

Crime, Criminal Justice, & Film

Criminal Justice 4303

COURSE SYLLABUS

A syllabus is a contract between students and professors that clearly identifies mutual expectations and obligations. A syllabus is also a commitment on the part of both the professor and each student to adhere to the dictates of the syllabus. All features of this syllabus will be implemented equally and fairly for each student. If you do not like, for whatever reason, any feature of this class, or stipulation or requirement in this syllabus, or anything else, then you should not take this class and, instead, drop it immediately. Likewise, if it becomes apparent during the course of the semester, perhaps for reasons you did not anticipate, that you cannot adhere to the dictates of the syllabus, then you should drop the class immediately.

PROFESSOR

Dr. Ted Curry

Phone: (915) 747-6527

Email: trcurry@utep.edu

Online Office Hours: Tues & Thurs 10:00-11:00am

& by appointment

Website: [Dr. Curry](#)

CJ Department [Twitter](#)

CJ Department [Facebook](#)

REQUIRED READINGS

1. Rafter, Nicole. 2006. Shots in the Mirror: Crime Films and Society (2nd ed.). New York: Oxford University Press. ISBN-10: 0195175069. ISBN-13: 978-0195175066.

❖ Be sure to get the correct edition of this text.

2. Mini-lectures, handouts, articles, etc. posted on our class page.

REQUIRED MOVIES

Because of the nature of this class, student will watch a large number of films. Most of these films can be viewed through our class BlackBoard page, you may need to have a free program called Silverlight installed to watch the movies. Make sure you have these programs on the computer you intend to use and make sure the programs are updated. Most of the films have closed captions available. If you need closed captions for a film that does not have them, you can obtain a script of the film through numerous online sources (start with a search engine

such as google.com). **For any and all tech problems you might have, call UTEP's HelpDesk.**

For movies not available on BlackBoard, suggested instructions for accessing the movies are provided. You may need to pay a small fee to watch them from an online vendor like Amazon or YouTube or find them through some other means. In these cases, you will need to work ahead to make sure you will be able to watch the film when it is required to do so.

PLEASE READ ME!

Please read the syllabus carefully and in its entirety! I realize that my syllabus is approaching book-length (or at least that of a novella), but all of the information contained herein is vital. It is thus absolutely essential that you, the student, understand what is expected of you, how you will be graded, and how this course will be conducted. All of this information is here. It is up to you to read this syllabus, and to post any questions you have on Ted's Tavern.

WHY THESE FILMS?

The films in this class will cover a wide range of categories and genres. Some are old and some are modern...and one is a silent film from the 1920s! Some films will be foreign, but most are in English.

Some are glitzy, well-financed productions, while others are low-budget indies. Some films are about criminals. Others are about cops, or courts, or prisons. Some films are very short, such as *The Cabinet of Dr. Caligari*, the silent film, while a couple seem to go on forever (thank you *A Clockwork Orange*). But don't be scared! My students find much to like in all of these films.

Regardless, all of these films have one key thing in common: they have a message they want to communicate to you, the viewer. All of these films have something to "say" about crime and criminal justice, and all will challenge you to figure out what this message is, to decide whether you agree with it, and to develop your own unique reactions to what is being "said."

Some films have something to say about race/ethnicity or about gender, or about what crime is and why some people engage in crime. Some films will raise fundamental questions about society, such as what "justice" really is and whether it is possible for society to ever attain it. Some films raise very topical issues, such as what is the role of police, what are the flaws with policing in our society, and how policing could be improved. Some films are very "artsy" while others are more bare-boned and lack such accoutrements. As a package, these films are intended to provide students with a wide range of ideas and messages

about crime and criminal justice from an array of cultural, historical, artistic, and intellectual standpoints.

This class is also very important because art can be one of the most powerful vehicles for communicating ideas and affecting how people think. Art can be an impetus for social debate and even transformation. And, given their vast and growing popularity as a medium for art, films represent one of the most potent forms of art in our society.

Students be forewarned: realize and consider that the films shown in this class contain graphic depictions of violence, profanity, nudity, and sexual behavior. Any given movie may have realistic and disturbing portrayals of murder, torture, rape, and other acts of extreme or sadistic violence. Documentaries may contain pictures of actual dead and tortured bodies as well as accounts of extreme violence. **Students who do not wish to be exposed to such scenes must not take this class.**

DESCRIPTION & OBJECTIVES

At its most fundamental level, this course is about criminology and culture. Using film as a medium for culture, students will develop a comprehensive understanding of how cultural norms, values, goals, and beliefs pertaining to crime and the criminal justice system are

important to the scholarly study of law-making, law-breaking and law-enforcement (i.e., criminology). Films, including documentaries, represent an ideal medium to consider popular as well as scholarly understandings of the causes of crime and the operation of the criminal justice system, as well as how these understandings have changed over time and vary across cultures. Students will thus view a number of films about crime and the criminal justice systems from a variety of different eras and cultures.

