URBAN GEOGRAPHY GEO 439.001 F 482  
Fall 2017 TTH 9:30-10:45  
Geography Program, Dept. of Anthropology, Geography and Sociology

Professor: Jeff Roth  
Office: LAN # 352  
E-mail: jroth@sfasu.edu

READINGS:  
Jared Diamond, *Collapse*  
*New York Times*  
Assigned Readings TBA.

There is no textbook for this class!

DESCRIPTION:  
Urban Geography is the broad investigation of the world’s urban areas. The course covers basic cultural, economic, political and physical patterns within urbanized areas and highlights current urban issues.

GOALS:  
1. Learn basic concepts of urban studies and urban geography.  
2. Develop tools of thinking, scholarship, and problem solving.  
3. Inspire a desire to travel, observe, and understand the world.

ASSIGNMENTS AND GRADING:  
1) Class Project (25%)  
a. You are required to form groups and complete a project that addresses and proposes solutions for an urban problem in Nacogdoches or another city in Texas. TBA  
b. During dead week, each group will be required to give a ten minute presentation and turn in a written document describing the problem that has been addressed and the solutions you have suggested.  
c. Grading will be two parts: 50% group self assessments and 50% my evaluation of your efforts.

2) Writing Assignment (25%) You are required to write a short research paper and present the findings.  
Detailed assignment sheet forthcoming

3) Multiple choice and essay mid-term (25%)

4) Multiple choice cumulative final exam (25%)

SCHEDULE--SUBJECT TO CHANGE AND REVISION

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Urban Geography</td>
</tr>
<tr>
<td>Week 2</td>
<td>Themes in Urban Geography</td>
</tr>
</tbody>
</table>
Acceptable Student Behavior  Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

All students must attend class! Punctual attendance is mandatory and your grade will suffer because of absences and tardiness. All dates for quizzes and tests are announced in class so you must attend! No make-up exams or quizzes will be given unless the absence is excused according to school policy and previous arrangement should be made. No late work will be accepted unless the absence is excused within SFA policy. University policy stipulates there will be no make-up exams for missed finals. It is the policy of the University to excuse absences of students that result from religious observances and to provide for rescheduling of examinations and class work that may fall on religious holidays without penalty. No electronic devices at all in class and cell phones should be stored away! No tapping! NO TEXTING! No disruptive behavior! Disruptive behavior is widely defined and includes but is not limited to eating, sleeping, snoring, tardiness, non-class related chatter, etc. Violations could result in a zero for the class participation grade.
PROGRAM LEARNING OBJECTIVES (PLO)
PLO 1. The student will be able to prepare written and verbal presentations presenting geographical research using the analyses and synthesis of appropriate documents and primary data.
PLO 2. The student will possess geographic literacy as evidenced by the identification of the major concepts involved with human spatial and ecological relationships.
PLO 3. The student will be able to apply geographical knowledge and skills to a variety of settings.
PLO 4. The student will recognize the implicit assumptions behind claims of knowledge about the spatial world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
PLO 5. The student will be able to read geographical research and to identify its major methodological strengths and weaknesses.

STUDENT LEARNING OUTCOMES (SLO)--After successfully completing this course, a student will be able to:
SLO (1) Identify on a map the world's major culture regions, such as religion, language, dominant economic sector, continents and subcontinents.
SLO (2) Describe and/or graphically illustrate the demographic transition, including example nations in each stage and dominant economic sectors that relate to each stage.
SLO (3) Describe and/or graphically illustrate the population pyramid, and how it differs among various developed and developing nations.
SLO (4) Identify on a map the location of the world's major political trends such as democracy, oligarchy, leftist governments, devolution, balkanization, supra-nationalism, high and low social services, human rights issues.
SLO (5) Identify on a map the world's major physical patterns, including climate and landform processes such as glaciers, plate tectonics, and river systems for each region.
SLO (6) Identify on a map the location of the major global hotspots for biological and cultural diversity.
SLO (7) Describe the process of globalization, including positive and negative examples from each world region or continent.
SLO (8) Identify locations and underlying geographic and historical issues behind major current events

