

California State University San Bernardino
 Master of Public Administration
PA 611 Public Administration Theory & Practice
Online
 Fall 2018

Online	Dr. Alvin Holliman
Classroom	Online
Office Hours by appointment	aholliman@csusb.edu

Catalog Course Description

A critical analysis of major theories of public administration and their application, including development of the discipline, evolution of institutional forms both in the United States and in international settings, concepts of decision-making, ethics in the public sphere, and role of public administration in society.

Introduction

PA 611 is the gateway course to the MPA program. It serves as an orientation to the MPA degree and to public administration in general. Through the process of exploring public administration theories, critiquing them, and comparing them to reality -- we will strive to learn something about this thing called Public Administration. The goal is to have you think about public administration in a new way. Most of you have viewed it from the perspective of your individual jobs. This program strives to help you look at the bigger picture - *the strategic picture* - of the purpose of government and what it means to administer a democracy. I want you to step back and think about how government works, and to question why things work the way they do?

This is a writing intensive course. Written communications skills are critical for public administration. Your assignments will be graded on both content and writing.

Required Texts

- 1) Box, Richard (2014) *Public Administration and Society: Critical Issues in American Governance*. Third Edition. ME Sharpe.
- 2) Other readings as assigned (see articles under each module in syllabus)

Blackboard

Blackboard will be used for the syllabus, announcements, assignment submission and grading. Make sure you understand how to navigate the site.

Course Learning objectives	Indicator/Assignment
Comprehend and explain the MPA program at CSUSB.	<i>Bibliography, Journal</i>

Understand ways of knowing and the nature of theories.	<i>Theory Paper, Journal</i>
Define democracy, how it works and its impact on governance.	<i>Democracy Paper, Big Questions Paper Journal Critique</i>
Analyze how public managers impact public policy, democracy and government legitimacy.	<i>Role of Public Manager paper, Big Questions Paper Journal Critique</i>
Explain how the social, economic and historical foundations of government in the United States affect public administration	<i>Big Questions Paper Journal Critique</i>
Evaluate the nature and impact of organizations	<i>Big Questions Paper Journal Critique</i>
Evaluate and compare public manager ethics theories	<i>Big Questions Paper Journal Critique</i>
Present a group paper, covering its key concepts, to a live audience via internet video technology; utilizing contemporary presentation software such as PowerPoint, Prism, or Canvas.	<i>Group presentation of Big Questions paper.</i>

Assignments	Percent of Grade
Class participation 1. Attend or watch recorded live class meetings, 5 @ 1% each (5% total) (student<student<instructor) 2. View and respond to Ted Talks, 4 @ 1% each (4% total) – one for each discussion board 2-5. (material<student<instructor) 3. Preparation and posting of an introductory video by each student as part of Discussion Board # 1 (1%) (student<student<instructor) 4. Online discussion boards (DB), 5 @ 4% each, 20% total (material<student<student<instructor) 5. Presentation of Big Questions group paper – 5% (student<student<instructor) 6. Critique of another groups Big Questions paper and presentation – final DB – 5% (student<student<instructor)	40
Online Journal – 8 @ 1% each; 1 @ 2% (student<instructor):	10
Written assignments (material<student<instructor): Critical Annotated Bibliography – 5% Democracy paper – 10% Theory paper – 10% Role of Public Manager paper – 10% Big Questions group paper – 15%	50
Total	100

LEARNING

The main locations for learning in this class are online discussion and the online journal. Topics will be introduced in the readings and in recorded or live lectures. Your job is to think and discuss these concepts and their application to your world. This process of reviewing, analyzing, talking, reflecting and writing about these issues is where your learning will happen.

Public Administration, like most social sciences, is not an

accumulation of “facts” but an understanding of different perspectives and their ramifications. Your journal and papers will demonstrate your understanding.

Course Organization

Classes in the MPA program will be organized differently depending on instructor. This class will include five Zoom Lectures- which will be recorded for students unable to participate in the live sessions. Online class discussions of the readings and subjects will occur every two weeks. Weekly writing tasks will be an informal journal and formal papers, and a final paper will be prepared and presented on a group basis.