It is often argued that art imitates society (as well as that society imitates art). Another way of phrasing this is that culture, such as film, is both a reflection of society and an instrumental cause of social realities as well as beliefs and understandings of these realities. The films shown in this class can thus be understood as representing (or reflecting) beliefs held by society or some group (or even a single artist) at a particular point in time and space about criminal behavior or some aspect of the criminal justice system. Interestingly, and perhaps surprisingly, films about crime and criminal justice can have a considerable influence on society, including actual criminal behavior (e.g., *Taxi Driver*; *Colors*), beliefs about crime (e.g., *The Bad Seed*), or even serve as a prompt for social reform (e.g., *Brubaker*). In addition, issues pertaining to gender, race/ethnicity, social class, and other forms of social inequalities will be emphasized.

ONLINE LEARNING

Online classes place greater responsibility for learning the material onto the student, compared to face-to-face classes. You will learn by reading the reading assignments, watching the films, writing original discussion board posts, reading the posts of other students, and completing quizzes. I will help you learn the material by providing detailed and highly informative “mini-lectures” for each of our reading assignments and films, which identify major themes, key terms, and convey other essential information. I will further help you by answering your questions and addressing your concerns through regular UTEP email or posts on Ted’s Tavern (see below under “Communication”).

FORMAT & OVERVIEW

This course is based on **seven weekly modules that open each Sunday morning at 12:01am and close the following Saturday at 11:59 pm** (all times listed in this syllabus are Mountain Time). Students are to have completed all work for the module by Saturday at 11:59pm. As a convenience, students are given an **automatic 24-hour grace period** (until Sunday at 11:59pm) to complete and submit any unsubmitted work. The aim is for all students to have completed all work in the module by Saturday at midnight, and to **use the 24-hour grace period only in emergencies**. Thus, any assignments not submitted before the

expiration of the module's grace period will receive a grade of zero (0), no exceptions unless there is a documented emergency that lasts at least three days. However, during the final week of class all modules will be reopened allowing students to complete missed quizzes and reflection papers (but not discussion board posts).

Because this course is in a compressed (seven week) format, **the pace is very fast**. In fact, it is about double the pace of a typical 15-week class in terms of readings, papers, exams, quizzes, etc. It is thus easy to get behind and, if you do, it may be difficult if not impossible to catch back up. As outlined in the course calendar, each weekly module will focus on one or two chapters from our textbook. For each of these chapters, your professor has prepared a brief written "mini-lecture" that is intended to provide guidance and structure to students as they read the chapter. Students should read this mini lecture before reading the chapter. Each weekly module also contains three films that you are required to watch. There is a mini-lecture for each film and each of the film mini-lectures also has one or two links to critical reviews of the film that you must read. After finishing the week's readings and films, students will complete a quiz pertaining to the material. Additionally, the quizzes are timed, meaning that once students begin the quiz, they will have a specified amount of time to complete and submit their

work. Once that time expires, the quiz will automatically submit, whether you are finished or not.

All assignments are “open book,” meaning that students can use any class materials they wish when completing these assignments. However, they cannot “collaborate” in any way with any person (whether they are a fellow student or not) when completing the assignments. Doing so constitutes cheating and will be dealt with per the policy on academic dishonesty specified later in the syllabus.

COMMUNICATION

1. **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. Students are required to read all emails from their professor. Note that I do not use the “messaging” feature in Blackboard.
2. **“Ted’s Tavern” Discussion Board:** If you have a question that you believe other students may also have, or would benefit from knowing, please post it on Ted’s Tavern, our class discussion board in

Blackboard. Please respond to other students' questions if you have a helpful response. Students are required to read all posts on Ted's Tavern.

3. **Online Office Hours:** I will hold online office hours on Tuesdays and Thursdays from 10:30am until 11:30. There is a link on our course home page called "Online Office Hours," just click on it and you can find the link to enter my online office. If I am not there, send me an email and I might be able to join right away. If you know ahead of time that you want to attend my online office hours, please send me an email ahead of time to let me know. We can also set up a scheduled meeting if these office hours are not convenient. We can also talk by phone if you prefer. Just email me and we will get it figured out.

