

IS 491, sec 001 * FALL 2022 * T/TH 10:15 – 11:30 * Winston, Rm 20

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Office: 1911 Bldg., Rm 229
Office hours: Tue and Thurs, 3:00-4:00 pm
in person and via zoom

COURSE DESCRIPTION

IS 491 is the capstone course for your International Studies major. As a senior seminar, the course acts as a culmination of your studies and experiences, whether you have emphasized a specific world region or topic areas such as human rights advocacy, transnational commerce, conflict resolution, international migration, environmental issues, global public health, human rights or intercultural and multilingual communication.

The course will train you in the formulation, investigation, and write up of a question-driven literature review that is international in scope. In doing so, the course will help you build a skills applicable to any setting where people are expected to gather and compile information while reporting and analyzing the quality of that information. You will work individually, with the course professor, and in groups to accomplish this project which includes a 15-20 page (3750-5000 words) paper and an oral presentation of research findings.

OBJECTIVES

In this class, you will:

- Develop a significant question in International Studies that can be investigated in library databases.
- Research an international topic in the peer-reviewed literature found in various library databases.
- Critically assess and evaluate information for its relevance to the topic in question.
- Address the topic in question from multiple perspectives.
- Manage large quantities of information by creating a bibliographic database and producing written annotated bibliographies.
- Improve your writing skills.
- Balance collaborative and individual work
- Practice giving and receiving feedback.
- Make a short public presentation that parallels the synthesis of findings in the written document.
- Persevere through the semester-long process of writing and revising a persuasive, in-depth, term paper.

GRADING SCALE

A+ = 100-98	B+ = 89-87	C+ = 79-77	D = 69-60
A = 97-93	B = 86-83	C = 76-73	F BELOW 60
A- = 92-90	B- = 82-80	C- = 72-70	

REQUIREMENTS

PERCENT OF FINAL GRADE

ATTENDANCE	SEE BELOW
PARTICIPATION AND GROUP WORK	10%
HOMEWORK (GRADED ON % COMPLETE)	10 %
LITERATURE REVIEW QUIZ	3%
ANNOTATED BIBLIOGRAPHIES #1 AND # 2	20 % (10% EACH)
PRELIMINARY THESIS STATEMENT, ABSTRACT & BIBLIOGRAPHY (% COMPLETE)	5%
FINAL THESIS STATEMENT, ABSTRACT & OUTLINE	5 %
DRAFTS OF PAPER SECTIONS (GRADED ON % COMPLETE)	10%
15-20 PAGE (3750-5000 WORDS) COMPLETE DRAFT	15 %
ORAL PRESENTATION	7 %
FINAL LITERATURE REVIEW PAPER (3750-5000 WORDS)	15 %

COURSE REQUIREMENTS

A brief description of the course requirements appears below. In addition, we will discuss the assignments during class. Notice that this class is a bit different. The class involves a *process* in which each step builds on other steps. As such, *grading will take into account improvement over time and the incorporation of feedback*.

Given the writing-intensive quality of this course, many students will find additional writing services are necessary aid to their process. I will tell some of you to go to the Tutorial Center or work with our TA, but all students should factor into their homework periods of time to improve their writing. If I suggest that you get writing help, what I mean is that I want you to succeed in your project, but your writing needs more support than I can offer in the context of this course. [You should go to the Tutorial Center or work with our TA regularly throughout the semester to improve your writing.](#)

Attendance:

Attendance is required. Most class periods are structured as hands-on workshops that will provide you with the skills, ideas, and feedback you need to do well in the course. Students receive two, free, no questions asked absences. Beyond that, each absence will result in a 10% deduction on the final course grade. *Four or more unexcused absences* beyond the first two will result in a failing grade for the course. Refer to <http://policies.ncsu.edu/regulation/reg-02-20-03> for an explanation of what constitutes an excused absence. Students who arrive late also disrupt class activities and make it difficult for groups to function well. Students who arrive late will be marked ‘tardy’ in the course attendance records. Two tardies will count as one absence. If your schedule makes it difficult for you to arrive on time, please let me know.

Participation and group work (10% of final grade):

In addition to our all-class discussions, you will collaborate with a group of approximately four students. Group members are responsible for reading and commenting on each other’s written material. Your reading/writing group will help you refine your work over time. *All research is problem-solving*, and your group will help you solve the problems that inevitably crop up. Meanwhile, you will cultivate the ability to make attentive and constructive comments about a colleague’s work-in-progress, an important skill for your future career.

