lack of overall conception or, in some instances, has a semblance of form without the development that makes the parts a whole.
3. Has a plan or method that is characterized by irrelevancy, redundancy, or inconsistency.
4. Frequently lacks careful mechanical and grammatical distinctions although some papers contain correct (if simple) sentences.
5. Has sentences which are not correctly constructed or which are monotonous or repetitious.
6. Is characterized by convoluted sentences that are close to the rapid associations of thought or by “safe” words (ones the writer ordinarily speaks or can spell) and by excessively simple sentence structures.

An “F” paper—incompetent
1. Doesn’t fulfill the assignment; is unclear overall.
2. Lacks specific development; tends to wander aimlessly
3. Lacks logical and coherent progression.
4. Consistently lacks conventional grammar and mechanics so that communication is unclear.

The two five-page papers are each worth 30 points. They MUST be typed, no more than 12 pt. in font size, double spaced, one side only, no extra spacing between paragraphs (no subheads), etc. The midterm exam is worth 20 points. The 5-page papers MUST be 5 pages, not 4, not 4.5 (yes, you may have more, but not less). Do not, on any of your papers, leave a margin on the bottom or the top of more than 1.5 inches. The margins on the side are to be 1 inch. No more. If you need further clarification on the format of your papers, please see me. Any and each violation of these rules will be penalized by 1/2 grade deduction each. Your final 8-page paper is worth 50 points. The final exam is worth 20 points. Attendance will be taken. Students missing more than 3 classes will be penalized 1/2 grade point per absence. Conceivably, then, you may fail the class if you miss too many class sessions. E-mail me only in Blackboard.

The Wood textbook is NOT to be used as a source in any of the papers (you MAY use the Ivy & Backlund recommended book, however), nor is a dictionary (online or hard copy), an encyclopedia, Encarta, a Bible, or a Who's Who. STUDENTS WHO CITE WIKIPEDIA (or those noted above) WILL BE PENALIZED BY A HALF-POINT DROP IN GRADE ON THAT PAPER. Wikipedia is not an acceptable source, as it is unreliable. None of these are valid sources for a research paper. Students who use the material of others without citing the sources may be subject to charges of plagiarism and will be punished according to CSUB regulations, which includes expulsion. Students who use material of others not properly credited will get an F grade for that assignment, which is not negotiable. CSUB professors are now using TURNITIN.COM and other online services which find plagiarized material in ANY and ALL papers. So don't risk it (and, also, it's just plain ole stealin'). No re-writes of any papers are allowed. THERE ARE NO OPTIONS FOR EXTRA POINTS. Please see the end of the syllabus for the CSUB Handbook Policies regarding plagiarism and other forms of cheating. We will abide by these handbook rules. You may be expelled from the university for dishonesty. At the very least, you will be called before the Disciplinary Committee of the university and your name will go on record as a plagiarist.

Final 8-page paper (endnotes, bibliography pages do NOT count as content, nor do title pages.) No late papers will be accepted, PERIOD. Present your findings in an 8-page paper. Endnotes OR footnotes are required, and these must be APA style or MLA or ASA or Chicago, as long as it is a recognizable style. APA is the same style Julia Wood uses in the textbook. This paper has to show evidence of use of at least 6 scholarly citations. The deadline for this paper is absolute. Again, no late papers will be accepted. Antelope Valley students, you will submit your papers to the ITV specialist on site and they will be sealed and sent to me at 2 p.m. Papers will be returned to AV after grading, and at the main campus, will be in an envelope in the department office. They are only stored for a quarter and after that are shredded.
This paper is due **March 14.** **THERE IS NO LEEWAY FOR THE DEADLINE OF THE FINAL PAPER.** Same rules for composing this paper apply to Paper #1 and Paper #2 (each has 3 scholarly sources, at least). This paper, however, will be a **minimum of 8 (eight) pages** **AND have at least 6 (six) scholarly sources USED** in the paper. **No late final papers will be accepted, period. Do not list scholarly work you do not use.**

