

University of Wisconsin Milwaukee
Educational Policy 609
Community Partnerships
Online D2L
Spring 2015

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SYLLABUS

“Partnerships expand the world. They close that gap between theory and practice.” – Community Partner (Sandy, 2007).

“Partnerships are fluid, not stagnant. Things change over the years as the two sides are involved with each other. Hopefully, the development comes from both sides.” -- Community partner (Sandy, 2007)

Text / Required Reading for All Students:

The texts for the course will be available at the UWM bookstore.

Epstein, J. (2010). *School, family and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

Hora, M. & Miller, S. (2011). *A guide to building education partnerships: Navigating diverse cultural contexts to turn challenge into promise*. McClean, VA: Stylus.

Minkler, M. (2012). *Community organizing and community building for health and welfare*. New Brunswick, NJ: Rutgers University Press.

Additional Reading Excerpts will Be Available Online**

Soska, T. & Butterfield, A. (2013). *University-community partnerships*. Binghamton, NY: Hawthorn Press.

Weil, M. (Ed.) (2013). *The handbook of community practice*. Thousand Oaks, CA. Sage.

**Course readings may be modified or amended, depending on the availability of guest lecturers, and the needs of the class. Depending Follow the readings provided in the D2L site for the appropriate week.

Optional, but Recommended:

Bowen, G. (2007). *Reflection methods and activities for service-learning: A student manual and workbook*. Perfect Paperback.

Course Description:

Partnerships are a way of life in the burgeoning “third sector” of our economy, in community-campus relationships, and in school-family relationships. In this course we will explore different types of partnership environments through a combination of theory and practice in the field. There will be less emphasis on business or legal partnerships in this course, although these offer important models for the non-profit sector. Community partners will serve as co-educators in this course at their agency site and possibly as guest lecturers/panelists in the classroom. We will explore issues of power in partnerships with diverse institutions and among institutions of varying size and prestige, and how race, gender and class among the participants of organizations and communities play out in partnerships. It is my hope that as a result of this course you will be able to engage in effective partnerships in your work-life. The course is organized in 4 modules: 1) theoretical and ethical understanding of partnership models in and among organizations; 2) initiating partnerships; 3) “feeding” the partnerships through activities such as facilitating meetings, managing projects and research initiatives and ongoing assessment, and 4) evaluation of partnerships.

There are five learning goals for this course:

1. To understand some of the ethical considerations of partnerships, how to reflect on the positional privilege and considering the intersections of race, gender and class in engaging in partnership work, organizational theory of partnerships and consider five different models of partnerships.
2. To recognize the historical context for how school and community-campus partnerships developed in the United States and how this legacy impacts the partnership environment today.
3. To identify best practices and common pitfalls in partnerships and recognize strategies for intervention.
4. To learn some of the practical skills involved with partnerships such as preparing written agreements, facilitating meetings, assessing and evaluating the partnerships.
5. To be able to apply this knowledge by investigating a partnership locally while learning about the broader context of partnerships nationally and internationally.

Course Requirements Undergraduate Students:

Participation and Weekly Writing Assignments:	30
Interview agency personnel or K-12 family partner assignment	15
Midterm Exam (Weeks 1-6 in syllabus)	15
Community Partnership Practicum/Final Paper	25
Final Exam	15
Total:	100

Course Requirements Graduate Students:

Participation and Weekly Writing Assignments:	35
<i>(includes leading in-class reflection activities on service-learning experience, 3, find additional resource weeks 7 points)</i>	
Interview agency personnel assignment	15
Midterm Exam (Weeks 1-6 in syllabus)	10
Community Partnership Practicum/Final Paper	35
Final Exam Course Reflection	5
Total:	100

Final Grade Calculations

A 93-100; A- 90-92; B+ 89; **B 82-88**; B- 80-81; C+ 79; **C 72-78**; C- 70-71; D+ 69; **D 62-68**; D- 60-61; F+ 59; **F 52-58**; F- 50-51.

Weekly Course Schedule:

All readings are posted at least 1 week in advance of the upcoming week.

Tuesday: Check course announcements page. Weekly lecture notes will be posted on Tuesday of every week.