In your reading/writing group, you should expect to offer candid commentary that respects the norm of academic discourse, exchange and debate. We will review polite, assertive communication skills in class. No gratuitous personal attacks or insulting remarks are permitted or tolerated in our classroom, and opposing points of view or interpretation should be heard patiently. More generally, *the more and better feedback you give, the more and better feedback you receive*.

Some of the most challenging parts of the research process including giving feedback as well as listening to and incorporating others’ feedback. For people *receiving* feedback, this is a moment when you take the idea that makes obvious sense in your head and test it against other people’s understandings. You will know if you are working successfully with feedback if your ideas are growing and changing while still staying within the realm of your research topic. For people *giving* feedback, this is a moment to practice saying something potentially uncomfortable in polite and supportive ways. You will know if you are successfully giving feedback if people seek out your input because you help make their work better.

Toward the end of the semester, each member of a writing group will privately submit their assessments of each member’s overall contribution to their group work. Your delivery of the assessment is part of the homework grade.

Also, because in-class participation requires you to be present, prepared, and attentive, please notice that absences, missing homework, and a failure to submit the peer assessment can negatively affect your in-class participation grade. The use of computers for non-course related activities will also negatively affect your in-class participation grade.

Homework (10% of final grade):

To advance the steps to building the paper, the course is built around a series of homework assignments as well as in-class workshops and exercises. Graded homework assignments are listed in the course schedule and will be assessed on percent complete. There are eight graded homework assignments in all.

Literature Review Quiz (3% of final grade):

In our first days of class, students will take an open book quiz. Readings for the quiz and quiz questions will be available prior to quiz day. Students will hand write answers to the quiz. The quiz will be graded pass/fail. Students who fail the quiz on the first attempt will have the opportunity to re-take.

Annotated bibliographies (20% of final grade):

An annotated bibliography is a list of sources with detailed explanations of the content of each source. The annotated bibliographies help you keep track of the literature around which you will build your paper. They also generate language you can re-deploy in the longer paper. Over the course of the semester, students will write 15 annotations based on 15 different peer-reviewed sources. The first annotated bibliography will entail 10 distinct, scholarly (peer-reviewed) sources. The second annotated bibliography will entail an additional 5 sources.

An annotation includes: full reference information, a summary of what the source reports and more specific information about how this particular source connects to your research project. Directions on how to write an annotation are posted on Moodle. Each entry in the annotated bibliography is roughly two full paragraph(s) in length (300-400 words) and is graded based on the detailed quality of information it contains (see “show don’t tell” examples) and precision with which it connects to your literature review. All annotations should be submitted in a single document, in **an MSWord doc or RTF format**. PDFs will *NOT* be accepted. See sample annotations, annotation worksheet, and grading rubric all posted on Moodle.

The research process will inevitably require students examine information that does not ultimately support their research objectives. The process of locating sources often requires a great deal of effort and may include false starts. Throughout the first month of class, we will discuss strategies for identifying sources as well as techniques for crafting annotations that make your life easier.

Use of book material in the annotated bibliography requires the instructor’s advance approval. Entries in your annotated bibliographies that overgeneralize and/or appear irrelevant or tangential to your research will hurt your grade and, in some cases, may not count toward the grade at all.

Thesis statements, abstracts, outline and bibliography (10% of final grade):

As part of the steps toward crafting the longer paper, you will draft thesis statements, abstracts, and outlines. In the early part of the semester, you will also submit a list of 15 sources to demonstrate the viability of your topic. The preliminary thesis statement, abstract, and bibliography is worth 5% of the final grade. The final statement, abstract, partial draft, and complete outline is also worth 5% of the final grade. These assignments are graded on percent complete.

Drafts of Paper Sections (10% of final grade):

As the above suggests, you will not write a paper in one go. Instead, you will build the paper step-by-step, including the production of multiple drafts. Each draft of a paper section will be graded on percent complete.

Complete Paper Drafts (30% of final grade):

You will submit two complete drafts of your paper for a grade. Students often find they need additional writing to get to a final product, but only two drafts will be graded.

The first graded draft entails **15-20 pages (3750-5000 words)** and is worth 15% of your total grade. I will provide detailed feedback on this draft to which students are expected to respond. This means that grading for this course takes into account whether and how students have responded to feedback. For example, a first draft might receive

an 'A' grade but still need improvement. If the exact same language is submitted for the second draft, it might receive a significantly lower grade.

