



**College of Arts and Sciences
Political Science Department
Master of Public Administration Program
Atlantic Region/Norfolk Office**

**PA 6622
PUBLIC POLICY**

**COURSE SYLLABUS
Term 1, 2012
August 13 – October 14, 2012
HYBRID**

IN CLASS MEETING LOCATION/DATES/DAY/TIMES

The in-class meetings will be conducted on Thursday evenings from 5:40PM to 10:15 PM at the Norfolk Regional Office on **August 16, August 23, September 13, September 27 and October 11, 2012.**

ON-LINE MEETING DATES

The equivalent of 22 class-hours will be scheduled for online simulations, exercises, and discussions. On line sessions will be conducted during the following weeks: **August 27-September 2, September 3 – September 9, September 17 – September 23, and October 1 – October 7, 2012.** Each online session will equate to 5 hours of interaction with other students, the instructor, and designed activities. This is in addition to class preparation time. Note that the online sessions are asynchronous and will be conducted during the week and not on a specific date. Please see “Method of Instruction” and “Course Schedule” in this syllabus for details on meeting dates and requirements.

For course syllabi posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Blackboard announcement, when changes are made in the requirements and/or grading of the course.

INSTRUCTOR INFORMATION

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MPA eQUAD

As an active MPA student you have access to the MPA eQuad located on your eTroy Blackboard page under "Organizations". The MPA eQuad is your immediate access to information and links for your course sequence, course concentration, registration, MPA and eTroy forms, major program requirements, professional opportunities, MPA program orientation, faculty advising, "live" chat access and much more. Visit the MPA eQuad 24/7 for the latest program happenings and to review the available resources. Please take approximately 4 minutes to view this video link <http://www.screencast.com/t/M11EiJpBlf> to find out what the MPA eQuad can do for you.

INSTRUCTOR PROFILE

Instructor information may be found at the Blackboard site supporting this course by clicking on the "Instructor Contact" button.

CONSULTATION HOURS

By appointment. Dr. Gibson has electronic office hours on Mondays and Thursdays 10:00 am – 3:00 pm Eastern Time (ET) except during in-class weeks when she is available on Thursdays prior to class at the Norfolk Regional Office. She will be at her home office during the rest of the week. *Appointments may be made by email.*

You can post questions to the "Ask Dr. Gibson" forum in Discussion Board at the Blackboard site for general questions pertinent to the class or send a personal email. Of course, questions should only be posted if not answered by a review of the syllabus, assignments, and announcements. In personal correspondence, please be specific in your email as to the nature of your contact and **please put PA6622 in the subject line and your complete name in the body of the email. I receive a lot of email and want to be sure who I am communicating with in email exchanges.**

COURSE INFORMATION

Prerequisites

There are no prerequisites for this course.

Course Description

The study of the theoretical orientations underlying the public policy process and the conceptual framework for differentiating types of public policies. Students examine current issues and policies from various theoretical and practical perspectives.

Course Learning Objectives

Upon successful completion of the course, the student should be able to

1. Explain the goals of the public policy analysis and decision-making processes and policy development at the federal, state, and local levels.
2. Explain the role of economic and social institutions and processes in the development of public policy at each level.
3. Explain the public policy process model and the factors that affect each stage.

4. Identify the ethical considerations essential to all stages of the policy process.
5. Analyze public policy issues using appropriate theoretical policy analysis models with particular emphasis on the rational analysis model (case study) and evaluative criteria. *{The “rational analysis model” refers to the MPA case analysis methodology.}*
6. Illustrate policy development that focuses on the needs of a diverse, multi-cultural society with respect to race, ethnicity, inequality, and poverty.
7. Demonstrate an understanding of information management and technology to support policy analysis.
8. Develop, create, present, and defend a written policy analysis.

Desired Competency

Students will be able to explain how public policies are developed and implemented and apply different theoretical models to analyze public policies.