Time Management

Throughout your studies, the key issue is time commitment and time management. Generally, time for a graduate class will be 10-15 hours a week. To minimize the time commitment- your time on task must be focused and uninterrupted. A possible breakdown of your time might be over a ten week period:

Zoom Lecture 5 @ 1 hour each = 5 hours total

Reading and Video Resources = 50 hours

Online Discussion – 5 @ 2 hours each, including watching and responding to Ted Talks = 10 hours total

Reflective Journal – 8 @ 2 hours each = 16 hours total

Formal Writing – 4 @ 6 hours each (includes group paper) = 24 hours total

Group paper presentation – preparation, presentation, & viewing others = 5 hours

Total = 110 hours approximate

Class Participation 40%

Your interaction with others in class and on Blackboard will identify your different perspectives and understanding, hopefully leading to a better overall understanding. It is critical for you to engage with each other. This is your commitment- to work with each other, to share your thoughts. Learning is a group effort. You will be assigned to different small groups each week to make our best use of your different perspectives.

The participation grade considers individual student efforts in five (5) online discussion boards on a group basis, worth 4% each (20% total), five live Zoom class meetings (also recorded) worth 1 point each (5% total), viewing and responding to 4 different Ted Talks, integrated into discussion boards 2-5 at 1 point each (4% total), posting an introductory video to accommodate the Introductions Discussion Board (DB) in Module 1 (1%), video presentation of group Big Questions paper (5%), and critique of another group's Big Questions paper as a final DB (5%).

More on Big Questions Group Paper & Related Critique:

During the last 3-4 days of Module 10, students will present their Big Questions paper to the class via a live Zoom class meeting. Depending on the class size, this meeting and presentation will likely occur on more than one evening. The presentation must utilize contemporary presentation software such as PowerPoint and is worth 5 points. A portion of the 5 point value will be attributed to Zoom attendance (or viewing of their recorded video) for other students' presentations.

During finals week each student will formally critique one of the papers and recorded presentations posted by a group, other than the one they belong to, on the Big Questions and critically respond to the arguments presented. These critiques should be at least 400 words. They should agree or disagree with the author's perspective and provide reasons/evidence for that agreement or disagreement. Authors must reply to each critique but are not expected to post more than two replies.

Online Journal- 10%

Your journal should be written at the end of each module week. It is your personal reactions to the readings, the lectures and the group discussion. You are to provide a critical perspective making sure to reference the readings (informally) and lecture and discussion points you are reacting to. You are also to reflect on how the subject is manifest in your personal work world. The journal entries should be 1-2 pages double spaced, except for the final one which should be 3-4 pages double spaced (they may be longer if needed). Use Microsoft Word to create a journal file with each entry placed at the top of the file. Each week the updated cumulative file is to be posted in the applicable content folder in the Blackboard course content area. You will be assessed for addressing the issues of the week, referencing readings, lectures and real world examples from your work life. The first 8 journals (Modules 1-8) are worth one point each, and the last journal, submitted during the final exam period, is worth 2 points.

Library Database Critical Annotated Bibliography 5%

Each of you will demonstrate your ability to use the Library databases by submitting a 9 item bibliography on a public administration topic of your choice. Public Administration

generally uses APA (American Psychological Association) format and we will use it for our assignments. Examples of citation formats can be found at <http://libguides.csusb.edu/apa> You can also use the free Zotero tool <https://zibib.org/> Zotero tutorials <http://libguides.csusb.edu/zotero/videos> You can call the CSUSB library for assistance 909-537-5091

For this assignment you must include one entry each from the following resources. In your bibliography note the database of each citation – Alphabetize the bibliography appropriately.

- 1) EBSCO Academic,
- 2) Business Source Premier (also EBSCO),
- 3) JSTOR Public Policy and Administration,
- 4) ABI/Inform,
- 5) PsycArticles,
- 6) Sage Journals Online,
- 7) New York Times article

Also cite

- 8) One book from CSUSB library
- 9) One book from WorldCat

Four Papers

This is a writing intensive class. The ability to communicate clearly and succinctly is critical to the public manager.