The second complete draft is the final term paper that incorporates my feedback. This second draft is also **15-20 pages (3750-5000 words)** in length and must be uploaded **at the time of the final exam. For all submissions, word counts apply to the main body of the paper. Word counts do not include a paper's bibliography, title, abstract, or table of contents.**

Use of quotations in the paper is limited to one for every three pages/750 words. All paper drafts should be submitted in a single document, **in an MSWord doc or an editable RTF format**. Drafts should be clean of any earlier feedback received. Detailed instructions for each draft and the final paper will be discussed in class and will be available, you guessed it, on the course Moodle site. See the Lit Review template and sample rubric also on the course Moodle site.

Presentation (7% of final grade):

Toward the end of the semester, you will give a short, in-class presentation of your project. For your presentation, plan to speak for 10-minutes with an additional 5 minutes for question and answer. This presentation is worth 7 % of your course grade. Like the paper itself, the presentation is a synopsis of the most important aspects of your research, although given time constraints you'll have to be even more focused in what you decide to share. Presentations typically receive a public response or generates a series of questions, and you may receive additional feedback on your project at this point. Students are welcome to be innovative with their presentations, because everyone likes a surprise at the end of class!

MORE THINGS YOU NEED TO KNOW ABOUT GRADING

Incomplete Assignments

Some course assignments are *only* graded on percent complete (homework and draft paper sections). But all assignments will be assessed for quality *after* consideration of any missing work. For example, work that is 80%, 70%, or 60% complete will first be graded as a B, C, or D, respectively. Additional points may then be deducted based on the quality of the work. Work that is less than 60% complete will automatically receive a failing grade.

What if something comes up unexpectedly and you hand in work late:

All coursework & assignments must be completed by the beginning of class on the scheduled date. Late assignments will be marked down 25% for each 24 hours that passes after the due date. For example, if the assignment is due on Tuesday at 10:30, the assignment will be marked down 25% if handed in anytime between 10:31 on Tuesday and 10:30 on Wednesday. The assignment will be marked down 50% if handed in anytime between 10:31 on Wednesday and 10:30 on Thursday, and so on. If an assignment arrives at 10:31, I will likely assign it the higher grade. However, if the paper arrives closer to 11 a.m., I am unlikely to sway.

Make life easy for both of us (this is the make-up work policy): If you encounter a one-time event or conflict that the university recognizes as a reasonable excuse, make arrangements with me *immediately* and, certainly, as soon as you return to class. We will nail down a new due date. Otherwise, the late policy may still apply.

For example, say we have a due date on Wednesday, and you get sick that one day with a note from the health center. Our next meeting is Monday, which gives you four days to get the Wednesday assignment to me. If you hand in the assignment on Saturday, it may be marked down as late because, according to the doctor's note, you could have reasonably handed in the work on Thursday or Friday.

To avoid such a scenario, if you miss class, email your work to me *before* the start of class in order to receive full credit for the work. You may also email me your excuse along with a proposed new deadline. Students who do not contact me within four days of the missed assignment may not receive make-up consideration. Students who

have anticipated conflicts to which they do not alert me or who do not arrange for make-up work immediately upon their return to class also will not receive special consideration later in the semester.

What if you get really sick, have a personal problem that takes weeks to sort out, or are otherwise out of class for two or more meetings in a row?: Let's talk, and let's talk fast. I will work with you to come up with a plan that puts you in synch with the rest of the class, usually within two weeks of the missed classes. As a professor, I have some flexibility in how we run things. But there's one situation where my own options run out, and that's when students go quiet. If something is preventing your success in class, again, let's talk! You don't need to share personal details, just keep me generally informed. There may be options you haven't thought of. Because students who miss IS 491 may also be falling behind in other coursework, notice that catching up after a setback can be challenging. Depending on when the absences occur in the semester, whether there have been additional absences, as well as how well your project is progressing more generally, I may suggest other avenues of action.

GET MORE HELP

Don't be embarrassed, especially if you've never written a literature review before. Of course you need help! The following books provide useful guides to the research and writing process. While our work together will focus on the hands-on portions of the project, I have listed readings from these books at points where you may want to take your skills to the next level. PDFs from these volumes are located—where else?—on Moodle.

