Relational Communication

Instructor
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Course Description
The purpose of this course is to introduce an interdisciplinary, social scientific approach to the study of communication in the formation, maintenance, and dissolution of interpersonal relationships. The course focuses on describing and understanding close relationships, particularly between romantic partners, friends, and family.

The course initially reviews processes associated with relational development (uncertainty reduction, impression management, self-disclosure). The course then considers communicative behaviors and process that support relational outcomes such as intimacy, satisfaction, and fairness (social exchange, equity, relational maintenance, intimacy, sex, love). Finally, the course addresses potentially problematic areas in relationships (power, privacy, transgressions, conflict, disengagement).

Course Objectives
As a result of this course, the successful student will be able to:
1. Explain how communicative behavior creates and maintains relationships.
2. Define “relational message” and give at least five examples.
3. Compare and contrast models of relational development, love, and relational dissolution.
4. Explain the concept of “relational dialectics” and provide examples from the contexts of intimate relationships, friendships, and group/organizational life.
5. Identify specific communicative behaviors that contribute to relational intimacy, relational maintenance, conflict escalation, conflict management, relational transgressions, and relational repair.
6. Explain sex and gender differences in verbal and nonverbal communicative behavior as they reveal and affect attraction, intimacy, love, sexuality, jealousy, and conflict.
7. Compare and contrast evolutionary models, interdependence theory, equity theory, and investment models as they explain relational development.
8. Create a multi-stage model of communicative behavior in close relationships that includes relational outcomes.

Specific unit objectives are on other course documents.

Educational Access
Students with disabilities needing accommodations for this class have the responsibility to contact Student Disability Services [594-6473; 594-2929 (TDD/TTY); Calpulli Center, Suite 3101]. To avoid any delay in the receipt of accommodations, contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that Instructors cannot provide accommodations based upon disability until they have received an accommodation letter from Student Disability Services. Any needs (disabilities, religious obligations) requiring special accommodation (e.g., tests) must provide at least two weeks’ notice. Test arrangements are difficult to make at the last minute, especially for final exams, so do not delay! Your cooperation is appreciated.
Required Textbook

Course Requirements
Term Paper 150
Sentence Outline 50
Three Exams (100 points each) 300
TOTAL POINTS POSSIBLE: 500

Grading
Course grades are based on the scale below.
A = 465-500 (93%)
A- = 450-464 (90%)
B+ = 435-449 (87%)
B = 415-434 (83%)
B- = 400-414 (80%)
C+ = 385-399 (77%)
C = 365-384 (73%)
C- = 350-364 (70%)
D+ = 335-349 (67%)
D = 315-334 (63%)
D- = 300-314 (60%)
F < 299 (< 60%)

Grades are determined by accumulated points, NOT by the percentage; the percentage is based on SDSU standards and is printed simply for convenience. To determine a course grade at any time, simply divide the number of points accrued by the number available. For example, if after the first two tests you have acquired a total of 166 points, divide that number by 200 (the total points available at that time) for 83%.

The instructor reserves the right to adjust this scale to ensure fair and equitable grading.

Course Policies
Homework and Participation
Students should do the reading on time to gain maximum benefit from our class sessions. See Course Calendar in the Syllabus Folder for dates. See the Unit Notes Folder for discussion questions and other materials related to the readings. Come to class prepared to discuss, question, or illustrate the concepts (nothing has to be turned in.) These questions also function as review for the tests.

This course adopts an experiential, discussion-oriented approach to learning rather than a lecture-only, instructor-centered approach; we are jointly responsible for one another’s learning. Furthermore, classroom discussions may range beyond what is on the syllabus and students will be responsible for that material. Therefore students must attend and participate in class to understand and apply course concepts; “just getting the notes” from someone else is not a reliable way to learn. Ask questions, provide examples, probe ideas, and build on others’ efforts.

Starting the third week, for each day students attend class (excluding test days) and participate, they will receive one-half point, up to a maximum of 14. Students should make sure their presence is known. If a sign-in sheet is used, students may not sign in for anyone else; that is considered academic dishonesty and will be treated accordingly.