THIS COURSE ADDRESSES PROGRAM LEARNING OBJECTIVES AS FOLLOWS:

<table>
<thead>
<tr>
<th></th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td>SLO 1,2,3,4,5,6,7,8</td>
<td>SLO 1,2,3,4,5,6,7,8</td>
<td>SLO 7,8</td>
<td>NA</td>
</tr>
</tbody>
</table>

Student Learning Outcomes Address Exemplary Education Outcomes as Follows:

<table>
<thead>
<tr>
<th></th>
<th>EEO 1</th>
<th>EEO 2</th>
<th>EEO3</th>
<th>EEO 4</th>
<th>EEO 5</th>
<th>EEO 6</th>
<th>EEO 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SLO 1,2,3,4,6,7,8</td>
<td>SLO 1,2,3,4,5,6,8</td>
<td>SLO 2,3</td>
<td>SLO 1,2,3,4,6,7,8</td>
<td>SLO 1,2,3,4,6,7,8</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
</tbody>
</table>
CLASS POLICY, REQUIREMENTS and GRADING:
All SFA rules apply and you should consult your student handbook and online SFA resources for a complete discussion of university policy.

SFA Grading Policy including Withheld Grades (A-54)

1. Recorded Grades
Students' grades are based on assignments, oral and written quizzes, examinations and other course activities. Faculty members may use a variety of factors including class attendance to determine course grades. (See policy A-10). A grade of A indicates excellent performance; B, above average performance; C, average performance; D, below average performance; F, failure; QF, quit failure; WH, incomplete or grade withheld; WF, withdrew failing; WP, withdrew passing. WP and WF are assigned only when a student has withdrawn from the university after mid-semester or with special approval of the student's academic dean. Some courses are graded on a pass (P)/fail (F) system with no other grades awarded.

2. Withheld Grades
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

3. Grade Point Average
Only grades earned at SFA will be used for calculating GPA. A grade of A gives the student four grade points per semester hour; B, three grade points; C, two grade points; D, one grade point; and F, QF, W, WH, WF, and WP, no grade points. The grade point average (GPA) is determined by dividing the sum of the grade points earned at SFA by the total number of hours attempted at SFA, subject to the following exceptions: grades of W, WH, P, and WP are not counted. In addition, the repetition of a course may affect the grade point calculation as explained in Section IV, Repeat Grades.

4. Repeat Grades
Students who make an F can get credit only by repeating the work. Undergraduate students who desire to repeat courses in order to improve their GPA at Stephen F. Austin State University (SFASU) must repeat those courses at SFASU. For any course that is repeated once at SFA, the higher of the two grades will be used to determine the GPA. If a course is repeated more than once at SFA, all grades earned for that course will be averaged and used to determine the GPA. Credit hours for courses taken at other institutions to replace credit hours earned at SFA may be used to meet graduation credit hour requirements, but not for GPA calculation.

5. Once a grade has been posted it can only be changed by submitting a WH and Grade Change Form with the appropriate approval signatures. Grades should only be changed in cases of error or in the case of WH, the course requirements have been completed.

Academic Integrity Policy A-9.1:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Education
Faculty members are responsible for providing information about academic integrity and education for maintaining academic honesty during their regular coursework. Course syllabi provide information about penalties and the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Procedure
A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student or students involved, and initiate the following procedure. The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. After hearing the student(s)' explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will decide what penalty will be imposed. The faculty member will consult with his/her academic chair/director and dean in making these decisions. Penalties may include reprimand or no credit for the assignment or exam, or re-submission of the paper, or make-up exam, or failure of the course.

After a determination of academic dishonesty, the faculty member shall notify the office of the dean of the student's major by submitting a Report of Academic Dishonesty form, along with supporting documentation as noted on the form. This report shall be made part of the student's record and shall remain on file with the dean's office for at least four years. The faculty member shall also inform the student of the appeals process available to all SFA students. (Academic Appeals by Students, policy A-2). Upon second or subsequent offenses, the dean of the student’s major will determine a course of action. Actions may include referring the case to the college council for review and recommendations.