METHOD OF INSTRUCTION

This course will be delivered using a hybrid-learning format. This means that while most of the 45 contact hours of the course schedule will be in-class sessions; there are scheduled online meetings, exercises, and/or discussions. Five class sessions will be delivered using in-class sessions (*Weeks 1, 2, 5, 7, and 9*). Four class sessions (*Weeks 3, 4, 6 and 8*) will be delivered over the Internet using the Blackboard system. The online activities will be completed during the week, and not expressly on a Thursday evening. Blackboard will be used to provide such things as class announcements, lecture ppt slides, case analysis questions, and interactive forums for online class meetings, exercises, and/or discussions. Please see “Course Schedule” in this syllabus for further detail.

Substantive emphasis will be placed on familiarizing students with the concepts of public policy (1) by providing them with experience in examining problems from multiple perspectives, and (2) by analyzing how modern public policies have evolved. Quality of participation is more important than quantity. However, both are evaluated in discussion board and other online activities. This course emphasizes breadth in coverage rather than depth. Identification of deficiencies and difficulties is at least as important as what is already known by each student. Students should think of the time allotted for each topic as a finite resource and plan accordingly. This course is not designed to make you a public policy analyst, but rather to make you a more effective administrator.

Student Expectation Statement

This is a highly interactive course. Discussion Board posting dates will be established in their respective week’s online activities. It is essential that these dates be met, as others will not be able to complete their assignments without your input. Students are expected to check their Troy email accounts and Blackboard Announcement page daily and the Blackboard postings at least every 48 hours. The instructor will normally respond to emails within 24 hours during the workweek and within 48 hours during the weekend.

Internet Access

Students must have access to a working computer and access to the Internet in order to engage during online weeks of the term. Students can use the TROY computer lab(s), a public library, etc., to insure they have access.

“Not having a computer” or “computer crashes” are unacceptable excuses for late work. Have a backup plan in place to insure access should you have computer problems.

Useful Web Sites for This Course

See the External Links section in Blackboard.

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

- ◆ Kraft, Michael E. and Scott R. Furlong. 2010. *Public Policy: Politics, Analysis, and Alternatives*. 3rd Edition. Washington, DC: CQ Press. 10 digit: ISBN: 1-4522-3023-4
13 digit: ISBN: 978-1-4522-3023-8. Essential website is <http://www.cqpress.com/cs/publicpolicy/>

- ◆ Birkland, Thomas A. 2010. *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. 3rd Edition. Armonk, NY: M.E. Sharpe. 10 digit: ISBN: 0-7656-2532-6; 13 digit: ISBN: 978-0-7656-2532-8

Recommended Additional Resource

- ◆ *Publication Manual of the American Psychological Association*. 2010. 6th Edition. American Psychological Association. Englewood Cliffs, NJ: Merrill. ISBN-13: 978-1-4338-0561-5

Retention of Textbooks for Use in PA 6699 Capstone in Public Administration

You are required to apply concepts from the core courses in PA 6699. Accordingly retain your textbooks from this course to support work in the Capstone course.

The textbook provider for Troy University is MBS Direct. The Web site for textbook purchases is <http://bookstore.mbsdirect.net/troy.htm>.

Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work. Students who add this course late should refer to the “Late Registration” section of this syllabus for further guidance.