Students are responsible for adapting to any announcements concerning changes in due dates, examinations, resources, and schedules whether or not they have (1) attended class or (2) logged into Blackboard.
**Examinations**

Examinations must be taken on the day assigned. Make-ups will be given only in the case of excused absences, such as a verifiable illness, participation in SDSU sponsored activities, or national service. Make-ups are given at the instructor's convenience. Exam formats are objective (true-false, multiple-choice, and matching) and will consist of 50-60 questions. Please bring No. 2 pencils and a ParSCORE (Form #F-289; i.e., “Small Red”) sheet to all tests. There will be some sort of review provided before each exam. We will not have time to review exams in class. However, students are welcome to make appointments to review exams, which must be done before the next scheduled test. All exams will be destroyed at the end of the following semester.

**Assignments**

Written assignments will be turned in to Turnitin via Blackboard. Students must also submit a hard copy in class. Papers are due at the beginning of the class period. Late papers will be penalized as follows: One day (not class day!) late = 10% of total points off; two = 15% off; three = 20% off; four = 25% off; five = 30% off; six = 35% off; seven = 40% off. This includes Saturdays and Sundays. Thus, if a paper is due on Wednesday and it is submitted on the following Monday, it is five days late. No papers are accepted more than one week (seven days) after the due date.

As of fall of 2007, the School of Communication requires student papers to be formatted according to the *American Psychological Association Publication Manual* (6th ed.); hereafter, APA. Therefore, a substantive amount of the grade for written assignments in this class is based on compliance and accuracy with which the APA style is used. Resources are widely available for providing guidance in the APA style, including: the library (http://infodome.sdsu.edu/refworks/index.shtml), bookstore, Word 2007, and the School of Communication website. A brief style guide (*APA Generic Guide*) is in the Assignments Folder, as well as a few other helpful resources.

All papers will be kept until the end of the subsequent semester (excluding summer).

**Criteria for Evaluation of Term Paper**

The rubric below summarizes the general criteria for evaluation of term papers. The six criteria have varying weights and are measured on a 5-point scale with descriptions of each level of achievement. The rubric is not a precise measurement tool. For instance, the A range is 81-100%. A paper might receive a 5, but that does not mean it is perfect on that criterion. Few are! Similarly, a 4 could be as low as 60% when an instructor rates it around 75%. Therefore simply computing the numbers does not necessarily provide a fair grade. Nor does the rubric account for plagiarism, late papers, and other issues. It is less a formula than a feedback device.

Be sure to refer to the documents in the Assignments folder for specific applications. Also, remember that evidence of plagiarism counts against all of these evaluative standards and thereby jeopardizes all credit. Refer to the policies on academic dishonesty in this syllabus.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>1: 0-20% (F)</th>
<th>2: 21-40% (D)</th>
<th>3: 41-60% (C)</th>
<th>4: 61-80% (B)</th>
<th>5: 81-100% (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPICALITY:</td>
<td>There is no discernible direct or indirect link to the process of human communication, and/or no direct or indirect fulfillment of the specified assignment.</td>
<td>There is a minor direct or indirect link to the process of human communication, and/or fulfillment of the specified assignment.</td>
<td>There is a partial direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
<td>There is a substantial direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
<td>The entire project displays a direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
</tr>
<tr>
<td>CLAIMS/ARGUMENT CONTENT:</td>
<td>Key claims of source(s) not clearly articulated or delineated. Specific reference to passages in the book(s) is not consistently provided, or not provided in sufficient detail or accuracy to test the claims.</td>
<td>Moderate level of incomplete, vague, or poorly evidenced arguments or claims.</td>
<td>Some key claims of the source(s) articulated or delineated, but there are some inconsistencies in the detail, gravity, or evidential basis provided in explicating the claims.</td>
<td>Moderately high level of consistent, coherent, and consistent development of comprehensively formulated arguments in support of primary claims.</td>
<td>Consistent, coherent, and consistent development of comprehensively formulated arguments in support of primary claims.</td>
</tr>
<tr>
<td>RESEARCH/DATA CONTENT:</td>
<td>No more than one or two directly or peripherally related external sources brought to bear on the validity of the selected source claims; &amp;/or those sources applied are distantly relevant to source claims; &amp;/or sources lack recency, relevance, or scholarly imprimatur.</td>
<td>Moderately low number and quality of location, citation, and listing of recent, relevant, and reasonable sources.</td>
<td>At least 1 to 2 studies relevant to each selected proposition, argument, component, or source claim are provided, &amp;/or some sources applied are distantly relevant to source claims; &amp;/or sources lack recency, relevance, or scholarly imprimatur.</td>
<td>Moderately high level of development of sound, articulated, and evidential warrants for claims, with high status and appropriate sources.</td>
<td>Each major claim is evidenced by sources high in scholarly credibility (i.e., relevance, recency, peer review, etc.).</td>
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<tr>
<td>WRITING/ORGANIZATION:</td>
<td>Extensive errors in sentence and/or paragraph construction and coherence.</td>
<td>Numerous errors in sentence and/or paragraph construction and coherence.</td>
<td>Multiple errors in sentence and/or paragraph construction and coherence.</td>
<td>Few errors in sentence and/or paragraph construction and coherence.</td>
<td>No errors in sentence and/or paragraph construction and coherence.</td>
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**Bonus Opportunity**