Your papers will be graded on:

- 1) Evidence that you understand core concepts.
- 2) Organization, grammar and clarity of writing
- 3) Supporting claims with logic, evidence and citations. Personal experience is relevant, but it is only a one person survey.

Following are instructions for the four papers in chronological order of their due dates. These papers must first be submitted in draft through Turnitin and will be reviewed by an English graduate assistant. After she/he reviews the papers with comments, students will post their edited/final paper to Blackboard labeled “final.”

Democracy 10%

Compose a 4-5 double-spaced page essay on democracy. In this essay you should:

1. Define Democracy and its purpose or goal?
2. Discuss whether democracy is desirable?
3. Discuss whether the United States is a democratic country based on your definition.

Public Administration Theory 10%

In a 4-5 double-spaced page paper, define theory and how is it useful in human society, particularly in public administration. What is the difference between general/macro theory and localized/micro theory? Provide two examples of each. Select one general theory relating to public administration and describe how it is applicable to practical management.

Governance and the Role of the Public Manager 10%

What is the role of the public manager in the U.S. system of government? According to the Box Reading 6.2 there are three perspectives: Elite (or expert) Democratic and Efficiency. In a double-spaced 4-5 page paper define the three approaches to governance and the role of the public manager in each one. Which perspective do you support, and why?

Big Questions of Public Administration – Group Paper 15%

The concept of “Big Questions” is the idea that there are important issues that impact governance in the United States. During the quarter we have looked at a number of theoretical perspectives or “Big Questions.” Many of them overlap in their concepts. These have included:

- 1) Should policy be separate from Administration?
- 2) Should we strive for democracy or efficiency?
- 3) How do we motivate employees in the public sector?
- 4) Should organizations be centralized or decentralized?
- 5) What is the role of the public manager in our governance framework?
- 6) Should we use bureaucratic structures to accomplish government work?
- 7) Should government be structured and managed more like a business?
- 8) Should government be focused on the good of the individual or of the group?
- 9) What is the proper role of citizens in the management of government agencies?

In an 8-10 double-spaced page essay, prepared on a group basis (instructor will assign groups), select between 2 and 3 of the theoretical perspectives we have discussed, outline the core issues and use examples from your workplaces to answer the question. The above list is NOT an assignment, but only a guide to your thinking of what big issue YOU will address. As discussed below, this paper is also to be presented to the class using Zoom technology.

Grading Scale

Grades will be given on a scale of:

94 to 100	A
90 to 93	A -
87 to 89	B +
83 to 86	B
80 to 82	B -
77 to 79	C +
73 to 76	C
70 to 72	C -

67 to 69	D +
63 to 66	D
60 to 62	D -
59 or less	F

<i>Module Begin Date</i>	<i>Topic</i>	<i>Assignment Due</i>
9/22 Module 1	Introduction/Syllabus/Learning Graduate Education/MPA	
9/29 Module 2	Democracy/Democratic Institutions/ Economics	Bibliography
10/6 Module 3	Knowing/Epistemology/Critical Information Literacy/Theory	Democracy Draft
10/13 Module 4	History of Public Administration	Democracy Final
10/20 Module 5	Organizations/Bureaucracy/ Reforms	Theory Draft
10/27 Module 6	Role of the Public Manager	Theory Final
11/3 Module 7	Ethics/Public Service Values	Role of the Public Manager Draft
11/10 Module 8	Big Questions of Public Administration	Role of the Public Manager Final
11/17 Module 9	Communications and Leadership	Big Questions Draft
11/24 Module 10	Presentations	Big Questions Final
12/1	Critique of Big Questions	

**Summarized
Class
Schedule**

Module and Weekly Readings

Module 1, September 22 – September 28

Introduction/Syllabus/Learning/Graduate Education/MPA
Theories: Learning---
Empirical vs. Normative

Zoom live class meeting, Monday September 26, 7 PM PST – recorded for those who cannot attend