Turabian, Kate. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Chicago: University of Chicago Press. At DH Hill, call number: LB2369 .T8 2018

Graf, Gerald, et al. 2012. *"They Say/I Say": The Moves that Matter in Academic Writings with Readings*. New York: W.W. Norton & Co. At DH Hill, call number: PE1431 .G73 2010

SCHEDULE*

<i>DATE</i>	<i>TOPIC</i>	<i>ASSIGNMENT DUE</i>
Day 1: Tue, Aug 23	COURSE OVERVIEW AND INTRODUCTIONS	Complete “Research Interest Questionnaire” in class. Begin literature search on topics of interest. <i>Take your skills to the next level:</i> Ch. 1 What Research Is and How Researchers Think about It
Day 2: Thur, Aug 25	HOW TO CONDUCT A LITERATURE REVIEW	Worth 3% of final grade. Read Pautasso “10 Rules for a Literature Review” and Knopf “Doing a Literature Review” In –class quiz on how to conduct a literature review. See quiz questions on Moodle.
Day 3: Tue, Aug 30	EXAMINE PRELIMINARY QUESTIONS IN PEER-REVIEWED (A.K.A. ‘REFEREED’) LITERATURE	Create your account for RefWorks at www.lib.ncsu.edu/guides/refworks and/or download Zotero at http://www.zotero.org/ before class. Review links on Moodle to see what counts as a peer-reviewed article. <u>Remember: not all search results are peer-reviewed even if you request only peer-reviewed results!</u> <i>Graded Homework:</i> Consider what the title might be for your perfect article. Then search for that article on three databases such as Google Scholar, Web of Science, ProQuest, JStor, or PAIS International. Find the article or something close to it? Use the article to identify “key words” that you can use in future searches. Apply those key words to those same three databases and fill out “Tracking your Research” worksheet by comparing the results of your search terms. See sample, completed worksheet on Moodle. Post your own worksheet to Moodle
Day 4: Thur, Sep 1	DOING ETHICAL RESEARCH	<i>Homework:</i> Read primer posted to Moodle. <i>Suggested:</i> In preparation for ongoing feedback, Turabian Ch. 6 Planning a First Draft; Ch. 12 Learning from your Returned Paper
Day 5: Tue, Sep 6	GENERATE RESEARCH TOPICS AND RESEARCH QUESTIONS	<i>Graded Homework:</i> Read the handout “How to Write a Paragraph.” Then drawing on three articles you have identified thus far, apply the writing ideas in “How to Write a Paragraph” to the worksheet “Literature Review Topics and Questions” (see additional instructions on Moodle). The assignment requires that you develop 2 research topics along with each topic’s associated research questions. Submit the assignment through Moodle. Bring the completed assignment—again, one for each topic—to class. <i>Take your skills to the next level:</i> Turabian Ch 2 Moving from a Topic to a Question to a Working Hypothesis.

Day 6: Thur, Sep 8	REVIEW OF RESEARCH METHODS	<i>Graded Homework:</i> Identify 3 articles. Submit to Moodle a copy of the articles. Also submit one-paragraph descriptions (one paragraph for each article; 3 paragraphs in all) of the research methods only associated with each article. See video posted to Moodle that explains how to identify the methods in articles.
Day 7: Tue, Sep 13	WRITE ANNOTATIONS	<i>Graded Homework:</i> Identify 3 <i>new</i> articles to add to the 3 you have already explored in depth through research methods. Complete 3 ‘Annotated Bibliography Worksheets,’ one for each article you have selected so far. Post homework to Moodle and bring to class. <i>Graded Homework:</i> Submit to Moodle a copy of the notes you created from your reading of the 3 articles. These notes could be in photograph or other electronic form.
Day 8: Thur, Sep 15	DEVELOP THE THESIS STATEMENT AND ABSTRACT; BUILD OUT THE BIBLIOGRAPHY	Worth 5% of final grade. Upload one copy of your preliminary thesis statement and abstract to Moodle. Include a preliminary bibliography of 15 sources numbered 1 through 15. Citations in the bibliography should be complete and follow the CMOS style linked to on Moodle. See additional directions on Moodle.
Day 9: Tue, Sep 20	DRAFTING THE PAPER: RESEARCH METHODS	Worth 3.33% of final grade Using the options laid out in paper template on Moodle, draft the methods portion of the final paper. The draft should be 4 to 5 paragraphs in length.
Day 10: Thur, Sep 22	HONING YOUR ARGUMENT BY INTEGRATING SOURCES, PART 1	Avoiding Logical Flaws and the Danger of a Single Story
Day 11: Tue, Sep 27	HONING YOUR ARGUMENT, PT 2	<i>Graded Homework:</i> Drawing on the six articles you have explored in depth via annotations and our review of research methods, fill out the worksheet on “Analyze your Sources” and submit a copy of the worksheet to Moodle. Notice the worksheet asks you to utilize five of your six articles. Have the sources, your notes, and the complete worksheet on hand in class for an activity on integrating sources into an argument. <i>Take your skills to the next level:</i> Graf et al. Ch 4. "YES / NO / OKAY, BUT": Three Ways to Respond; Ch. 5. "AND YET": Distinguishing What You Say from What They Say