4. **Effective Electronic Communication or "Netiquette"**

- It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you may know, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication are lost. Consequently, interpreting intentions, emotions, and innuendoes is far more difficult. Only what is written carries the message. Words in print may appear harmless; however, they can be upsetting to the person reading them. So, please be

Careful, thoughtful, and deliberate in your posts and emails, and take the following tips into consideration:

- Disagree respectfully. Communicating different views or opinions is encouraged. But use polite, respectful language and avoid passing judgements. Try to get the conversation rolling and share and learn from each other. Typically, after communicating, people find they have more in common than they thought. And when an apparent disagreement gets clarified through polite and considerate discussion, folks realize they may not be very far apart after all.
- Stay on topic. Try not derail a conversation by taking it off-topic. Stay focused and aim to dig deeply into an issue. You will learn even more.
- Do not YELL. Please do not use ALL CAPS in your posts and emails as this indicates yelling, which is not very professional.
- Use humor carefully. Oftentimes an attempt at a joke or to inject a little humor into a discussion falls flat or gets misinterpreted in writing. So, I urge you to simply stay professional in your language to avoid such pitfalls.
- More information about electronic communication can be found at: <http://www.albion.com/netiquette>.

REQUIREMENTS

1. **Syllabus Quiz:** During Week 1 students will complete a 10-question quiz on the information contained in this syllabus. This quiz is worth 20 points. Students will have 10 minutes to complete the quiz. If you haven't done so already, the quiz will automatically submit once time expires, whether you are finished or not.
2. **Weekly Quizzes:** For each weekly module, students are required to complete a 55-65 question multiple choice question quiz over the week's material. Each of the seven quizzes is worth 50 points for a total of 350 points. A grade of zero (0) will be assigned to each quiz not submitted by the time the respective weekly module closes. Students will have 80-90 minutes to complete the quiz once they begin, depending on the total number of questions (one minute per question). If you haven't done so already, the quiz will automatically submit once time expires, whether you are finished or not.
3. **Required Posts on Weekly Module Discussion Board:** Listed under "assignments" on each week's module, students are required to make one thoughtful "original post" on the weekly module's discussion board and make two thoughtful "response posts" to other students' posts. The original posts will be worth up to 10 points and each response post is worth up to 5 points for a total of 20 points per week (and 140 points for the semester). You will not be able to

access other students' posts to make the response posts until you complete your original post.

A. **Original posts** will consist of thoughtful and insightful comments, observations, and questions that directly connect to the readings, mini-lectures, critical review, and/or film(s). Do not simply offer a summary of the readings or films, and do not raise issues that have no relation to the readings or films. When thinking about topics for your original post, let your inspiration be your guide. What issues in the module grabbed your attention or got you thinking, or raised questions or concerns? Feel free to critique and criticize information and ideas in the readings. You are also welcome to address an issue raised in one of the mini-lectures as well. You may also consider one of the following on which to comment for a film:

- What type(s) of social control are presented or implied?
- What caus(es) of crime are presented or implied?
- What social criticisms or social commentaries are presented?
- How does the film reflect society? [Or possibly influence society?]
- Which characters do you identify with and why?
- What does the film say about gender, race/ethnicity, or social inequalities?
- What pleasures do we derive from the film?

- What are the artistic strengths and weaknesses of the film?
- Are any crime or criminal justice “myths” validated or challenged?
- To which genre(s) and subgenre(s) does the film belong and why?
- What are the implications of the film’s genre and time period it was filmed?

Original Post Requirements:

- Original posts are worth up to 10 points, must be **100-150 words** in length and be completed each week by Thursday at midnight.
 - Do not summarize material from the readings, etc.
Assume we all have done the readings. I want you to take the material to the next level.
 - Focus on a single issue and explore it in depth.
 - Do not write a “word salad” where you touch on multiple issues.
 - Keep your writing tight and focused, rather than loose and wordy.
 - Do not post about issues that have no relation to the module’s materials.

- Original Posts are due by Thursday at midnight. Late Original Posts will lose 2 points.
- Make sure to create a new “thread” when making your original post.
- Do not use quotations or citations or outside sources.
- Make only one original post for each module.
- Each error in spelling, grammar, or punctuation will subtract 2 points from your score. Given that 10 points are possible, five errors will give you a score of 0.
- For more guidance, see “Guide to Writing Discussion Posts & Reflection Papers” on the class Blackboard homepage.
- Rough drafts: feel free to email me a rough draft of your original post. I will respond within 24 hours with meaningful and helpful feedback.
- You will receive written feedback, scores on a rubric, as well as a grade, on your Original Posts. Please feel free to contact me if you have questions about your grade or the feedback you receive.