Wednesday before 11:59PM: 1 reflective post due

Friday before 11:59PM: 2 responsive posts due

Check syllabus for special assignments and exam dates

Key Assignment Due Dates:

Week 2 Introductory Group Project Due Sunday 11:59PM in Dropbox (*Feb 8, 2015*)

Week 3 Email instructor about your proposed service-learning site (before Thursday preferred)

Week 7 Midterm (opens Thursday at 10:00AM, closes Saturday 11:59PM Midterm with signed service-learning agreement)

Week 8 – Spring Break, no class

Week 9 Submit draft question protocol for interview paper in dropbox – Monday, 11:59PM

Week 10 Key Partner Interview Paper Thursday 11: 59 PM in dropbox

Week 13 (*optional*) Provide outline/draft of final paper in dropbox Thursday 11:59PM

Week 15 Presentation of Service-Learning Experience in Discussion Forum Gallery Thursday, 11:59 PM

Letter from service-learning director confirming satisfactory completion of service

Finals Final Paper Due: May 11, 11:59PM

Final essay exam (opens Thursday May 7 at 1:00AM, closes Monday May 11, 11:59PM)

Class Presence

Your attendance is critical to the success of the course. In our online class, an absence from class is considered one of your two posting days per week (Wednesday or Friday).

The attendance requirement works as follows:

Undergraduates and Graduates

2 absences for any reason: no penalty

3 absences: 3 point reduction

4 absences: ½ grade reduction

5 absences: 1 full grade deduction

6 or more: A grade of “F” for the course

Please do not email me if you cannot or did not attend class. I keep no record of emails about absences and on their own, they do not excuse your absence.

Approximate Time Requirements

There is considerable variation based on differences in individual reading/writing speeds, commute times to service sites, etc., but here are some general rules of thumb:

- In-class participation in discussion boards – 42 hours per semester (3 hours/week).
 - Out-of class Preparation for course participation (doing readings, etc.) – 50-80 hours
 - Service Project and Interviews 20-40 hours
 - Midterm Exam 15-20 hours
 - Final Exam 20 hours
 - Final Research paper 70 hours
- Total: 220-350 hours per semester

Grad/Undergrad Distinctions

There is a greater emphasis on writing and facilitating in-class service-learning reflection exercises for graduate students than for undergraduate students and examinations represent fewer points than they do for undergraduates. The service requirement for graduate students is also slightly higher (25 hours instead of 20 hours).

Course Participation and Short Weekly Assignment Papers: (30 points – 2 points per week). This class will be run in a seminar format, designed for the interchange of perspectives and views. Assigned readings will be used as a basis for class discussion and dialogue and it is taken as a matter of course that you have read the readings in advance.

Students will participate weekly on the Discussion Forums. Evaluations of discussion forum postings will consist of initial reflective postings (350 words undergrads, 500 words grads) and two replies (150 words undergrad, 200 words grad) evaluated according to the following criteria:

- **Reflective post** – One 350-word post undergrads, One 500-word post grads
Post every Wednesday by 11:59 PM.
 1. Does the author make his/her point concisely and with clarity?
 2. Does the author cite relevant readings and/or bring in outside readings when discussing the topic or question?
 3. Does the author employ critical thinking?

- **Responsive Postings** – Two 150-word undergrads, Two 200-word posts grads
Post every Friday by 11:59PM.
 1. Does the author treat the posters' idea with respect and courtesy?
 2. Does the reply encourage further discussion?
 3. Does the reply develop the discussion in a meaningful way?

*During Weeks 7-13, one of your response posts will be in response to a grad student leader's service-learning reflection exercise. Stay tuned! Grads, we will assign each of you a week to lead a reflection activity that you design. ☺

- Timeliness of the posting is part of the evaluation. You can post early, but not late! It is important to allow ample time for all students to have the opportunity to reflect and respond. Late postings will result in a minimum of .25-point deduction.

Weekly discussions are graded based upon the previously listed criteria. Breakdown of possible participation points per week:

- | | |
|------------|--|
| 0 points | Two missed posts, or one or two very short posts with little or no content (e.g., “yes, I agree,” or “no, I didn’t like it,” etc. |
| .5 points | Submitted posts lack adequate length and quality in terms of criteria described above, but represent an initial attempt to address readings. |
| 1 point – | One good reflective post but no response posts; or, all posts are of inadequate quality, in terms of the criteria listed above |
| 1.5 points | One very good reflective post and at least one responsive post. |
| 2 points | High quality reflective and responsive posts |

*Grads Leadership in Reflection on Service-Learning: From weeks 7-13, one to two graduate students per week will be asked to facilitate a reflection section of the in-class discussion on the community service component of the course. Students are encouraged to refer to online and print resources on reflection in service-learning to create a variety of learning activities throughout the semester in this important classroom experience.

