



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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*Principal Faculty Member(s) Proposing Course*

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Name	User ID	College	Department
JUSTIN DE SENSO	jxd367	Berks College (BK)	Not Available

Academic Home: Berks College (BK)

Type of Proposal:  Add  Change  Drop

**Course Designation**

**(SOC 205N) Critical Race Theory in the Humanities and Social Sciences**

**Course Information**

**Cross-Listed Courses:**

CRIMJ 205N(BK) EDUC 205N(BK)

**Prerequisites:**

**Corequisites:**

**Concurrents:**

**Recommended Preparations:**

ENGL 15, CAS 100

**Abbreviated Title:** CRT in HUM & SS

**Discipline:** General Education

**Course Listing:** Inter-Domain

**Special categories for Undergraduate (001-499) courses**

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**Foundations**

Writing/Speaking (GWS)

Quantification (GQ)

**Knowledge Domains**

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

**Additional Designations**

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

**First-Year Engagement Program**

First-Year Seminar

## Miscellaneous

Common Course

## GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

## Bulletin Listing

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**Minimum Credits:** 3  
**Maximum Credits:** 3  
**Repeatable:** NO  
**Department with Curricular Responsibility:** Berks College Liberal Arts (BKBK\_BKLA)  
**Effective Semester:** FA 2018  
**Travel Component:** NO

## Course Outline

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### A brief outline or overview of the course content:

This course is organized in two overarching units. The first introduces students to Critical Race Theory (CRT) methodologies. The second applies CRT to historical and current sociological phenomena.

### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

UNIT 1: Introduction to CRT: Basic tenants of CRT will be explored including racism, material determinism, racial realism, revisionist history, counterstorytelling, whiteness, intersectionality, and color blindness. (8 weeks)

UNIT 2: Application of CRT to historical and current sociological phenomena including Black Lives Matter, affirmative action, mass incarceration, white supremacy, civil rights movements, public education, inequality, and activism. (7 weeks)

### Course Description:

This course closely examines the place and power of race in America. By tracing the history of how race works in particular American institutions, such as public education, criminal justice, and federal housing, students will gain a deep sense of how social categories and understandings shape material conditions and human welfare. Through the study of policies, court cases, memoirs, documentary films, and freedom struggles, this course will interrogate the many "Americas" that race has created and their implications for democracy and justice. Not only will this course focus on making race visible, but also the many ways that race intersects with class, gender, and sexuality—and how these concepts empower and marginalize at the same time. All the while, students will use Critical Race Theory methods to reach empathy and strengthen social (GS) and historical (GH) literacies.

Discussion, writing, critical reading, and primary source analysis will be integral to this class. Class sessions will include whole- and small-group discussion where active listening and thoughtful participation will be taught and required. Students will be encouraged to explore their own conceptions of race and how those ideas shape knowledge and experience. Ultimately, this is a course that will weave data, theory, and story as we encourage students to move toward empathy through comprehensive understandings of race. This course therefore examines race as both deeply personal and structural.

### The name(s) of the faculty member(s) responsible for the development of the course:

1 Name: JUSTIN DE SENSO (jxd367)

Title:

Phone:

Address:

Campus: BK

City:

Fax:

## Course Justification

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### Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

By the end of this course, students will achieve the following objectives:

**SKILLS:** Analyze primary source documents and images; Develop critical listening skills as a method for understanding racial counterstories and building empathy; Demonstrate thoughtful expression of ideas rooted in social and historical literacy; Apply Critical Race Theory to current and historical sociological phenomena.

**CONTENT:** Identify and describe key components of Critical Race Theory; Evaluate how race shapes American institutions as well as everyday life; Articulate historical milestones and pathways to current conditions made through race; Analyze the intersections of race, class, gender, and sexuality; Explore how critical race theory informs understandings of race; Distinguish between "social construction" and "material consequence" notions of race.

**Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.**

Participation (includes class discussions, homework, evidence of reading, in class and online discussions and assignments) (20% of the final grade)

Mid Term Exam (15% of the final grade)

Final Exam (20% of the final grade)

Reading Responses (20% of the final grade)

Reflection Papers: Intro-Views and Exit Essay (20%)

**Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This course satisfies the university requirement for inter-domain general education classes. We selected a 200-level designation for this course because it is appropriate for all levels of undergraduate students as part of the general education requirements. We recommend that students take ENGL 15 and CAS 100 to ensure familiarity with the college classroom and academic requirements, however these prerequisites are not required.