COURSE SCHEDULE

Week 1	August 16 (In-class)
PA Topic	Public Policy and Politics and Policy Analysis: An Introduction – K&F (Ch 1 & 4) The Study and Practice of Public Policy – Birkland (Ch 1)
Special Action	Review Blackboard “Start Here” and the Week 1 Activities Folder Submit a signed copy of the Syllabus Acknowledgement form
Week 2	August 23 (In-class)
PA Topic	Government Institutions and Policy Actors– K&F (Ch 2) Official Actors and Their Roles in Public Policy and Unofficial Actors and Their Roles in Public Policy – Birkland (Ch 3 & 4)
Special Action	Review Blackboard Week 2 Activities Folder Prepare questions for Reference Librarian Submit Policy Problem Identification Paper
Week 3	August 27 – September 2 (On-line)
PA Topic	Understanding Public Policymaking Policy Analysis: An Introduction – K&F (Ch 3) The Historical and Structural Context of Public Policy Making and Agenda Setting, Power, and Interest Groups – Birkland (Ch 2 & 5)
Special Action	Review Blackboard Week 3 Activities Folder
Discussion Board	Respond to Instructor Questions and colleague comments
Week 4	September 3 – September 9 (On-line)
PA Topic	Politics and Policy Types – Birkland (Ch 6)
Special Actions	Review Blackboard Week 4 Activities Folder Submit Reference List (citations) Paper
Discussion Board	Respond to Instructor Questions and colleague comments
Week 5	September 13 (In-class)
PA Topic	Public Problems and Policy Alternatives – K&F (Ch 5) Policy Design and Policy Tools – Birkland (Ch 7)
Special Action	Review Blackboard Week 5 Activities Folder Submit Alternative Policy Proposals Paper
Week 6	September 17 – September 23 (On-line)
PA Topic	Assessing Policy Alternatives and Politics, Analysis, and Policy Choice – K&F (Ch 6 & 13) Policy Implementation and Policy Failure – Birkland (Ch 8)
Special Action	Review Blackboard Week 6 Activities Folder
Week 7	September 27 (In-class)
PA Topic	Chapter(s) concerning your policy topic – K&F (Ch 7-12)

	Putting It All Together: Models of the Policy Process – Birkland (Ch 9)
Special Actions	Review Blackboard Week 7 Activities Folder Submit Evaluative Criteria paper
Week 8	October 1 – October 7 (On-line)
PA Topic	Rational Analysis of Public Policies – K&F (The Text Ch 1-13) Case Analysis Methodology – Blackboard posting
Special Actions	Review Blackboard Week 8 Activities Folder Examination
Week 9	October 11 (In-class)
PA Topic	Birkland – All Chapters
Special Actions	Submit Final (revised) Policy Paper Student Presentations

DUE DATES AND DEADLINES

For those of you helped by specific dates and times, the following is offered to assist you in managing your time appropriately.

Week of Class	Assignment	Deadline Due Dates
Week One: August 13 – August 19, 2012	Submit signed Syllabus Acknowledgement and Acceptance form Take K&F quizzes Ch 1 & 4	Sunday, August 19 Sunday, August 19
Week Two: August 20 – August 26, 2012	Prepare questions for Reference Librarian Submit policy problem identification paper Take K&F quizzes Ch 2	Thursday, August 23 (in class) (Submit before class and bring a printed copy to class) Sunday, August 26
Week Three: August 27 – September 2, 2012	Discussion Board posting Discussion Board Responses Take K&F quiz Ch 3	Wednesday, August 29 Sunday, September 2 Sunday, September 2
Week Four: September 3 – September 9, 2012	Discussion Board posting Discussion Board Responses Submit beginning reference list (citations) paper	Wednesday, September 5 Sunday, September 9 Sunday, September 9
Week Five: September 10 – September 16, 2012	Submit three alternative policy proposals paper Take K&F quiz Ch 5	(Submit before class and bring a printed copy to class) Sunday, September 16
Week Six: September 17 – September 23, 2012	Take K&F quizzes Ch 6 & 13	Sunday, September 23
Week Seven: September 24 – September 30, 2012	Submit evaluation criteria for preferred policy proposal paper Take K&F quiz(zes) (policy chapter(s) relevant to paper topic)	(Submit before class and bring a printed copy to class) Sunday, September 30
Week Eight: October 1 – October 7, 2012	Examination	Monday, October 1 – Sunday, October 7, 2012 (You have three hours)
Week Nine: October 8 – October 14, 2012	Final Policy Paper Student Presentations	Wednesday, October 10 Thursday, October 11 (In-class)

STUDENT/COURSE REQUIREMENTS

Weekly Activities

For each chapter in Kraft and Furlong (2010) and the associated chapters in Birkland (2010), there are several items to be completed each week: 1) read chapter(s); 2) review the lecture notes (PowerPoint) slides; 3) read the “Study” section on the textbook website; and 4) complete the assigned “Quizzes” from the textbook website. **These activities are not graded but will certainly assist you in successfully completing those that are graded including the final examination.**

Discussion Board Sessions

Discussion board activities will consist of two activities: (1) You will respond to the posted question within Blackboard and (2) you will “critique” (add value) to **at least** two original postings from your fellow students.