Writing Assignments:

Introductory Group Project Paper: (5 points). (300-500 words). The first assignment (5 points) is a group project where you will hold a conversation with two of your classmates. Instructions will be handed and is due at the beginning of the second week of class (in lieu of the weekly talking points paper). The second paper (5 points) is autobiographical – see instructions on the self-identity paper. These papers are informal and should be fun! Further details will be provided in class. Your paper, based on the responses of the person you interviewed/listened to as well as your reflections on this process, is due Week 2 on Sunday, 11:30PM.

Local CBO Personnel or K-12 Family Partner Interviews (15 points): Submit a 4-5 page summary of 2 interviews with representatives from two “local” community-based organizations or schools with reflections to focus on priority school or community issues, ‘climate’ in the partnership, organizational infrastructure, accomplishments and barriers encountered in addressing partner needs and priorities. Try to select two school partners organizations focusing on a similar issue (e.g., PTA members or parent liaisons focusing on anti-bullying, literacy or bilingual ed; organizations focusing on food security and urban agriculture; emergency services coalition rep for emergency shelter services families and McKinney Vento coordinators at school systems, etc). If you are uncertain about the type of individual which you need to interview for this assignment please contact the instructor for this course! I will work with you to see your question protocol in advance. Ideally, your interviews will be tied to the content area of your service site. Making those calls to ask for interviews is often the most challenging part of completing this assignment! Be prepared for this, and don’t wait until the last minute to set up the interviews for this assignment.

Community Engagement Practicum and Final Paper: (25 points undergraduate; 30 points graduate). One of the best ways to learn about partnerships is to experience being a part of them. Therefore this course requires your active participation in a local school or organization with diverse partnerships. *Undergraduates will provide a minimum of 20 hours of “service” and graduates will provide a minimum of 25 hours of “service” with this service site during the semester* and will participate in key partnership activities. In the past, these activities have included local non-profit roundtable meetings, parent-teacher association meetings, Milwaukee Succeeds, community-based research planning meetings, community organizing strategy sessions and other activities. We will identify ways to connect with those intimately involved with partnerships.

We will model best practices in the service-learning literature in your placement in these organizations, and the service activities in which you will engage will be determined in consultation with the organization. I will work with you to identify an appropriate placement

that meets your learning goals and logistical needs -- you are welcome to deepen your connection with a partnership with which you are already involved. See the list of recommended sites on the D2L site.

You will help select your partnership with my support. Milwaukee-based partnerships include but are not limited to:

ALBA Elementary; Freiden's Food Pantry; Girl Scouts; Journey House; Milwaukee LGBT Community Center; 5 Points Neighborhood Association; Mental Health of America – Wisconsin; Sexual Assault Treatment Center; United Community Center.

Online-Only (based in California)

Women in Diversified Services (WinDS) (women in the mortgages and financial services)

www.TheWinDSFoundation.org.

Neighborhood Housing Services for the Inland Empire

www.nhsie.org

Most of these service-learning sites have flexible hours for students to participate, including weekends. Other online only options may be available – check with your instructor.

I will be happy to meet with you and the organization representative at any point to troubleshoot the partnership. If you run into difficulties along the way, please let me know so we can all sit down together and get the experience on track.

- **Email me by Week 3** (or earlier) so we can discuss your service-learning placement. By Week 5 of the course, you should know where you will do this placement and you will provide me with a service-learning agreement (paper or electronic) from the organization director or president at the beginning of the semester specifying what you will do at that organization, and what the deadlines will be for your work, before you begin in **Week 6** as part of your midterm exam.
- You will also provide me with a letter (paper or electronic) during **Week 15** from the organization director or president specifying that the work was completed satisfactorily and on time. ***If I do not receive such a letter, you will receive no credit for the project.***

Final Paper: You will write a detailed reflection paper where you discuss your thoughts about the service-learning project in relation to the course material (**at least 10-12 pages referencing at least 6 specific readings undergraduates; 18-20 pages with 12 references graduate students**). I will work with you to structure your final reflection paper for the course. This paper can also be driven by the needs of your school or organization. It may include a particular research project/grant proposal for your local organization, for example. Grad students, you can propose to include anything relevant to the overall topic of community engagement or school or community-campus partnerships as a critical part of your final project. Consider selecting a specific aspect or challenge of partnerships as your lens for structuring your paper. Due in the Dropbox **Monday, May 11, 11:59PM.**

- You will also provide a short Powerpoint or other presentation to the class (Week 15 Thursday, 11:59 PM) on the partnership of which you were a part in our “partnership

gallery.” Be creative! But brief. 5-6 slides are adequate. Tell us something about the mission, your service experience, their approach to partnerships. Photographs or other materials are appreciated.