You may receive a bonus of five points for a short presentation (5 minutes maximum) to the class AND a brief essay (1 page typed), that meets the requirements below. You may wish to look ahead in our textbook for ideas. You MUST do both the presentation and the essay to get credit.

We will start scheduling dates the third or fourth week. I'll have a sign-up sheet with a few slots available each class day until, but not including, the last week of classes. The sign-up sheet does not reflect the order of presentations on a particular day. If you sign up for a presentation day you are committed. Rescheduling may not be possible due to time constraints. You may switch times with someone else (but I won’t get involved in orchestrating it). If you beg off, please give me 48 hours’ notice.

- You MUST do both the presentation and the essay to get credit.
- Rehearse your presentation for timing. You may have to cut your selection.

**Option A**

Find a YouTube music video that reflects thoughts, feelings, attitudes, etc., about interpersonal communication as close relationships develop and/or deteriorate (attraction, self-disclosure, betrayal, breaking up, etc.). Any music genre is fine although the lyrics must be in English. Write a brief yet thoughtful essay that explains the lyrics in terms of one (or possibly more) of the theories from the textbook. You must use the name of the theory and the theorist’s names. Use the terminology of the theory. Be sure to quote from the lyrics to illustrate your points. Remember, these theories apply to friendships as well as romantic relationships.

Prepare to present the video and your analysis to the class. You must submit your essay on the same day. Give your project an appropriate title.

**Option B**

Select a film clip that illustrates thoughts, feelings, attitudes, etc., about interpersonal communication as close relationships develop and/or deteriorate (attraction, self-disclosure, betrayal, breaking up, etc.). Either comedy or drama is fine. Non-English films are fine as long as they have subtitles. The film could be one you are using in your term paper.

Write a brief yet thoughtful essay that explains the conversation in terms of one (or possibly more) of the theories from the textbook. You must use the name of the theory and the theorist’s. Use the terminology of the theory. Be sure to quote from the film to illustrate your points. Remember, these theories apply to friendships as well as romantic relationships.

Prepare to present the clip and your analysis to the class. You must submit your essay on the same day. Give your project an appropriate title.

**Extra Credit**

Because the School of Communication seeks not only to distribute knowledge through teaching, but also generate it through original research, and because participation in such research provides insights into this process of knowledge generation, students in COMM 445 are allowed a maximum of ten extra credit points (five points for each half-hour of research time) for participation in authorized research projects. Students will be asked to set up an account on the SONA Research Recruitment System which can be accessed through the School of Communication Research Recruitment System which can be accessed through the School of Communication Research Participation website, [https://sites.google.com/site/commsdsuresearch](https://sites.google.com/site/commsdsuresearch)

On Sept. 10th the pre-screen period will open. This is worth 1 hour of credit and counts as a “study” but really opens up the possibility of students having access to a good number of studies that they pre-qualify for (based on the pre-screen). Those studies that will require pre-screen will not open until after the 17th but if there are other studies not requiring a pre-screen that need to run, they will be open right away (Sept. 10th).