Readings and Video/Web Resources

Box Part I Chapters 1 & 2

MPA website <https://jhbc.csusb.edu/mpa> particularly [MPA Handbook](#)

Comprehensive Exam Questions https://jhbc.csusb.edu/sites/csusb_jhbc/files/2018-2019%20Comprehensive%20Exam%20Pool_0.pdf

Tutorials at Critical Information literacy http://library.csusb.edu/cillab/?page_id=761

Dwight Waldo- *The Administrative State* Chapter 4 The Good Life 65-75

<http://books.google.com/books?id=fIIzWUAlcoUC&pg=PA65&dq=Dwight+Waldo+and+the+good+life+chapter+4&hl=en&sa=X&ei=IAWpUr3xldfcoASg6YKADA&ved=0CC8Q6AEwAA>

Crash Course in US History: The Constitution, the Articles, and Federalism

<https://www.youtube.com/watch?v=bO7FQsCcbD8>

Anderson: Conference Presentation to the Public Administration Theory Network May 2018 PA Theory and “The Meaning of Life:” Just another Matrix to Awaken From

Assignments

Online Discussion # 1 – Introductions (Original post + introductory video due September 30, responses to others due October 4)

Annotated bibliography – due September 28

Journal – due September 28

Module 2: September 29 to October 4

Democracy/Democratic Institutions and a Review of Economics

Theories: Democratic theories, Economic theories

Readings and Video/Web Resources

Box: Part 1 Chapter 3 Part II pp. 39-90

US Constitution <http://constitutionus.com/>

Federalism https://www.youtube.com/watch?v=60G6oT2h_w4

Democracy's Road to Tyranny <https://fee.org/articles/democracys-road-to-tyranny/>

Anderson, (2007) Representative Democracy *Encyclopedia of Governance*, Thousand Oaks: Sage. Pages 827-834 – PDF in BB additional Content

Economics

Basic review of supply and demand

<http://www.imf.org/external/pubs/ft/fandd/basics/suppdem.htm>

11+ minute YouTube lecture on Market failure

<http://www.youtube.com/watch?v=DGuinXPz4nY>

Brief Introduction to Macroeconomics

<http://www.udel.edu/htr/American/Texts/macro.html>

"Fear the Boom and Bust" a Hayek vs. Keynes Rap Anthem – YouTube video

<http://www.youtube.com/watch?v=d0nERTFo-Sk>

Assignments due October 4

Online discussion # 1 (finalize)

Democracy paper draft

Journal

Module 3, October 5-11

Knowing/Epistemology

Theories: Ontological, Epistemological

Zoom live class meeting, Monday, October 9, 7 PM PST – recorded for those who cannot attend

Readings and Video/Web Resources

Introduction to Theory lite <http://www.youtube.com/watch?v=gklQ3GbmufI>

Introduction to Theory II <https://www.youtube.com/watch?v=lqk3TKuGNBA>

Ontology, Epistemology, Methodology and Methods in Research Simplified!

<https://www.youtube.com/watch?v=hCOsY5rkRs8>

How do you know what you know is true? <http://theconversation.com/how-do-you-know-that-what-you-know-is-true-thats-epistemology-63884>

Political Philosophy <https://www.youtube.com/watch?v=PzhniSEhrls&t=61s>

Scientific Method <http://chemistry.about.com/od/lecturenotesl3/a/sciencemethod.htm>

Positivism <http://www.popularsocialscience.com/2013/02/15/theory-of-science-what-is-positivism/>

Postmodernism https://www.youtube.com/watch?v=DO_gaxFIRXw

Attribution Theory <http://www.youtube.com/watch?v=mDhiyPAD6NQ>

Cognitive Biases https://www.youtube.com/watch?v=wEwGBlr_Rlw
 Social Construction <http://www.youtube.com/watch?v=GVVWmZASn8>
 Anderson, Jonathan (2012) Through the Looking Glass of Theory, *Administrative Theory and Praxis*, 34:3, 483-488
 Englehart, J. (2001). The Marriage Between Theory and Practice. *Public Administration Review*, 61:3. EBSCO/Business
 Herbert Simon, Bounded Rationality
https://www.youtube.com/watch?v=ErnWbP_Wztk&t=163s