The Discussion Questions will be posted Monday morning during on-line weeks 3 & 4 and initial postings are due by Wednesday no later than (NLT) midnight and follow up discussion ends by Sunday NLT midnight. Follow-up discussion should proceed for the remainder of the week (**discussion topics close at the end of each week**). Contributions to the discussion board must be substantive and clearly demonstrate that you read the course materials. Simply agreeing with another student or restating what someone else has already discussed will not earn you full points. For this reason, posting your discussion question answers early is in your best interest.

Points for discussion will be earned through both your initial posting and follow-up discussion. The postings will be evaluated according to originality, completeness, and adherence to “graduate school quality standards.”

A participation standard is established for each activity. Specific expectations and the grading are explained in the “Weekly Assignments” and “Grading” link in Blackboard. Refer to them often.

The penalty for plagiarism will result in 0 points for that assignment and may include a zero in the course. This policy applies to all submitted work, including Discussion Board postings. See the “Plagiarism Policy” in this syllabus.

Public Policy Analysis Assignments

Students will prepare assignments which address all the components of a public policy analysis.

Problem Identification. The first stage of the policy cycle is accurate identification of a problem. Your first assignment is to conduct research and offer a problem which needs governmental intervention. The nature and scope is to be appropriate for organizational level policy development. This assignment is due by class time **the second week of the term.**

Appropriate Resources. Your research is only as good as your sources and skills are required to be adept at navigating scholarly databases. Your second assignment is a culmination of references for research on your identified problem and possible solutions. References are to include, but not limited to, five (5) scholarly journal references (use different journals, not just one) and one (1) government report or an association or think thank report. The majority of

references must be from professional and academic journals or official web pages of governmental agencies and legitimate organizations. Newspaper articles and web pages should be used with great care and never as the primary source as the accuracy of the information can be an issue. An accurately formatted reference page of research citations is due by Sunday midnight on the **fourth week of the term**.

Policy Alternatives. Your third assignment is a brief description of three (3) policy alternatives for addressing your stated public problem. Utilizing your resources, you will identify distinctly different policy options for resolving or mitigating the problem. This assignment is by class time the **fifth week of the term**.

Evaluative Criteria. Your fourth assignment is the application of appropriate evaluative criteria for assessing the strengths and weaknesses of the one (1) preferred policy alternative selected to address the stated public problem. This assignment is due by class time on the **seventh week of the term**.

Final Policy Paper. Your fifth assignment is the culmination of your work including the alterations called for in my feedback on the previous four assignments. This assignment is due by **Wednesday** midnight on the **ninth week of the term**.

Examination

This course requires one examination. The final examination will be taken online **the eighth week of the term**. The exam will consist of questions regarding the material in both textbooks and Blackboard postings and a case analysis requiring students to identify the key problem or issue in the case, apply some of the basic course concepts as solutions to the resolve the problem, and then recommend a plan to their recommended solution. You will have a three (3) hour limit.

Presentations

Students will make a formal PowerPoint presentation and prepare a point paper for handout on an element of your public policy analysis.. The material will be based on topics related to readings in the texts and your research. Presentation guidance and grading criteria can be found on Blackboard. Presentations will be scheduled for the **ninth week of the term**.

On-line Expectations and Grading

For on-line class meetings, students are evaluated on the quantity (level of participation), quality (content) of participation, and the fulfillment of requirements and deadlines.