The Student File
A student's file on academic dishonesty will not be available to faculty members. The purpose of the file is for the dean to track a pattern of multiple cases of academic dishonesty during a student's academic career at Stephen F. Austin State University. Students who are found to have demonstrated academic dishonesty and have withdrawn prior to the award of a grade will continue to have the determination of the infraction within their student records.

Appeals
A student who wishes to appeal decisions related to academic integrity follows procedures outlined in Academic Appeals of Students, policy A-2

**Academic Accommodation of Students with Disabilities (F-33)**

The Law:
It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; these regulations provide that:

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any ... postsecondary education program or activity ... [Federal Rehabilitation Act of 1973, Section 504, 84.43] and

An institution shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discrimination on the basis of handicap, against a qualified handicapped applicant or student ... Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. [Federal Rehabilitation Act of 1973, Section 504, 84.44]

The Americans with Disabilities Act of 1990 extends the provisions of the 1973 Rehabilitation Act to private institutions. It also puts in place more effective means for enforcing the law.

Neither Section 504 nor the ADA requires universities to lower their academic standards or substantially alter the essential elements of their courses or programs to accommodate students with disabilities. The requirement to provide reasonable accommodations is designed to afford an equal opportunity for students with disabilities. Achieving reasonable accommodations for a student with a disability involves shared responsibility among students, faculty and staff.

Should a university deny a requested accommodation it must be prepared to show very clearly that complying with the request would constitute a fundamental alteration; the unsubstantiated opinion of a faculty member or administrator may not be sufficient for that purpose. Moreover, the cost of the proposed modification is not usually sufficient reason for denying a requested accommodation.

The following accommodations are very widely accepted in higher education:

- Providing services such as readers, interpreters, and note-takers.
- Allowing extra time for examinations, assignments and projects.
- Permitting exams to be individually proctored, read orally, dictated, or typed.
- Recording lectures.
- Using computer software for assistance in studying and on tests.
- Using alternative testing formats to demonstrate course mastery.
- Changing classrooms as needed for accessibility.

Who must be accommodated?
Students who are requesting support services from SFA are required to submit documentation through the Office of Disability Services to verify eligibility for reasonable accommodations; the institution must review and evaluate that documentation. Students are not required to assume the responsibility for securing a necessary accommodation. The university is required to provide reasonable accommodations for a student’s known disability so that the student has an equal opportunity to participate in the courses, activities or programs.

When additional expertise beyond that of the staff of the Office of Disability Services is needed to assess a student's documentation, the Academic Assessment Committee, consisting of members of the faculty who are knowledgeable about disabilities, and staff members, including the ADA coordinator, evaluates the documentation, requests additional information if, in their judgment, it is required, and makes a recommendation to the Office of Disability Services.

Documentation must validate the need for services based on the individual's current level of functioning in an educational setting. If the documentation is found to be insufficient the institution is not obliged to provide accommodations. If the documentation is found to be sufficient, appropriate accommodations are recommended.

All levels of academic organization, the college, the department, and the individual faculty member, are required to provide all qualified students with disabilities with appropriate, reasonable accommodations.

What accommodations must be provided?
Students with disabilities may be accorded two types of accommodations: They may be permitted to substitute particular courses for some of those required under their degree requirements, or they may be afforded approved accommodations within the courses they take.

If a course substitution is requested, the request must be received by the academic department that teaches the course to be deleted from the student's requirements no later than the semester prior to one in which the student proposes to take one or more of the substitute courses. Ordinarily the request should arrive at the department office before the 12th day of classes of a long semester, or the 4th day of classes of a summer session.