Assignments

Journal, due October 11
 Democracy paper draft, due October 11
 View Ted Talk – Bounded Rationality, Herbert Simon, and respond to embedded questions.
 Online discussion # 2 – Bounded Rationality (Original post due October 13, responses to others due October 18)

Module 4, October 12-18

History of Public Administration
 Theories: Purpose of Government, Efficiency of Government, Function of Government

Readings and Video/Web Resources

Box: Part III
 Woodrow Wilson <https://onlinempadegree.usfca.edu/news-resources/news/the-early-history-of-public-administration-in-the-united-states-woodrow-wilson/>
 Encyclopedia Britannica- <https://www.encyclopedia.com/social-sciences-and-law/law/law-divisions-and-codes/public-administration>
 Powers, Fred. Perry (1888). The Reform of the Federal Service. *Political Science Quarterly* 3(2) 247-281. JSTOR

Assignments due October 18:

Journal
 Theory paper draft
 Online Discussion # 2 – Bounded Rationality

Module 5, October 19-25

Organizations/Bureaucracy/ Reforms
 Theories; Organizational theories, How organizations work

Zoom live class meeting, Monday, October 23, 7 PM PST – recorded for those who cannot attend

Readings and Video/Web Resources

Box: part IV

Bureaucracy <https://www.toolshero.com/management/bureaucratic-theory-weber/>

Max Weber/Bureaucracy <https://www.youtube.com/watch?v=zp554tcdWO8>

Four Types of Organization <https://online.pointpark.edu/business/types-of-organizational-structures/>

Public Private - Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?

<http://dominio1.cide.edu/documents/78861/1478415/5%20Graham%20Allison.pdf>

New Public Administration <https://www.youtube.com/watch?v=OMn35lz9i0Q>

New Public Management

http://pfiffner.gmu.edu/files/pdfs/Book_Chapters/NewPublicMgt.doc.pdf

Reinventing Government <http://cms.mildredwarner.org/summaries/osborne1992>

H. George Frederickson (1996) Comparing the Reinventing Government Movement with the New Public Administration. *Public Administration Review*, 56: 3. 263-270.

Administrative Evil

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.565.177&rep=rep1&type=pdf>

Bureaucracy – Frederick Lindegren

<https://www.youtube.com/watch?v=jad823fgcsw>

Assignments:

Journal – due October 25

Theory paper final – due October 25

View Ted Talk – Bureaucracy, Frederick Lindegren, and respond to embedded questions.

Online discussion # 3 – Bureaucracy (begin), due November 1

Module 6 October 26 – November 1

Role of the Public Manager and Managing people

Theories: Normative - Role of Administrative State/Public Manager, Motivation theories, Public Service Motivation

Video/Web Resources

Box: Part V

Woodrow Wilson: The Study of Administration

http://www.iupui.edu/~spea1/V502/Orosz/Units/Sections/u1s5/Woodrow_Wilson_Study_of_Administration_1887_jstor.pdf

Politics v Administration theory <https://www.youtube.com/watch?v=JVxA5F2OMOU>

Denhardt, R. and Denhardt, J. (2000). The New Public Service: Serving Rather than Steering. *Public Administration Review*, 60:6 EBSCO Business

Newbold- Constitutional role for Public Administration

<http://faculty.cbpp.uaa.alaska.edu/afgjp/PADM601%20Fall%202010/Toward%20a%20Constitutional%20School%20for%20Am%20PA.pdf>

Managing People

Fredrick Taylor- Scientific Management https://www.youtube.com/watch?v=vNfy_AHG-MU

Hawthorne Experiments <https://www.youtube.com/watch?v=rLVp-CrBnPo>

Maslow's Hierarchy of Needs https://www.youtube.com/watch?v=nASV5I_WG3k

McGregor- Theory X and Y <https://www.youtube.com/watch?v=CXAzZRnJo2o>

Assignments due November 1:

Journal

Role of the Public Manager paper draft

Online Discussion # 3 - Bureaucracy

Module 7 November 2-8

Ethics/Public Service Values

Theories: Purpose of ethics normative/empirical

Zoom live class meeting, Monday, November 6, 7 PM PST – recorded for those who cannot attend

Readings and Video/Web Resources

Box VI

Introduction to Ethics- A great introduction from the BBC

http://www.bbc.co.uk/ethics/introduction/intro_1.shtml

A short perspective from Santa Clara University

<http://www.scu.edu/ethics/practicing/decision/whatisethics.html>

ASPAN Code of Ethics--

http://www.aspanet.org/public/ASPAN/Resources/Code_of_Ethics/ASPAN/Resources/Code_of_Ethics/Code_of_Ethics1.aspx?hkey=acd40318-a945-4ffc-ba7b-18e037b1a858

Federal Ethics web site <https://www.oge.gov/>

NASPAA Public Service Values

<https://naspaaaccreditation.files.wordpress.com/2015/02/naspaa-accreditation-standards.pdf>

Cooper, T. (2004). Big Questions in Administrative Ethics. *Public Administration Review*, 64:4. EBSCO/Business Source Premier

Carol W. Lewis (2006) In Pursuit of the Public Interest, *Public Administration Review*, 66:5, 694-701.

Sexual Harassment <https://www2.ed.gov/about/offices/list/ocr/sexharassresources.html>

CSUSB Title IX and Gender Equity <https://www.csusb.edu/title-ix>

Decision Making – Dan Ariely

<https://www.youtube.com/watch?v=9X68dm92HVI>

Assignments:

Journal – due November 8

Role of the Public Manager paper final – due November 8

View Ted Talk – Decision Making, Dan Ariely, and respond to embedded questions.

Big Questions group paper – begin

Online discussion # 4 – Decision Making, Dan Ariely (original post due November 11, responses to others due November 15)

Module 8 November 9-15

Big Questions of Public Administration

Readings and Video/Web Resources

Box Part VI

Robert Behn (1995) The Big Questions of Public Management *Public Administration Review*, 55:4, 313-324.

John Kirlin (1996) The Big Questions of Public Administration in a Democracy. *Public Administration Review*, 56:5, 416-423.

Thomas, John Clayton (2013) Citizen, Customer, Partner: Rethinking the Place of the Public in Public Management. *Public Administration Review*, 73:6, 786–796. Available in Course Content

Assignments due November 15:

Journal

Big Questions paper draft

Online Discussion # 4 – Decision Making

Module 9 November 16-22

Communications and Leadership

Zoom live class meeting, Monday, November 20, 7 PM PST – recorded for those who cannot attend

Readings and Video/Web Resources

Leadership Styles <http://www.nwlink.com/~donclark/leader/leadstl.html>

Warren Bennis on Leadership

http://humanresources.tennessee.edu/leadership/docs/bennis_.pdf

Carnegie: How to Win Friends and Influence People

<http://www.westegg.com/unmaintained/carnegie/win-friends.html>

Van Wart, Monty (2013) Lessons from Leadership Theory and the Contemporary Challenges of Leaders. *Public Administration Review*, 73:4. 553–565.

Communication & Leadership – Julian Treasure

<https://www.youtube.com/watch?v=elho2S0Zahl>

Assignments:

Big Questions group paper final – due November 22

View Ted Talk – Communication and Leadership, Julian Treasure, and respond to embedded questions

Online discussion # 5 – Communication and Leadership, Julian Treasure (original post due November 25, responses to others due November 29)

Module 10 November 23-29

Presentations – November 27, 28, & 29

Assignment due November 29:

Online Discussion # 5 – Communication and Leadership, Julian Treasure

FINAL

Assignments due December 4.

Final – Final Part A - Critique of Another Groups Big Questions Paper and Presentation;
Final - Part B – Journal summation of the course.

IMPORTANT NOTICE OF INSTRUCTOR FALLIBILITY

Despite my best efforts, I make mistakes. I may offend people with jokes or language or irreverence or insensitivity. I need you to help me. Please accept my apologies in advance for anything that is offensive to you, and please talk to me about it so I can change. If you don't tell me, I can't improve the situation.