General Guidelines for Writing Assignments:

Papers should be comprised of your original work (see the section on academic misconduct and plagiarism at the end of this document), double-spaced, numbered, proofread, and include references in APA format. Since these papers are double spaced, please do not add additional spaces between paragraphs. Margins should be reasonable, meaning no more than 1 ½” in the left margin, and 1” on the other margins.

General Rubric for Grading Course Research Papers

	Excellent	Acceptable	Unacceptable	Percentage of Grade (i.e., paper only)
Objective	Objective of the paper is clear and well justified. Paper has a well-defined thesis statement and demonstrates an understanding of material and thoughtful, original ideas.	Objective is clear and there is some attempt to justify it.	Paper lacks a consistent objective. Paper does not provide any justification for the objective.	20%
Evidence/ Support for Ideas	Appropriate evidence (i.e., research-based evidence, reports, journal articles, etc.) is used and appropriately referenced to reinforce the objective and its justification.	Some evidence is presented in the paper to support the objective.	Sources are used, but are unrelated to the objective.	20%
Methodology	The methods are described with sufficient detail that a funding agency or institutional review board could evaluate said methods.	The methods are described in detail but some elements are missing.	The key methodological elements are not described.	20%
Organization of Paper	The order of ideas is clear and compelling. Paper has a solid introduction and methods. Transitions are present, which guide readers smoothly through the paper.	Paper as a whole is logical and moves the reader through with ease.	There is no discernible organization to the paper.	20%
Writing Style	The paper is clear and compelling. The writing style is appropriate for the target audience.	Ideas are clearly presented. Style is appropriate for the target audience.	Writing style is inappropriate for scope of paper and target audience.	20%
Total				____/ 100%

Exams: (totaling 30 points undergrad 15 points grad) There will be midterm and final exams for this course that are based on the readings and lectures. Different exams will be given to graduate and undergraduate students, but the format will be similar. The midterm is an essay exam, and you will also include your signed service-learning agreement as part of your exam.

The final exam is given in two parts – one is relatively short reflective essay exam that will ask

you to reflect on the comprehensive course content for the semester. You will also include a copy of the thank you letter you sent to the agency. More details on this will be given in class.

Lastly, I am sympathetic to the fact that crises and emergencies do occasionally happen in our lives, and I will accommodate modifications to the course schedule if you meet with such circumstances -- see the section on Incompletes for more details. Unless there is a documentable debilitating illness or tragedy/emergency, please do not ask for extensions on assignments. You should consider your participation in this course as a job. I will deduct points for any papers that are turned in late and may choose not to accept them at all. Should all the requisites not be completed by the end of the semester, a final grade will be tabulated on the work completed.

Course Schedule

Section 1: Perspectives on Community and Ethics of Partnering in Diverse Organizations

Week 1

1/26-31

Course Introduction

Review of Syllabus

Writing Assignment: Triads of students interview one another. Question guide provided on D2L (2 pages total).

Readings/Audio Programs on the EDPOL D2L website:

Listen to “Do-Gooders” audio program (on D2L).

Wellman: Definition of Community (on D2L)

- ✓ Make 1 reflective post in the Week 1 discussion forum Friday* (first week posting dates are different)
- ✓ Make 1-2 responsive posts in the Week 1 discussion forum Friday* (first week posting dates are different)
- ✓ Contact your introductory group project partners

Week 2

2/2-7

The basics: Context of Involvement

Readings

Soska & Butterfield, pp. 13-34 (on D2L).

Epstein, Chapter 1, p. 3-12;

Additional Required Reading for Graduate Students

Soska & Butterfield: Experts organizing or organizing the experts?