1. **Eligibility:** Only research projects approved and listed on the site above are eligible.
2. **Announcement of Opportunities:** Research in a program ebbs and flows, so it is students’ responsibility to avail themselves of such research options by checking the site regularly. Opportunities for participation may or may not be available in any particular semester, or at any particular time of the semester. I will not be alerting you to opportunities via announcements or solicitations.
3. Participating in Research: Research studies specify active windows of time or conclude when the desired number of subjects has participated. If you wish to participate, do so promptly, as to avoid being closed out. Furthermore, some research requires a “special” kind of participant; you may not “fit” the necessary criteria for a particular study.

4. Application of Extra Credit: You have to select the course to which you want to apply the credit for a particular research project (for instance, 445 or 350). A final decision must be made by the last week of classes. Remember, you can only get credit (ten points) for 1 hour of participation in Comm 445. Other courses may have different extra credit policies.

5. Participation Difficulties: If you have a problem with the link or the survey, contact the researcher; I wouldn’t know how to help you. Follow the research instructions completely; you may not get credit if you don’t comply or if you do not fit the participant criteria. If technical problems preclude your participation, or you are too sick to participate, or your computer breaks down, I cannot remedy the situation.

6. Record of Participation: You can log onto the site at any time to view the status of your participation. Your points for 445 will be posted on Gradebook at the end of the semester. Please do not ask me about your record; I will have no idea.

7. Ethics: It is important to emphasize that any attempt to falsify participation in research for the sake of receiving unearned credit is a form of academic dishonesty, and will be a basis for failure of a course and initiation of proceedings with the office of Student Rights & Responsibilities. Extra credit for a particular study can only be applied toward ONE course. If your name shows up on more than one course list for the same research project, this will be considered a form of ACADEMIC MISCONDUCT, and treated accordingly.

Classroom Courtesies

- During class, please confine any laptop or tablet activity to legitimate class activity such as taking notes and specific internet searches as directed by the instructor. Students may not use cell phones, laptops, or IPADS during class for texting, accessing incoming messages, email, or online/internet searches unrelated to class materials and content.
- Please remove headsets; stow newspapers, phones, and other non-relevant material.
- Ask permission before you audiotape, video-record, or take photographs.
- Students should restrooms, get water, make and receive calls, etc., before class begins. Once class starts, please do not leave. Moving around is disruptive to all.
- Help to arrange and rearrange furniture as necessary. (Tech assistance is also appreciated!)
- Smile and nod at your professor(s) and classmates; listen respectfully and attentively when others speak; express opinions while acknowledging opposing viewpoints.
- Please become quiet when I begin to speak; I can’t outtalk you all! Also, please let me finish any final remarks before packing up to leave.
- Dispose of trash appropriately (pack it in, pack it out).
Academic Integrity

Students are expected to comply with SDSU’s policy on academic integrity as outlined in the Policies section of the general catalog as well as the policy of the School of Communication. Relevant sections are cited below.

Cheating and Plagiarism

(from the "University Policies" section of the SDSU General Catalog 2014-2015, p. 479)

Institutions of higher education are founded to impart knowledge, seek truth, and encourage one’s development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Section 41301 of Title 5, California Code of Regulations as follows:

Expulsion, Suspension, and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation, or given a lesser sanction for one or more of the following causes that must be campus related.

Cheating

Cheating is defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to

a. copying, in part or in whole, from another's test or other examination;
b. discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor;
c. obtaining copies of a test, an examination, or other course material without the permission of the instructor;
d. using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition;
e. collaborating with another or others in work to be presented without the permission of the instructor;
f. falsifying records, laboratory work, or other course data;
g. submitting work previously presented in another course, if contrary to the rules of the course;
h. altering or interfering with the grading procedures;
i. plagiarizing, as defined; and
j. knowingly and intentionally assisting another student in any of the above.