Once received by the department, the course substitution request is considered by the department chair, who consults with the Office of Disability Services before making a recommendation. The chair's recommendation regarding substitution is forwarded to the dean of that college. Employing the college’s usual procedures for decisions about curricula, and consulting with other colleges as necessary, the dean makes the final determination about whether the requested substitution may be allowed, or does, in fact, represent a fundamental modification of the program in question. Before a course substitution is considered there should be evidence that even with reasonable accommodation the student cannot succeed in the required course.
Requests for accommodation within a particular course should, when possible, be received by the Office of Disability Services before the beginning of the semester in which the student with a disability is to enroll in the course. Once received, the accommodation request is considered by Disability Services and, if required, by the Academic Assessment Committee. If the decision is to recommend against providing the requested accommodation, the student is informed. If it is decided that accommodation is to be provided, a record of that recommendation, together with a recommendation of the general type of accommodation to be provided is sent to the instructor of the subject course, with a copy to the department chair. In consultation with the chair, the instructor then meets with the disabled student to work out precisely how the recommended accommodations are to be implemented in the context of the particular course. To make provision of appropriate accommodations as effective as possible, students with disabilities are to meet with instructors from whom accommodations are requested as early in the semester as possible.

It is expected that the student, the Office of Disability Services, the Academic Assessment Committee, the department chair, and the course instructor will cooperate to identify accommodations that meet the student’s documented need without fundamentally altering the course. Who must provide approved accommodations in a particular course?

Accommodations most commonly requested may include providing services such as readers, interpreters, and note-takers; allowing extra time for examinations; using alternate forms of examinations; recording lectures; using computer software for assistance in studying and on tests; and, on rare occasions, relocating the classroom.

It is the responsibility of the Office of Disability Services to provide readers, interpreters, and note-takers when needed. The instructor is expected, however, to cooperate with Disability Services in accommodating these service providers in the classroom.

It is the responsibility of the instructor to organize examinations so students with disabilities may be accorded extra time and special testing conditions. When possible, special testing will be done within the offices of the academic department. When testing cannot be done in the department, however, Disability Services will provide secure facilities and supervision.

When special materials (e.g., Braille transcripts or audio recordings of course materials) are required, it is the joint responsibility of Office of Disability Services and the instructor to arrange to make these materials available to the student. Such materials must be made available to students with disabilities at the same time that their equivalents are given to other students.

It is the responsibility of the department chair, in cooperation with the instructor and the dean, to relocate courses when required. How are disagreements to be resolved?

Disagreements will be resolved according to the provisions of Policy F-34, Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities.

**ATTENDANCE POLICY**

All students must attend class! Punctual attendance is mandatory and your grade will suffer because of absences and tardiness. All dates for quizzes and tests are announced in class so you must attend! No make-up exams or quizzes will be given unless the absence is excused according to school policy and previous arrangement should be made. No late work will be accepted unless the absence is excused within SFA policy. University policy stipulates there will be no make-up exams for missed finals. It is the policy of the University to excuse absences of students that result from religious observances and to provide for rescheduling of examinations and class work that may fall on religious holidays without penalty.

**IF YOU ARE VISIBLY ILL IN CLASS YOU MAY BE ASKED TO LEAVE**

**NO EATING OR DRINKING IN THE CLASS ROOM**

**MAKEUP EXAMS OCCUR ON ONE DAY ONLY: TBA December 7 2017 5pm in F 479**

The Declaration of Independence: A Transcription

**IN CONGRESS, July 4, 1776.**

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. --That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. ...
PROGRAM LEARNING OBJECTIVES (PLO)
PLO 1. The student will be able to prepare written and verbal presentations presenting geographical research using the analyses and synthesis of appropriate documents and primary data.
PLO 2. The student will possess geographic literacy as evidenced by the identification of the major concepts involved with human spatial and ecological relationships.
PLO 3. The student will be able to apply geographical knowledge and skills to a variety of settings.
PLO 4. The student will recognize the implicit assumptions behind claims of knowledge about the spatial world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
PLO 5. The student will be able to read geographical research and to identify its major methodological strengths and weaknesses.