Day 12: Thur, Sep 29	WRITING DAY	Writing Day * Individual student meetings with professor. Draft content section due next class meeting.
Day 13: Tue, Oct 4	DRAFTING THE PAPER: CONTENT SECTION	Worth 3.33% of final grade. Read the handout “How to Write a Paragraph” and the handout on “Transitions.” Then drawing on the six articles you have explored in depth thus far, draft a content section of the longer paper. Your content section should be at least 5 paragraphs in length. The content section should include an introductory paragraph that states the section’s argument. The section should then advance that argument via transitional statements that elaborate the argument (i.e. <i>not</i> an author-by-author listing). See sample final papers posted to Moodle. <i>Take your skills to the next level:</i> Graf et al. Ch 3. "AS HE HIMSELF PUTS IT": The Art of Quoting
Day 14: Thur, Oct 6	HONING YOUR ARGUMENT BY INTEGRATING SOURCES, PART 2	<i>Graded homework:</i> Today is a do-over with the worksheet on “Analyzing Sources.” For this do-over, use the content of the 10 sources that you will use for next week’s annotated bibliography. Arrange the arguments as you see fit and keep an eye toward creating the arguments for the two subsections of the longer paper.
Day 15: Thur, Oct 13	CONTINUE TO ANALYZE SOURCES	Worth 10% of final grade Submit an annotated bibliography of 10 sources. Include here the 3 annotations completed earlier in the semester, annotations of the 3 articles used for the research methods review, plus four new sources. Number the annotations 1 through 10. Include the word count in the footer of page 1. Total word count, excluding the citations themselves should be 1750-2400 words.
Day 16: Tue, Oct 18	REVISE YOUR PROJECT STATEMENT ABSTRACT; DRAFT AN INTRODUCTION; ADD A DETAILED OUTLINE	Worth 5% of final grade. Upload your paper abstract, a draft introduction to the paper (minimum 3 paragraphs), the methods section, and a detailed outline of the remaining portion of paper. See sample on Moodle for the detailed outline portion. At this point, your earlier writing may or may not serve you well. Consider closely whether the material you have on hand is appropriate and don’t hesitate to make changes if necessary.
Day 17: Thur, Oct 20	WRITING DAY	Writing Day * Individual student meetings with professor. Final annotations due next class meeting.

Day 18: Tue, Oct 25	CONTINUE TO ANALYZE SOURCES IN-CLASS REVIEW OF FULL ROUGH DRAFT REQUIREMENTS AND INCORPORATING FEEDBACK	Worth 10% of final grade Upload 1 copy of final annotated bibliography in MSWord format to Moodle. The bibliography should contain at least 5 new sources (1750-2400 words, exclusive of citations). The final should include all your annotations to date, 15 in all. Number the entries, so the last 5 are your new sources. Include the word count in the footer of page 1.
Day 19: Thur, Oct 27	WRITING DAY	Writing Day * Individual student meetings with professor.
Day 20: Tues, Nov 1	DRAFTING THE PAPER: CONTENT SECTION	Worth 3.33% of final grade Read the handout “How to Write a Paragraph” and the handout on “Transitions.” Then draft a content section of the longer paper. Submit the draft for today’s assignment. Your content section should be at least 5 paragraphs in length. The content section should include an introductory paragraph that states the section’s argument. The section should then advance that argument via transitional statements that elaborate the argument (i.e. <i>not</i> and author-by-author listing). See sample final papers posted to Moodle.
Day 21: Thur, Nov 3	PRESENTING AND PUBLISHING	<i>Graded Homework:</i> Identify three Wikipedia pages to which your topic might related. Draft three short paragraphs of 3 to 4 sentences each for posting on Wikipedia. Bring all information to class. <i>Take your skills to the next level:</i> Turabian Ch. 8 Presenting Evidence in Tables and Figures
Day 22: Tues, Nov 8	DRAFTING THE PAPER: WRITER’S CHOICE	Worth 3.33% of final grade Read the handout “How to Write a Paragraph” and the handout on “Transitions.” Then, submit today a draft of any portion of the paper you wish: introduction, methods, content section, discussion/conclusion.
Day 23: Tue, Nov 15	WRITING DAY	Writing Day * Individual student meetings with professor.
Day 24: Thur, Nov 17	WRITING DAY	Writing Day * Individual student meetings with professor.
Day 25: Thur, Nov 22	FULL ROUGH DRAFT	Worth 15% of final grade Upload to the course Moodle site your 15 page (3750-5000 words) <i>complete</i> , rough draft. Include the word count in the footer of page 1. <i>Take your skills to the next level:</i> Turabian Ch 9 Revising Your Draft