Relational Communication
Plagiarism

Plagiarism is defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to:

a) submitting work, either in part or in whole, completed by another;
b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another;
c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof;
d) close and lengthy paraphrasing of the writings of another;
e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and
f) submitting as one's own work papers purchased from research companies.

Disciplinary Action

Cheating and plagiarism in connection with an academic program at the university may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion.

Academic sanctions are concerned with the student's grades and are the responsibility of the instructor involved. Punitive sanctions are concerned with the student's records and status on campus and shall be the responsibility of the university president or designated representative. The Coordinator of Judiciary Procedures shall be the president's representative in matters of student discipline.

**THE ACADEMIC DISHONESTY POLICY OF THE SCHOOL OF COMMUNICATION**

Plagiarism is theft of intellectual property. It is one of the highest forms of academic offense because in academe, it is a scholar's words, ideas, and creative products that are the primary measures of identity and achievement. Whether by ignorance, accident, or intent, theft is still theft, and misrepresentation is still misrepresentation. Therefore, the offense is still serious, and is treated as such.

**Overview:**

In any case in which a Professor or Instructor identifies evidence for charging a student with violation of academic conduct standards or plagiarism, the presumption will be with that instructor's determination. However, the faculty/instructor(s) will confer with the director to substantiate the evidence. Once confirmed, the evidence will be reviewed with the student. If, following the review with the student, the faculty member and director determine that academic dishonesty has occurred, the evidence will be submitted to the Office of Student Rights and Responsibilities. The report "identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the campus judicial affairs office." (CSSR Website[1]).

[1] [http://www.sa.sdsu.edu/srr/academics1.html](http://www.sa.sdsu.edu/srr/academics1.html)

**Intellectual Property:**

The syllabus, presentations, slide shows, and presentation outlines are personal copyrighted intellectual property of the instructor, which means that any organized recording for anything other than personal use, duplication, distribution, or profit is a violation of copyright and fair use laws.

**Proper Source Attribution:**

Proper attribution occurs by specifying the source of content or ideas. This is done by (a) providing quotation marks around text, when directly quoted, and (b) clearly designating the source of the text or information relied upon in an assignment. Text that is identical with another source but without quotation marks constitutes plagiarism, regardless of whether you included the original source.
Specific exemplary infractions and consequences:

a. Reproducing a whole paper, paragraph, or large portions of unattributed materials (whether represented by: (i) multiple sentences, images, or portions of images; or (ii) by percentage of assignment length) without proper attribution, will result in assignment of an “F” in the course, and a report to Student Rights and Responsibilities.

b. Reproducing a sentence or sentence fragment with no quotation marks but source citation, or subsets of visual images without source attribution, will minimally result in an “F” on the assignment. Repeated or serious cases will result in assignment of an “F” in the course, and a report to Student Rights and Responsibilities.

Self-plagiarism:

Students often practice some form of ‘double-dipping,’ in which they write on a given topic across more than one course assignment. In general, there is nothing wrong with double-dipping topics or sources, but there is a problem with double-dipping exact and redundant text. It is common for scholars to write on the same topic across many publication outlets; this is part of developing expertise and the reputation of being a scholar on a topic. Scholars, however, are not permitted to repeat exact text across papers or publications except when noted and attributed, as this wastes precious intellectual space with repetition and does a disservice to the particular source of original presentation by ‘diluting’ the value of the original presentation. Any time that a writer simply ‘cuts-and-pastes’ exact text from former papers into a new paper without proper attribution, it is a form of self-plagiarism. Consequently, a given paper should never be turned in to multiple classes. Entire paragraphs, or even sentences, should not be repeated word-for-word across course assignments. Each new writing assignment is precisely that, a new writing assignment, requiring new composition on the student’s part.