Required Sexual Violence Prevention Training

The Title IX & Gender Equity Office upholds the CSU Chancellor's Executive Order to address sexual discrimination, harassment and violence in an educational institution's academic, educational, extracurricular, and athletic activities. The office is a resource for education, assistance, and reporting options on sexual misconduct.

All students, including graduate students, are required to complete mandatory End Sexual Violence Training each academic year. Options include online training, events, and workshops administered by the Title IX & Gender Equity Office. Please visit the [Title IX website](#) for more information on training, deadlines, and resources.

CSUSB Drop and Withdrawal Policy

Policies for adding and dropping classes and withdrawing from the University can be found at <https://www.csusb.edu/registrar/registration/withdrawing-class-or-university>

Incomplete Policy

Incompletes (I) are discouraged. They may be offered, at the discretion of the instructor, to students who have completed most of their coursework, but due to unforeseen circumstances need more time to complete their final assignments. Students desiring an incomplete must have a contract with their instructor specifying when they will complete their work and what grade will be filed if the prescribed work is not completed by the contracted deadline.

Plagiarism Policy

Plagiarism and cheating are violations of the Student Conduct Code (see Appendix of the CSUSB Bulletin of Courses) and may be dealt with by both the instructor and the Judicial Affairs Officer. Definition and procedures for addressing cheating and plagiarism are found below. Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President, Student Affairs.

https://www.csusb.edu/sites/csusb/files/%28FSD96-12.R2%29Academic_Dishonesty.pdf

Plagiarism is the use of others' written or oral material without attribution or citation. Verbatim material should be enclosed by quotes and cited with the page number. Paraphrased material should also be cited. A helpful website for guidance is from Indiana University <https://wts.indiana.edu/writing-guides/pdf/plagiarism.pdf>

Cheating or plagiarism will result in no credit for the assignment and an evaluation of whether the student should be given an F for the course.

Disability Support Services

The Services to Students with Disabilities (SSD) office is part of the Division of Student Affairs. The mission of the SSD office is to increase retention for students with disabilities by ensuring equitable treatment and equal access to all academic programs and facilities at California State University, San Bernardino. The SSD office acts as a catalyst and agent for compliance with federal and state laws that mandate equal opportunity and access for persons with disabilities.

Students with documented disabilities must make an appointment with SSD at the start of each semester to determine if academic accommodations are necessary. Students will be provided a faculty notification letter stating the kind of academic accommodations needed in each class if any.

For more information contact SSD at 909-537-5238 909-537-7230 (TDD)

<https://www.csusb.edu/ssd>

Netiquette Online information

Netiquette is network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, netiquette is a set of rules for behaving and interacting properly online.

Some Simple Rules of Netiquette:

- Make your messages easier to read by making your paragraphs short and to the point.
- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET. Avoid typing in all capital letters.
- Messages in all lowercase letters can be difficult to read; instead, use normal spelling and punctuation.
- Be careful when using sarcasm and humor. Without face-to-face communications, your joke may be viewed as criticism.
- Never give your user ID or password to another person.
- Respect the fact that the class list is a closed discussion; do not forward mail from your classmates to others without their permission.
- In an online discussion, debate is welcome, but be tactful in responding to others. Remember that there is a person (or a whole class) at the receiving end of your post.
- Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be emailed to those people directly.
- If you are responding to a message from someone else, briefly summarize her or his post.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- Include your signature at the bottom of email messages when communicating with people who may not know you personally or when broadcasting to a dynamic group of subscribers.
- Resist the temptation to "flame" others on the list. Remember that these discussions are "public" and meant for constructive exchanges. Treat the others on the list as you would want them to treat you.
- Use your own educational email account; don't subscribe using a shared office account or a friend's account.
- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.
- When replying to a message posted to a discussion group, check the address to be certain it's going to the intended location (person or group). It can be very

embarrassing if you reply incorrectly and post a personal message to the entire discussion group that was intended for an individual.

All students will be expected to use professional online etiquette