B. **Response posts** will consist of thoughtful and insightful comments that respond to another student’s original post. These comments might consist of an answer to another student’s question(s), a

reaction to another student's observations, or an effort to clarify or extend another student's ideas. Please, when disagreeing with or otherwise critiquing another student's ideas, you must state your disagreement or objections clearly, but respectfully. Inappropriate responses will not be tolerated and will receive no credit.

Response Post Requirements:

- Response posts are worth up to 5 points each (10 points total), must each be **50-100 words** in length, and be completed by the close of the module (the grace period applies).
 - Make sure to respond to an existing thread when making a response post.
 - Do not use quotations or citations.
 - Make only two response posts for each module.

C. Discussion Posts Rationale: The chief goal of the graded discussion posts is to generate a wide-ranging thoughtful, intellectual, and informative discussion that generates learning above and beyond the readings and films and allows students to connect with one another and share ideas. To achieve this I do not provide a list of questions or issues for students to address, as I feel that is unnecessarily limiting. I feel this approach is especially fair for a large class like ours as there are a limited number of responses students can make when I provide topics, whereas the sky is the limit when I

open it up to each student's creativity, interests, and ability. Finally, I have word limits so that I can make fair and consistent comparisons among students when assigning grades.

4. **Reflection Papers:** Twice during the semester students will engage in individual written reflection based on a prompt the professor will post on BlackBoard. Each reflection paper is graded on a 0-50 point scale and will be submitted electronically through BlackBoard. All papers will be scanned by third-party software for plagiarism (cheating).

- If you cheat on a reflection paper you WILL receive a grade of zero (0) on the paper AND have your final grade in the course lowered by a full letter. Repeat offenders will receive an F for the semester.

Cheating includes (but is not limited to) copying words or information from websites or another student's paper (or any other source). See the class policy on plagiarism for more information.

- The purpose of the reflection papers is, quite literally, to reflect on what you have learned from a specific book or set of readings. The opportunity to write, in addition to read and discuss (the other two learning activities in this class), provides a third key method through which students create and retain knowledge and skills. Keeping the papers limited in length and focused in scope also requires students

to improve the clarity of their thinking about concepts and facts and enhance their writing skills.

- **How to Write a Good (or even Excellent) Paper:** A good paper is, first of all, well-written. The presence of spelling errors shows you didn't even use a spell checker. So, if you are too lazy to do even that, how seriously should your reader take you? Papers riddled with basic writing errors, which you should have weeded out from your writing years ago, indicate to professors that you are a student who is not ready to perform college-level work. If you have trouble with grammar, for example, or face other difficulties in your writing, then get your paper checked by UTEP's Writing Center. Well-written papers, by contrast, show your readers that you should be taken seriously. Good papers are also clear and to the point. They don't wander around aimlessly from issue to issue hoping they eventually cover what the professor is looking for. Good papers use key terminology from class readings but do not employ quotes from them. Instead, the writing is put into the words of the author. This demonstrates the author can do more than parrot source documents, and that the author really understands ideas and concepts and knows how to employ them appropriately in writing. Do all of these things and you will have a *good* (B-level), college-level paper. An *excellent* paper will also provide new insights

and understanding of ideas and issues for the reader. Excellent papers show originality of thought, make new connections, and identify potential areas for advancing scholarship beyond its current state. Such papers demonstrate mastery of not just knowledge and materials, but of how to communicate it to others, which is essence of excellent writing. For more info on writing see “Student Links” on the class website.

- **Grading & Feedback:** Because these papers are very short and straightforward, they will receive very little feedback other than a grade. You will, however, receive a grading checklist or rubric that identifies major criteria for style and substance, and the number of points deducted from these areas, if any.
1. If you wish to appeal your paper grade then, within a week from the date the papers are returned to the class, you must submit in writing (as a hard copy, along with your graded paper) your specific reasons for the appeal, including addressing any specific comments or feedback from the professor, and clearly explain why you believe your grade should be higher. The professor will respond to each written appeal either in writing or verbally within a week from the time it is submitted. The appeal must be for at least 10% of the total possible points.

2. Papers that are of extremely poor quality will receive a grade of 1/50 and no written comments.
3. No re-writes are allowed, regardless of reason.
4. Papers must be submitted by the start of class on the day they are due. After that time, papers are late. Late papers lose 10% per day, regardless of reason.
5. Papers must be submitted electronically through Blackboard.
Hardcopies and emailed copies will not be accepted or graded.