Secondary citations:

Secondary citation is not strictly a form of plagiarism, but in blatant forms, it can present similar ethical challenges. A secondary citation is citing source A, which in turn cites source B, but it is source B’s ideas or content that provide the basis for the claims the student intends to make in the assignment. For example, assume that there is an article by Jones (2006) in the student’s hands, in which there is a discussion or quotation of an article by Smith (1998). Assume further that what Smith seems to be saying is very important to the student’s analysis. In such a situation, the student should always try to locate the original Smith source. In general, if an idea is important enough to discuss in an assignment, it is important enough to locate and cite the original source for that idea. There are several reasons for these policies: (a) Authors sometimes commit citation errors, which might be replicated without knowing it; (b) Authors sometimes make interpretation errors, which might be ignorantly reinforced; (c) Therefore, reliability of scholarly activity is made more difficult to assure and enforce; (d) By relying on only a few sources of review, the learning process is short-circuited, and the student’s own research competencies are diminished, which are integral to any liberal education; (e) By masking the actual sources of ideas, readers must second guess which sources come from which citations, making the readers’ own research more difficult; (f) By masking the origin of the information, the actual source of ideas is misrepresented. Some suggestions that assist with this principle:

- When the ideas Jones discusses are clearly attributed to, or unique to, Smith, then find the Smith source and citation.
- When the ideas Jones is discussing are historically associated more with Smith than with Jones, then find the Smith source and citation.
- In contrast, Jones is sometimes merely using Smith to back up what Jones is saying and believes, and is independently qualified to claim, whether or not Smith would have also said it; in such a case, citing Jones is sufficient.

"Most plagiarists, like the drone, have neither taste to select, industry to acquire, nor skill to improve, but impudently pilfer the honey ready prepared, from the hive."

-- Walter Colton
• Never simply copy a series of citations at the end of a statement by Jones, and reproduce the reference list without actually going to look up what those references report—the only guarantee that claims are valid is for a student to read the original sources of those claims.

I would prefer even to fail with honor than win by cheating.

Solicitation for ghost writing:
Any student who solicits any third party to write any portion of an assignment for this class (whether for pay or not) violates the standards of academic honesty in this course. The penalty for solicitation (regardless of whether it can be demonstrated the individual solicited wrote any sections of the assignment) is F in the course.

TurnItIn.com
The papers in this course will be submitted electronically in Word (preferably .docx) on the due dates assigned, and will require verification of submission to Turnitin.com.

"Students agree that by taking this course all required papers may be subject to submission for textual similarity review to TurnItIn.com for the detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to TurnItIn.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material" (source: language suggested by the CSU General Counsel and approved by the Center for Student's Rights and Responsibilities at SDSU).

Specific exemplary infractions and consequences

• Course failure: Reproducing a whole paper, paragraph, or large portions of unattributed materials without proper attribution, whether represented by: (a) multiple sentences, images, or portions of images; or (b) by percentage of assignment length, or solicitation of a ghost writer, will result in assignment of an “F” in the course in which the infraction occurred, and a report to the Center for Student Rights and Responsibilities (CSRR\(^2\)).

• Assignment failure: Reproducing a sentence or sentence fragment with no quotation marks, but with source citation, or subsets of visual images without source attribution, will minimally result in an “F” on the assignment, and may result in greater penalty, including a report to the CSRR, depending factors noted below. In this instance, an “F” may mean anything between a zero (0) and 50%, depending on the extent of infraction.

• Exacerbating conditions--Amount: Evidence of infraction, even if fragmentary, is increased with a greater: (a) number of infractions; (b) distribution of infractions across an assignment; or (c) proportion of the assignment consisting of infractions.

• Exacerbating conditions--Intent: Evidence of foreknowledge and intent to deceive magnifies the seriousness of the offense and the grounds for official response. Plagiarism, whether ‘by accident’ or ‘by ignorance,’ still qualifies as plagiarism—it is all students’ responsibility to make sure their assignments are not committing the offense.

• Exceptions: Any exceptions to these policies will be considered on a case-by-case basis, and only under exceptional circumstances.

HOWEVER, THERE ARE NO EXCUSES ALLOWED BASED ON IGNORANCE OF WHAT CONSTITUTES PLAGIARISM, OR OF WHAT THIS POLICY IS.
I WILL NOT PLAGIARIZE ANOTHER’S WORK
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