METHOD OF EVALUATION AND ASSIGNMENT OF GRADES

The student's overall performance will be established by completion of the specific objectives listed for the course. Class participation should be active and meaningful.

Assignment Values	Percentage of Final Grade
Discussion Board Postings (4 postings during on-line weeks 3&4 Wednesday midnight and critiques by Sunday midnight @ 5% each)	20%
Examination (On-line, open book and notes exam, October 1-7, 2012)	20%
Policy Analysis Assignments (50%)	
Problem Identification Paper (due for class, week 2)	10%
References List Paper (due online, week 4)	10%
Three alternative policy proposals Paper (due for class week 5)	10%
Evaluative criteria Paper (due for class week 7)	10%
Final Revised Paper submission (due Wednesday of week 9)	10%
Presentation & Critiques of other Presentations (due in-class, week 9 @ 5% each)	10%
Total	100%

Letter Grades

Final letter grades are calculated on the following basis:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

FA indicates the student failed due to lack of attendance. This grade is given to any student who is absent from online and/or in-class activities for three or more weeks.

Details regarding all assignments and the exam are posted in the “Weekly Assignments” folder in Blackboard. In-depth discussion of evaluative criteria will be held during class sessions, as well.

In terms of course assignments, students are expected to prepare thoroughly for each session, to submit all written materials on time, to achieve graduate school quality standards, and to participate actively and constructively in-class and on-line.

COURSE OBJECTIVES ASSESSMENT MATRIX

This matrix provides a “course map” to enable students to track the methodology used to support each learning objective. This provides an overview of how each Course Learning Objective will be met – to include the module of instruction, the specific course content, the learning strategy and the assessment mechanism. Additional information and detail will be provided by the instructor on Blackboard throughout the course.

Learning Objective		Module	Content	Strategy	Assessment
1	Explain the goals of the public policy decision-making process and policy development at the federal, state, and local levels.	Weeks 1, 2	Textbooks assigned readings and discussion board postings and exercises	Group discussion of case study	Feedback on discussion board postings
2	Explain the role of economic and social institutions and processes in the development of public policy at each level.	Weeks 2, 3	Ch 1 – 3, 7-12, and exercises	Application of key concepts to a case analysis	Feedback on class discussions and discussion board postings
3	Explain the public policy process model and the factors that affects each stage.	Weeks 1-8	Ch 1-6, 13, Term paper guidance	Review term guidance, and submission of term paper	Grading of term paper
4	Identify the ethical considerations essential to all stages of the policy process	Weeks 2, 6	Ch 6, exercises and case analysis	Discussion board exercises	Discussion board question and critique, feedback on responses
5	Analyze public policy issues using appropriate theoretical policy analysis models.	Weeks 2-9	Ch 1-6, exercises	Discussion board exercises	Feedback on Discussion board entries
6	Illustrate policy development that focuses on the needs of a diverse, multi-cultural society with respect to race, ethnicity, inequality and poverty.	Week 8	Ch 7-13, exercises, and case analysis	Discussion board exercises	Feedback on Discussion board entries
7	Demonstrate an understanding of information management and technology to support policy analysis.	Weeks 8-9	Ch 13	Discussion board exercises and term paper	Feedback on case analysis applications in Blackboard and term

					paper
9	Develop, create, present, and defend a written policy analysis.	Sessions 2,5. 7 & 9	Ch 1-6, 13	Application of key concepts to a policy term paper	Grading of policy term paper, exam and presentation

	Competency				
	Students will be able to explain how public policies are developed and implemented and apply different theoretical models to analyze public policies.	Sessions 1-9	Ch 1-6, 13 term paper guidance	Class discussion of concepts and relate them to policy issues; review of term paper guidance, submission of term paper, exam, presentation	Feedback on policy term paper, exam and presentation

PROFESSIONAL ASSOCIATIONS

The Masters of Public Administration is a professional degree. During the course of your study you will be encouraged to participate in a professional association. Associations keep you up to date on developments in your field, offer professional development opportunities, hold meetings to network and socialize with other professionals in your field, and provide information on job opportunities. Information on relevant associations will be provided during the term and helpful links to many professional organizations and their membership are available at “External Links” in Blackboard.