Late papers in the other two required papers will be deducted a 1/2-grade point (ie. a B-goes to a C+) per day. There is no extension for the final paper. Should you find a pressing need to NOT complete the final assignment (all others must be done before the request for the Incomplete is made) by the end of the quarter (ie. illness prevents you, or your spouse gets transferred to Anchorage and leaves you to finalize the sale of the house), CSUB allows me to grant you an incomplete grade for the class, which you then have a year to make up, but extension forms must then be signed. **THESE INCOMPLETE FORMS ARE IN THE RECORDS OFFICE AND MUST BE FILLED IN BY YOU BEFORE SUBMITTING TO ME! Incompletes may be granted only if the student has a passing grade in the class up until the final paper is due. You must still do the final exam in its regular time. The incomplete forms MUST be turned in to me prior to or on the deadline for the final paper. No exceptions.**

**How to write an academic paper in this class:**

**Structure**
1. Does my introductory paragraph state the purpose of my paper (thesis statement) and how this purpose will be accomplished?
2. Have I developed the body of my paper according to my claim in the introductory paragraph?
3. Is every claim made supported by evidence (reading, example, lecture)?
4. Does my paper accomplish the objective stated in the introductory paragraph? (Is the evidence presented in the paper strong enough to support my claim?)
5. Does my conclusion reiterate the thesis and summarize how the objective was accomplished?
6. Does my paper include all points required by the assignment?

**Style**
1. Does each paragraph have an opening topic sentence and a central thought that is further developed in the paragraph?
2. Does each paragraph tie to the previous and following paragraphs? (Smooth transitions.)
3. Is every reference in my paper cited in my reference list?
4. Have I been consistent in use of verb tenses?
5. Have I used specific and concrete action verbs rather than vague or passive ones?
6. Have I minimized personal references? (Reduced use of “I” and “we”.)
7. Have I checked my spelling and grammar?
(Thanks to Professor Laura L. Jansma, UC Santa Barbara, for the above paper-writing hints)

**RIGHTS AND RESPONSIBILITIES OF STUDENTS**
(Copied – with permission - from CSUB Academic Info and Policies: http://www.csub.edu/schedules.shtml)

**Academic Integrity**
The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor
these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate the university's policy of academic integrity. ACADEMIC DISHONESTY (CHEATING) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. PLAGIARISM is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the SUBMISSION OF THE SAME, OR ESSENTIALLY THE SAME, PAPER or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses.

When a faculty member discovers a violation of the university's policy of academic integrity, the faculty member is required to notify the CSUB Dean of Student Life and CSUB Student Conduct Coordinator and the student(s) involved. A course grade of 'F' WILL be assigned. Additional academic sanctions are determined by the student conduct coordinator. Academic sanctions may include disciplinary probation, suspension, permanent expulsion from the university or from the California State University system, administrative hold on the release of records, and withholding a degree. Disciplinary probation shall be noted on the student's formal academic record only for the duration of the probationary period. Disciplinary suspension and expulsion are a part of the student's permanent record.

The student may pursue a formal hearing or make a settlement agreement with the student conduct coordinator. CSUB Dean of Student Life and CSUB Student Conduct Coordinator shall conduct an investigation, confer with the faculty member, students and any witnesses identified, and review all evidence. The student is entitled to a formal hearing scheduled by the CSUB Dean of Student Life and CSUB Student Conduct Coordinator, in which the evidence of the alleged violation shall be presented before an impartial Hearing Officer (appointed by the President) and the student shall be present to provide an explanation or defense. The Hearing Officer shall submit a written report to the President containing the findings, conclusions, and recommendations. Alternatively, a settlement agreement may be made with the CSUB Dean of Student Life and CSUB Student Conduct Coordinator. The settlement agreement will specify the academic sanctions, the length and terms of disciplinary probation or suspension, and the conditions the student is expected to meet in order to remain in good standing (e.g., training or regular meetings with the CSUB Dean of Student Life and CSUB Student
Conduct Coordinator). All sanctions are reported to the instructor reporting the incident, the student's Chair, and the student's Dean.