STUDENT LEARNING OUTCOMES (SLO)--After successfully completing this course, a student will be able to:
SLO (1) Identify on a map the world's major culture regions, such as religion, language, dominant economic sector, continents and subcontinents.
SLO (2) Describe and/or graphically illustrate the demographic transition, including example nations in each stage and dominant economic sectors that relate to each stage.
SLO (3) Describe and/or graphically illustrate the population pyramid, and how it differs among various developed and developing nations.
SLO (4) Identify on a map the location of the world's major political trends such as democracy, oligarchy, leftist governments, devolution, balkanization, supra-nationalism, high and low social services, human rights issues.
SLO (5) Identify on a map the world's major physical patterns, including climate and landform processes such as glaciers, plate tectonics, and river systems for each region.
SLO (6) Identify on a map the location of the major global hotspots for biological and cultural diversity.
SLO (7) Describe the process of globalization, including positive and negative examples from each world region or continent.
SLO (8) Identify locations and underlying geographic and historical issues behind major current events

THIS COURSE ADDRESSES PROGRAM LEARNING OBJECTIVES AS FOLLOWS:

<table>
<thead>
<tr>
<th>PLO 1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 2</td>
<td>SLO 1,2,3,4,5,6,7,8</td>
</tr>
<tr>
<td>PLO 3</td>
<td>SLO 1,2,3,4,5,6,7,8</td>
</tr>
<tr>
<td>PLO 4</td>
<td>SLO 7,8</td>
</tr>
<tr>
<td>PLO 5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Student Learning Outcomes Address Exemplary Education Outcomes as Follows:

<table>
<thead>
<tr>
<th>EEO 1</th>
<th>SLO 1,2,3,4,6,7,8</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEO 2</td>
<td>SLO 1,2,3,4,5,6,8</td>
</tr>
<tr>
<td>EEO3</td>
<td>SLO 2,3</td>
</tr>
<tr>
<td>EEO 4</td>
<td>SLO 1,2,3,4,6,7,8</td>
</tr>
<tr>
<td>EEO 5</td>
<td>SLO 1,2,3,4,6,7,8</td>
</tr>
<tr>
<td>EEO 6</td>
<td>N.A.</td>
</tr>
<tr>
<td>EEO 7</td>
<td>N.A.</td>
</tr>
<tr>
<td>EEO 8</td>
<td>SLO 1,2,3,4,6,7,8</td>
</tr>
<tr>
<td>EEO 9</td>
<td>SLO 1,2,3,4,6,7,8</td>
</tr>
</tbody>
</table>

CLASS POLICY
Because this class highlights current events by design, extended discussions will occur within the standard course outline. As a result, the day to day schedule may change within the standard course content that remains the same. See your 2017-18 General Bulletin and www.sfasu.edu for more information and details about all additional SFA policies in effect. All SFA rules and policies apply.

Attendance and Excused absences
You are expected to keep up with the modules and participate in the blogs. If you do not, your grade will be adversely affected.

Acceptable Student Behavior:

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate / inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Inappropriate comments by email or in blogs will not be accepted. Profanity will not be tolerated.

Students with Disabilities http://www2.sfasu.edu/disabilityservices/
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Academic Integrity: http://www.sfasu.edu/policies/student_academic_dishonesty.pdf
Cheating and plagiarism on exams and projects will not be tolerated. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Withheld Grades: http://www.sfasu.edu/policies/course-grades.pdf
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Bill of Rights
Amendment I
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or
abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the
government for a redress of grievances.

Amendment II
A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms,
shall not be infringed.

Amendment III
No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war,
but in a manner to be prescribed by law.

Amendment IV
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and
seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or
affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment
of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of
war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb;
nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or
property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the
state and district wherein the crime shall have been committed, which district shall have been previously ascertained
by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against
him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his
defense.

Amendment VII
In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be
preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than
according to the rules of the common law.

Amendment VIII
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained
by the people.

Amendment X
The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to
the states respectively, or to the people.