COURSE POLICIES

Site Map for Your Blackboard Course Site

A site map has been created to enable the student to navigate through the Blackboard course site. To access, please go to the Blackboard course site and click on the “Start Here” button found on the left side of the computer screen.

Submitting Assignments

Submit all assignments, excluding Discussion Board activity, in the designated weekly folder of the “Weekly Assignment” section of Blackboard. Each assignment will have its own dedicated upload location for submission. If asked to resubmit an assignment, you’ll be able to do so in the weekly folder where you uploaded your original submission.

Write papers in Standard English using a Times New Roman 12-point font, 1-inch margins, and double spacing. The American Psychological Association (APA) guidelines are the standard for writing and referencing papers in the MPA program.

Use the APA guides found at the Troy Writing Center/handouts:
<http://troy.troy.edu/writingcenter/research.html>

No e-mail attachments will be accepted due to the risk of viruses.

Late Registration

Students who register during the first week of the term, during late registration, will already be one week behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. There are no exceptions since two weeks constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in the class. If they have registered, they should see their registrar, academic adviser, GoArmyEd/eArmyU representative, or Military Education officer to discuss their options.

Also, note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Schedule.

Attendance Policy

"In registering for classes at the university, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussions and exploration of ideas" (Troy University 2011-2012 *Graduate Catalog*, p. 13).

Attendance is mandatory. No automatic cuts are authorized. Excessive absences will be reported to appropriate Veterans Administration and military officials. Arrangements for excused absences must be made PRIOR to the absence. For each unexcused in-class absence five (5) percentage points will be deducted from the overall course grade.

Make-Up Work Policy

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) that may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course.

If the instructor has not heard from you **by the deadline dates for assignments, exams, or forums**, no make-up work is allowed unless extraordinary circumstances existed, such as hospitalization. Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" are not an acceptable excuse.

There is no 'extra credit' available in this course.

Incomplete Grade Policy

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade.

Note: A grade of Incomplete or “I” is not automatically assigned to students, but rather must be requested by the student by submitting a *Petition for and Work to Remove an Incomplete Grade* Form. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. The form will not be available after the last day of the term. A grade of “I” does not replace an “F” and will not be awarded for excessive absences. An Incomplete will only be awarded to a student presenting a valid case for the inability to complete coursework by the conclusion of the term. ***It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules below.***

Policy/Rules for granting an Incomplete (I)

An incomplete cannot be issued without a request from the student.

- To qualify for an incomplete, the student **must**:
 - a. Have completed over 50% of the course material and have a documented reason for requesting the incomplete (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments).
 - b. Be passing the course at the time of their request.

- **If both of the above criteria are not met an Incomplete cannot be granted.**
- **An Incomplete is not a substitute for an F. If a student has earned an “F” by not submitting all the work or by receiving an overall F average, then the F stands.**

Please see the Graduate Catalog for information on the time limit for removal of an Incomplete as well as student responsibilities. **No incomplete may exceed nine weeks from the date it is assigned.**

STANDARDS OF CONDUCT AND PLAGIARISM

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see Standards of Conduct and Disciplinary Procedures section in *The Oracle: The Troy University Student Handbook* and the University Wide Regulations section in the *Troy University Graduate Catalog*). Examples of dishonesty include actual or attempted cheating, plagiarism, or knowingly furnishing false information to any university employee.