- ✓ **Introductory Group Project Partner Writing Assignment from Week 1 due in dropbox Sunday at 11:59PM.**
- ✓ Make 1 reflective post by Wednesday, 11:59PM
- ✓ Make 2 responsive posts by Friday, 11:59 PM

Week 3

2/9-14

Theoretical Frameworks for Inquiry

Epstein – Chap 2

Hora & Miller -- Introduction

- ✓ Make 1 reflective post by Wednesday, 11:59PM
- ✓ Make 2 responsive posts by Friday, 11:59 PM
- ✓ **Email professor about proposed service-learning site and/or have a telephone conversation with her by Thursday, 11:59PM.**

Week 4
2/16-21

Theoretical Frameworks for Goals Social Justice Partnerships

Readings Due:

Textbook Minkler Pgs. 32-26 + Chap 4: The Alinsky tradition and Freirean Organizing

Additional Required Readings for Graduate Students

Minkler Chap 3

Make 1 reflective post by Wednesday, 11:59PM

- ✓ Make 2 responsive posts by Friday, 11:59 PM

Week 5
2/23-28

‘Shall we Dance?’ Initiating Partnerships

Required Readings:

Hora & Miller, Chapters 1 and 2. (Pre-partnership planning and assessing organizational aspirations and attributes).

- ✓ Make 1 reflective post by Wednesday, 11:59PM
- ✓ Make 2 responsive posts by Friday, 11:59 PM
- ✓ Finalize your placement with partnership entity in Milwaukee this week!

Week 6
3/2-7

Understanding Culture/Power Dynamics and Crossing Organizational Boundaries in Partnerships

Required Readings

Hora & Miller, Chapter 3

Minkler, Chap. 7

Additional Required Readings for Graduate Students

(on D2L) Weil Chap 20

Make 1 reflective post by Wednesday, 11:59PM

- ✓ Make 2 responsive posts by Friday, 11:59 PM

Week 7
3/9-14

Midterm Exam

The midterm will ask you to apply your initial understandings of organizational theory and structure to the partnership in which you will participate this semester. Complete all of Minkler Cultural Identity Inventory Table A3.1, 3.2

Make a PDF of your signed MOU with your partnering school/organization outlining your work assignments as part of your midterm.

Midterm exam opens Thursday at 10:00AM and closes Saturday 11:59 PM

Text required for one of the midterm essays: Minkler, Appendix 3:

Challenging Ourselves: Critical Self-Reflection on Power and Privilege

- ✓ Make 1 reflective post by Wednesday, 11:59PM where you discuss your service-learning placement and your proposed service plan with your colleagues
- ✓ Make 1 responsive post only (or more if you'd like!) by Friday, 11:59 PM

Week 8

Spring Break, no class

Section 2: Practicing Partnerships

Week 9

3/23-28

The Parent and Community Partner Perspective in Partnerships

Required Readings

Epstein Chapter 3

Hora & Miller Chapter 4

Sandy, 2007 Executive summary (on D2L)

Additional Required Readings for Graduate Students

Comer, J. P., & Haynes, N. M. (1991). Parent involvement in schools: An ecological approach. *Elementary School Journal*, 91(3), 271-77.

(on D2L)

✓ Make 1 reflective post by Wednesday, 11:59PM

✓ Make 2 responsive posts by Friday, 11:59 PM

✓ **Propose your interview protocol questions in the dropbox by Monday, 11:59PM**

Weekly Grad Service-Learning Reflection Leader:

Week 10

3/30-4/4

Designing Partnership Structures that Meet (or miss?) Goals

Required Readings:

Fine, M. (1993) [Ap]parent Involvement: Reflections on parents, power, and urban public schools. *Teachers College Record*, 94(4), 682-730. [And responses in same issue]. (on D2L)

Hora & Miller Chap. 6

Additional Required Readings for Graduate Students

✓ Make 1 reflective post by Wednesday, 11:59PM

✓ Make 2 responsive posts by Friday, 11:59 PM

✓ **Interview Paper Due in the Dropbox Thursday April 3 11:59PM.**

Weekly Grad Service-Learning Reflection Leader:

Week 11

4/6-11

Multicultural Coalitions in Partnerships

Minkler (2013). Chap. 17: A Coalition Model for Community Action

Required Readings for Graduate Students:

Find and discuss one peer-reviewed journal article in an additional post.

✓ Make 1 reflective post by Wednesday, 11:59PM

✓ Make 2 responsive posts by Friday, 11:59 PM

Weekly Grad Service-Learning Reflection Leader:

<p>Week 12 4/13-18</p>	<p>Implementing the Partnership <u>Required Readings</u> Epstein, Chap. 5 Hora & Miller, Chap 8 ✓ Make 1 reflective post by Wednesday, 11:59PM ✓ Make 2 responsive posts by Friday, 11:59 PM Weekly Grad Service-Learning Reflection Leader: _____</p>
<p>Week 13 4/20-25</p>	<p>Social and Cultural Context for Partnerships: Finding a Place for Community <u>Required Readings</u> Epstein, Chap. 4 Minkler, Chap 9 Required Readings for Graduate Students Epstein, Chapter 7 ✓ Make 1 reflective post by Wednesday, 11:59PM ✓ Make 2 responsive posts by Friday, 11:59 PM ✓ <i>Optional: Submit draft final paper for feedback from instructor</i> Weekly Grad Service-Learning Reflection Leader: _____</p>
<p>Week 14 4/27-5/2</p>	<p>Planning for Action using different theoretical approaches <u>Required Readings</u> Epstein, Chap. 7 Minkler, Chap 18 ✓ Make 1 reflective post by Wednesday, 11:59PM ✓ Make 2 responsive posts by Friday, 11:59 PM</p>
<p>Week 15 5/4-7</p>	<p>Assess your action and participation of your group! <u>Required Readings</u> Minkler, Appendices 5&8 ✓ Make 1 reflective post by Wednesday, 11:59PM ✓ Make 2 responsive posts by Friday, 11:59 PM ✓ Submit your short powerpoint to our Service-Learning Gallery Discussion Forum <u>Optional Reading for Graduate Students</u> Israel et al., Chap 19: Citizens, Science and Data Judo (on D2L) <i>(ok, I know it is unlikely anyone will do extra reading this week, but think about incorporating it into your final paper!</i></p>
<p>Final Exam</p>	<p>Final Exam; Final Paper Due in Dropbox Monday 5/11 11:59PM.</p>
<p>Final Exam Week</p>	<p>Student Presentations/Celebration TBA (and Tentative): Community partners and agency presenters are invited to attend</p>

Notes

Here is the link to UWM campus policies

<http://www4.uwm.edu/secu/SyllabusLinks.pdf>

Special Learning Needs

Please inform me if you have special learning needs as soon as possible so I can adjust the course to meet those needs.

Accommodation for Religious Observances

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Accommodation for Students Called to Active Military Duty

Accommodations for absences due to call-up of reserves to active military duty will be noted.

Students: http://www4.uwm.edu/current_students/military_call_up.cfm

Employees: <http://www4.uwm.edu/secu/docs/other/S40.htm>

Academic Misconduct and Plagiarism

The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686. Here is “the rough guide” to academic honesty and avoiding plagiarism:

Plagiarism is defined as presenting someone else’s idea as your own, or using/ producing someone else’s work without giving them credit (Merriam-Webster Online Dictionary, 2008).

All of the following are considered plagiarism:

- turning in someone else's work as your own;
- copying words or ideas from someone else without giving them credit;
- failing to put a quotation in quotation marks;
- giving incorrect information about the source of a quotation;
- changing words but copying the sentence structure of a source without giving credit;
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
(http://www.plagiarism.org/learning_center/what_is_plagiarism.html) and

- practicing self-plagiarism. You cannot resubmit previously written work or a paper you completed from another class for this class. You can, however, cite your written work if you follow the general guidelines to avoid plagiarism.

To avoid plagiarism be sure to give credit to the original authors whenever:

- directly quoting another person's actual words, whether oral or written;
 - using another person's ideas, opinions, or theories;
 - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - borrowing facts, statistics, or illustrative material; or
 - offering materials assembled or collected by others in the form of projects or collections without acknowledgment.
- (Indiana University, *Code of student rights, responsibilities, and conduct*, <http://www.indiana.edu/~istd/definition.html>)

Here is another helpful link: <http://en.writecheck.com/ways-to-avoid-plagiarism/>

Student Ethics Code

Students are obligated to respect the rights, privileges, and property of other persons and at all times must act to protect the well-being of others. I hope that all participants in this course will find it a welcoming, challenging environment in which to deepen their understanding of the subject matter at-hand while cultivating connections with their fellow students as well as with me, the instructor. The subject matter of this course can be highly charged, and differences in opinion can make for lively debates in the discussion forums. I encourage that. However, I will not tolerate students who are blatantly disrespectful of other members of the class and may opt to administratively drop any student at any time for this reason. I will also not tolerate students who are consistently disengaged in class. Students who are administratively dropped from the course may bear the full financial responsibility for their participation if this occurs after the drop/add period.

Complaint Procedures

You may direct complaints to the head of the Administrative Leadership department. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Grade Appeal Procedures

You may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. A more detailed description of the grade Appeal Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-28 and UWM Faculty Document #1243.

Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

Incomplete

A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above. A more detailed description of the Incomplete Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-31 and UWM Faculty Documents #1558 and #1602. Also, a description of this policy may be found in UWM Schedule of Classes.