GRADES

Grades are based on the following requirements:

Syllabus Quiz	20 points
Weekly Quizzes	350 points
Reflection Papers	50 points
<u>Required Posts on Weekly Discussion Board</u>	<u>140 points</u>
Total	510 points

Letter grades are assigned according to the following scale:

A	=	89% and above
B	=	79% - 88%
C	=	69% - 78%
D	=	59% - 68%

F = Below 59%

- **Notice** that my grading scale is “curved” 1% in your favor. For example, in most courses a 79% is a C whereas in my class it is a B. This is to avoid the situation where someone misses receiving a higher grade by a very small margin – because in my class you miss receiving a higher grade by a full percentage point, plus the “very small margin.”
 - I apply the grading scale uniformly to all students.
 - I do not “give” grades, but rather I assign grades based exclusively on the points each student earns in the class.
 - Remember, your grade is an accomplishment on your part, not a gift from me.
- No (additional) extra credit assignments will be offered. Please do not ask.
- There will be no incompletes (grade of I) offered in this course.
- **Quizzes and exams will be assigned a grade of zero (0) if they are not submitted by the time the grace period expires for each weekly module.**

EXTRA CREDIT OPPORTUNITY

1. **Course Evaluation Response Rate of at Least 70%**

- If at least 70% of the students in the class complete the Course Evaluation which becomes available near the end of the semester, then all students will receive 20 extra credit points.
- To let you know how this works, you will receive email reminders about evaluating the course at least twice from UTEP in your miners.utep.edu email account. If you don't receive these emails, then contact UTEP's HelpDesk.
- After the course evaluation period is over, I will receive an email from UTEP stating what percentage of students in the class completed the course evaluation. If this figure is at or above 70% then all students in the class will receive **20 extra credit points**.
- So...please make sure to complete the course evaluation when it becomes available and urge your classmates to do the same.

IMPORTANT REMINDERS

1. This course is based on weekly modules that open each Sunday morning at 12:30am and close the following Saturday at midnight (Mountain Time), with a 24-hour grace period. Students must submit all work for their assignments before the grace period of the module expires. **Any and all missing work will receive a grade of zero (0). No exceptions.**

2. The 24-hour grace period is to be used only in emergencies, not as a general practice (please see “A Recipe for Disaster,” below).
3. The quizzes are timed, meaning that once students begin they will have a limited amount of time to complete and submit their work. The quizzes will automatically close and submit at the end of the time limit if you haven’t already submitted it yourself.
4. Do not wait until the last minute to begin the quizzes. This way, if you do experience any difficulties with submissions, they can be corrected before the module closes (see “technology issues” below).

COMMITMENTS FROM YOUR PROFESSOR

1. I will provide you clear instructions on class expectations.
2. I will check my regular UTEP email at least once each business day and will answer back to you as soon as possible.
3. I will check “Ted’s Tavern” at least once each business day and make any needed responses at that time.
4. I will provide graded feedback on your performance in a timely manner.
5. I will make time to discuss your concerns when needed.
6. I am open to suggestions about the improvement of the class and class related activities.
7. I will do all I can to ensure your learning and success in this class

8. If any changes in the course are to be implemented, I will ensure that the class is notified in a timely manner.

DISTANCE LEARNING ESSENTIALS

1. **Read all postings** on the Ted's Tavern **and all emails** from your professor.
2. **Needed Technology**: It is your responsibility to ensure that you have all necessary technology to access the course. Please read "Check Your Technology" in Student Resources page in Blackboard. Do not use a cell phone to submit assignments, as they are not compatible with Blackboard.
3. **Technology Help**: UTEP's Helpdesk is your key resource for technology help. Your professor cannot help you resolve technology problems, but please inform him if the technological help you receive is unsatisfactory.
4. **Technology Proficiency**: It is your responsibility to learn how to access and utilize BlackBoard. There are some basic training videos and PowerPoints in the Student Resources page in BlackBoard.
5. **Course Schedule Changes**: As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember

that our course syllabus and class schedule are living documents and can change.

6. **Class Participation:** I strongly recommend that you check the course at least three times a week at minimum to keep up, and preferably each business day.
7. **Being Successful in an Online Class:** Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:
 - Ask questions: If you do not know the answer, someone else likely will.
 - Reach out to others: Offer a fact, article, link or other item that can help others learn.
 - Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will be subject to disciplinary action and will be reported to the Dean of Students and other appropriate authorities.
 - Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they

are constructive instead of destructive. Think of the person at the other end.