Any repeated violation of academic integrity shall result in more serious academic sanctions. Normally, this will include suspension or expulsion from the university with a note on the student's permanent record.

**ACADEMIC FREEDOM**

Freedom to pursue truth and to achieve personal and intellectual development is essential to CSUB's community of scholars. The University is firmly committed to such freedom for both students and faculty. Academic freedom is the University's guarantee of freedom of expression by all students and faculty under the First Amendment. For information regarding the Policy on Academic Freedom and Responsibility (see page 89).

For the achievement of academic freedom, a necessary condition for such pursuit is an acceptance of the spirit of inquiry and appreciation for diverse ideas, viewpoints, cultures, and life-styles. Acceptance must be demonstrated not only in the classroom but in all other areas of the campus. The achievement of academic freedom, however, must occur within a respect for law and the protection of the opinions and dignity of others.

**CLASSROOM CONDUCT**

The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students are expected to exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom whenever they are in the classroom.

Faculty are obligated to recognize and respect student diversity, ideas, perceptions, and opinions. At the same time, faculty have a fundamental responsibility to maintain the integrity of the learning environment. When confronted by unreasonable disruption in the classroom, faculty are expected to initiate actions to correct such conditions. Such actions may result in disciplinary action ranging from removal from the classroom to formal disciplinary sanctions, including probation, suspension, or expulsion (CSUB 2005-2007 Catalog).

Lectures and discussions are most effective when there are minimal distractions and interruption. As such students should be sensitive to the following issues. Students should arrive to class prior to the scheduled start of class. Students should refrain from leaving class during lecture. Cellular telephone and pages should be turned off during lecture and examinations unless approved by the instructor.

Here are examples of the do's and don'ts of plagiarism, as outlined by Mindy McAdams

**Academic style:**

Gender is not always unknown, as Poster (1995) noted: "Some aspects of the Internet, such as electronic mail between individuals who know each other, may introduce no strong disruption of the gender system. In this case, the cyborg individual does not
overtake or displace the embodied individual, though even here studies have shown some differences in self-presentation (more spontaneity and less guardedness).


The typical mistake made by students is to rewrite the text in this manner:

Not all aspects of the Internet interfere with the gender system. In the case of e-mail between individuals who know each other, the cyborg individual does not displace the embodied individual. However, some studies have shown differences in self-presentation in e-mail, such as more spontaneity and less guardedness. That is plagiarism, pure and simple -- unless you include a citation (Poster, 1995) and put the paper on your reference list. However, you should not even BOTHER to rewrite in this piecemeal way. It does not make the text your own. It is still essentially what Mark Poster wrote -- and you are stealing it.

(2) www.academy.umd.edu/AboutUs/news/articles/01-03-02.htm

How to write an academic paper in this class:

Structure
1. Does my introductory paragraph state the purpose of my paper (thesis statement) and how this purpose will be accomplished?
2. Have I developed the body of my paper according to my claim in the introductory paragraph?
3. Is every claim made supported by evidence (reading, example, lecture)?
4. Does my paper accomplish the objective stated in the introductory paragraph? (Is the evidence presented in the paper strong enough to support my claim?)
5. Does my conclusion reiterate the thesis and summarize how the objective was accomplished?
6. Does my paper include all points required by the assignment?

Style
1. Does each paragraph have an opening topic sentence and a central thought that is further developed in the paragraph?
2. Does each paragraph tie to the previous and following paragraphs? (Smooth transitions.)
3. Is every reference in my paper cited in my reference list?
4. Have I been consistent in use of verb tenses?
5. Have I used specific and concrete action verbs rather than vague or passive ones?
6. Have I minimized personal references? (Reduced use of "I" and "we".)
7. Have I checked my spelling and grammar?
(thanks to Professor Laura L. Jansma, UC Santa Barbara, for the above paper-writing hints)