Day 26: Tue, Nov 29	INDIVIDUAL IN-CLASS ORAL PRESENTATIONS	Worth 7% of final grade Presentations are 10-minutes in length with an additional 5 minutes for question and answer.
Day 27: Tue, Dec 1	INDIVIDUAL IN-CLASS ORAL PRESENTATIONS	Peer evaluation due
Final presentations and final paper due: Thur, Dec 8 @ 8:30 am		Worth 15% of final grade Upload a digital copy of your 15-20 page (3750-5000 words) Final Literature Review to the course Moodle site. Include the word count of the main body of the text only in the footer of the title page 1. <i>Take your skills to the next level:</i> Turabian Ch 10 Writing Your Final Introduction and Conclusion

*The schedule is subject to change at the instructor's discretion.

ADDITIONAL POLICIES THAT MIGHT PROVE IMPORTANT

A brief description of the class policies and procedures that conform to NCSU policies are listed below. Relevant links to NCSU policies are also included.

Health and Well-Being Resources

If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

Information for Students with Disabilities

“Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)”

Policy on Discrimination:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148. Feel free to confidentially contact the instructor with any concerns or to seek advice from the resources listed above.

Code of Student Conduct:

Students are bound to uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty are not tolerated. Students must properly cite or reference all sources of information that appear in their written coursework. Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge. See the NCSU Code of Student Conduct <http://policies.ncsu.edu/policy/pol-11-35-01> for further information on the university's stance on plagiarism, academic integrity, dishonesty, and cheating. Students are encouraged to contact the instructor during office hours or via email with any questions or concerns about the coursework. For writing advice or help, feel free to contact the Writing and Speaking Tutorial Services at http://www.ncsu.edu/tutorial_center/writespeak/ or consult the many academic writing resources at http://www.ncsu.edu/tutorial_center/writespeak/resources.html available on their website as well as the course Moodle site.

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

Students are encouraged to contact the instructors during office hours or via email with any questions or concerns about the coursework.

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Students must uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty as defined through NCSU policy is not tolerated. In particular, students must cite or reference all sources of information that appear in the students' written coursework. Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Online Course Evaluations:

Students will be able to complete online course evaluations during the last two weeks of class. You will receive an email message directing you to a website where they can login and complete evaluations. These evaluations are completely confidential and I will not have access to the evaluations until after the end of the semester, when your final course grades have been submitted to Records & Registration. The online course evaluation will be available at <<http://classeval.ncsu.edu>>.

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web or Moodle postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework.

All students are expected to respect the privacy of each other by not sharing or using such information outside the course. Because much of academic learning entails awkward tryouts of new ideas, weighing a range of positions and playing devil's advocate, and otherwise saying the silly thing that gets a learner to the important thing, students are also encouraged to approach course privacy with these points in mind. When possible, students should participate in and view Zoom meetings in non-judgmental spaces.

Need Help?

If you find yourself in a place where you need help, academically or otherwise, please review these [Step-by-Step Help Topics](#).

Other Important Resources

- **Keep Learning:** [Keep Learning](#)
- **Protect the Pack FAQs:** [Frequently Asked Questions | Protect the Pack](#)
- **NC State Protect the Pack Resources for Students:** [Resources for Students | Protect the Pack](#)
- **Academic Success Center** (tutoring, drop in advising, career and wellness advising): [Academic Success Center](#).
- **NC State Libraries** [Technology Lending Program](#)