- Stay focused: Stay on topic to increase the efficiency of your learning.
- Take advantage of all the resources given to you to succeed in the class.

8. **Effective Electronic Communication:** It is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you may know, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication are lost. Consequently, interpreting emotions and innuendoes is far more difficult. Only what is written, or drawn, carries the message. Often excitement can easily be misinterpreted as anger or an insult. It is important that everyone keep this in mind when communicating electronically. Words in print may appear harmless; however, they can emotionally injure the person reading them. More information can be found at <http://www.albion.com/netiquette>.

9. **Time Management:** A good standard for time planning for a compressed course such as this is **at least 12 hours per week** (reading, watching movies, communicating, taking quizzes, etc.). If

you are not prepared to make this type of time commitment, I recommend you delay taking this class until you are.

A WORD ON YOUR DEVICE

Please use a computer or tablet, rather than your cellphone, when you access the course. Especially when you take quizzes, and even more so for writing assignments, the use of a computer will allow you to see the full screen, to easily use a spell- and grammar-checker, and to edit your written work. The UTEP Library has laptops students can check out for free, and local libraries will have computers you can use.

CLASS AND UNIVERSITY POLICIES

1. **Academic Dishonesty Statement:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty

attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

- Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work.

Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

- Any act of academic dishonesty attempted or completed by a UTEP student is unacceptable and will not be tolerated.
- Violations will be referred to the Dean of Students for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

2. **Notice of Safe Assign:** This course will utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.

3. **Copyright Notice:** Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.
4. **Disabled Student Statement:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then The Center for Accommodations and Support Services located at UTEP need to be contacted. [<http://sa.utep.edu/cass/>.] If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services.
 - You may call 1.915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.
 - Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

STUDENT RESOURCES

Miners Talk: Crisis Line

- Available every day 24/7, including holidays.
- 915-747-5302

University Counseling Center

- Located at 202 Union West. Phone: 747-5302.
- Web: <http://sa.utep.edu/counsel/>
- Call or come by the University Counseling Center (UCC) so we can assist you as you decide on a career or work through personal concerns. We offer confidential counseling services in English or in Spanish. Distance learners are invited to contact the University Counseling center for a one time consultation regarding their specific needs. The UCC provides group and individual counseling for currently enrolled UTEP students and consultation services for faculty and staff. [Click here to learn more.](#)

Military Student Success Center

- Located in Library 205A. Phone 747-5342.
- Web:
<http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/mssc>
- The Military Student Success Center will be a central point of coordination for support services, with a goal of easing transition

to campus life, increasing retention, enhancing achievement of educational and career goals, and improving quality of life by augmenting pre-existing services and support with newly-created programming specifically developed to meet the needs of military-affiliated students.

Help Desk

- Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

University Writing Center

- Located in Library 227.
- Web: <http://uwc.utep.edu/>
- We offer free, drop-in writing consultations. Can't make it to the Library? We offer live, online consultations that allow you to work from home or anywhere you have access to a computer and the Internet.

Office of Student Conduct and Conflict Resolution (OSCCR)

- Located at 303 Union East. Phone: 747-8694. Email: studentconduct@utep.edu
- Web: <http://sa.utep.edu/osccr/>

- The Office of Student Conduct and Conflict Resolution (OSCCR) will guide students in their ethical development, foster life skills to civilly manage interpersonal conflicts, and strengthen students' commitment to the campus community while promoting honesty and integrity.

Equal Opportunity Office (EO)

- Located at 302 Kelly Hall. Phone 747-5662. Email: eoaa@utep.edu
- Web: www.utep.edu/eoaa
- For complaints and questions about sexual harassment from faculty or staff or other types of complaints regarding fair and equal treatment from faculty or staff.

A RECIPE FOR DISASTER

1. Don't take seriously the warning that each module closes Saturday at midnight (with a 24-hour grace period).
2. Wait until Sunday to begin work on the week's module.
3. Come down with a stomach virus or other illness or experience some type of emergency that prevents you from submitting all or some of your work. Or experience a technology problem with your computer or internet connection.
4. Be unable to submit graded assignments.

5. Finally (and sadly) realize that each module closes Saturday at 11:59pm and that the grace period is only for emergencies that happen before Sunday.
6. However, remember that during the final week of class, you will have the opportunity to submit quizzes and reflection papers (but not discussion board posts) that you missed.