Plagiarism is a type of academic misconduct and according to the Troy University Plagiarism Statement “***is representing someone else’s ideas or work as your own original ideas or work.***” Please see the complete Troy University Plagiarism Statement at the end of the syllabus. The Standards of Conduct and Disciplinary Procedures section of *The Oracle: The Troy University Student Handbook* addresses student misconduct (such as cheating on exams), plagiarism, as well as due process procedures. In particular --

- Students must properly cite any quoted material. A term paper, business plan, term project, case analysis, or other assignment may have **no more than 20% of its content quoted** from another source.
- This university employs **plagiarism-detection software**, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the Internet (to include essays for sale), and papers turned in by students in the same and other classes in this and all previous terms.

Some specific examples of academic misconduct include:

- a) Copying, or relying upon, another student's answers or submitting another student's work as one's own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take-home examinations.
- b) Providing one's own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.
- c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

eTROY Policies and Procedures

Click on the Syllabus tab at the Blackboard site that supports this course for a list of eTROY Policies and Procedures.

Troy Plagiarism Statement Approved by Academic Steering Committee (June, 2011)

Plagiarism is academic dishonesty and is an unacceptable activity at Troy University. Based on United States law, words and ideas are intellectual property and are protected from theft.

Defining Plagiarism:

Plagiarism is representing someone else's ideas or work as your own original ideas or work. Plagiarism encompasses many things, and is by far the most common manifestation of academic fraud. For example, copying a passage straight from a book, a website, or any other source into a paper without using quotation marks *and* explicitly citing the source is plagiarism. *Additionally, paraphrasing is plagiarism where you fail to cite your original source and, in some cases, where you fail to use quotation marks as well.* It is very important that students properly acknowledge all ideas, work, and even distinctive words or phrases that are not their own. (1)

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 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 (2)

Additionally, if you download a paper from the Internet and submit it as your own work or if you submit a paper you wrote and submitted in a previous class, you have committed acts of plagiarism.

Penalties:

At Troy University, penalties for plagiarism include, but are not limited to, a reduction of grade on an assignment and/or a course as well as such sanctions as loss of student privileges, probation, suspension, and expulsion. These penalties for plagiarism are described in the Standards of Content section of *The Oracle: The Troy University Student Handbook*. (4)

Guidelines to Academic Honesty:

If you are unsure if an assignment is plagiarized, use the following checklist for guidance:

You need to cite the specific source(s) in your work, even if:

1. You put all direct quotes in quotation marks.
2. You changed words used by the author into synonyms.
3. You completely paraphrased the ideas to which you referred.
4. Your sentence is mostly made up of your own thoughts, but contains a reference to the author's ideas.
5. You mention the author's name in the sentence.

When in doubt, provide the proper citation to show that the ideas and materials are not your own.

Academic honesty is a cornerstone of learning and should be practiced with all academic assignments.

Sources:

1. <http://www.virginia.edu/honor/documents/PlagiarismSupplementFINAL.pdf>
2. http://www.plagiarism.org/plag_article_what_is_plagiarism.html
3. <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
4. *Oracle: Troy University Student Handbook, 2010-2011*

TROY UNIVERSITY LIBRARY SERVICES INFORMATION

A wide array of holdings and services are available through the Troy Libraries. To access online services and information, go to <http://library.troy.edu>

An online public access catalog (WEBCAT), access to a multitude of online database systems containing more than 18,000 full text journals, online database systems with partial full text and/or bibliographic references and over 50,000 online full text books are provided. The online resources are available 24 hours a day from any location. Print books and periodicals are available either directly through the Troy Library or through Interlibrary Loan.

For online journals and eBooks click on the Databases at <http://library.troy.edu/databases.html> link. At this point, you should use the pull down menu in the center to access online library resources. Once you select a database, you'll be asked to login with your Troy e-mail address and password.

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757-865-7880 (voice mail)
757-865-3295 (fax)
888-241-0277 (toll free)

Herbert H. Bateman Memorial Library
42 Ash Ave., Langley Air Force Base, VA
23665

Circulation Desk:
(757) 764-2906; DSN: (88) 574-2906

Hours: Monday - Thursday
10:00 a.m. to 8:00 p.m.
Friday - Sunday noon to 5:00 p.m.
Holidays Closed