A number of other courses at Penn State deal directly and indirectly with issues of race (see a list of examples below). This course is related to these courses due to the content, but is distinguishable in its interdisciplinary approach (humanities and social sciences) and its application of critical race theory to current and historical issues.

AF AM 100 (GS;US) Living While Black: Themes in African American Thought and Experience

AF AM 212 (US) African Americans in the New Jim Crow Era, 1968-present

AF AM 409 (US) (SOC 409) Racial and Ethnic Inequality in America

AF AM 465 (US) (HIST 465) The Post-World War II Civil Rights Movement

SOC 119 (US) Racial and Ethnic relations

SOC 409 (US) (AF AM 409) Racial and Ethnic Inequality in America

CRIM 451 Race, Crime, and Justice

**Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

This course is designed for the Inter-Domain (N) General Education requirement.

**A description of any special facilities:**

There are no special facilities needed.

**Frequency of Offering and Enrollment:**

This course may be offered in both fall and spring terms depending on staffing.

**Alignment with General Education Objectives**

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**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

#### EFFECTIVE COMMUNICATION

Course components that will help students achieve effective communication objectives include weekly written and oral responses to course readings and materials, Mid-term and Final Exams, introductory and exit essays, group work, and participation. For all written and oral assignments, students will be held accountable for applying Critical Race Theory (CRT) methods through sound reasoning, convincing evidence, and conceptual clarity. In other words, students will consistently think and analyze course materials as critical race theorists themselves, making use of CRT's interdisciplinary methods to explain and evaluate the role and significance of a said text, event, phenomenon, life story, or social problem. Finally, students will be taught how to listen -- a communication skill central to CRT method (i.e. counter-story) that privileges multiple points of view, inclusive problem solving, and trust.

#### INTEGRATIVE THINKING

Because Critical Race Theory methods attend to both social structure and human story, material conditions and life chances, students will approach all course materials with both GH and GS domains in mind. All readings, discussions, online work, group work, examinations, papers, and assignments will examine the role that race plays in everyday life, how institutions, policies, laws, and State practices shape lived experience, and how human beings make sense of it all. Students will therefore be required to analyze how race works from "bottom up" (GH) and "top down" (GS) at the same time.

#### SOCIAL RESPONSIBILITY AND ETHICAL REASONING

By placing race and racism at the center of all course materials and assignments, students will necessarily examine how race shapes life chances and human welfare in America -- and therefore re-examine the core American values of freedom, justice, and democracy. Through a data- and story-driven interrogation of human health, infant mortality rates, educational attainment, segregation, policing bias, mass incarceration, and widening inequality, students will identify the social and ethical implications of race-based unearned privilege, disenfranchisement, institutional exclusion, violence, and social alienation. With a grasp of these and related social and ethical dimensions to race and racism, students will consistently explore (in written and oral assignments) both individual (personal) and institutional (social) obligations to address the human and social impact of race.

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**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

By consistently applying Critical Race Theory (CRT) methods and concepts, students will be held accountable for making clear and informed arguments (EFFECTIVE COMMUNICATION), connecting "bottom up" and "top down" analyses (INTEGRATIVE THINKING), and explaining the moral and ethical aspects of course materials and assignments (SOCIAL RESPONSIBILITY AND ETHICAL REASONING). More specifically, students will be assessed through reflection papers, exams, reading responses, and participation.

Papers will include an intro-views paper and a culminating exit paper where students reflect on what they came to the course knowing and understanding and how their knowledge and understanding grew over the course of the semester, especially how their understanding of race and racism has helped them re-examine their own values, American values, and the responsibility of ethical citizenship (SOCIAL RESPONSIBILITY AND ETHICAL REASONING).

Mid Term and Final Exams will ensure that students retain key pillars of CRT and historical and social content and context (INTEGRATIVE THINKING).

Reading responses will require students to engage with their reading and provide evidence of having completed it by answering comprehension and interpretation questions, identifying themes, making connections to prior learning, etc. Much like the intro-exit papers, reading responses will also require students to apply integrative CRT methods of new texts as well as personally reflect on how race shapes their own lives and those of their colleagues (INTEGRATIVE THINKING, (SOCIAL RESPONSIBILITY AND ETHICAL REASONING)).

Occasionally, reading responses may be issued in the form of group quizzes, requiring students to work through a social problem by applying CRT concepts and methods, all the while attending to ethical implications. (INTEGRATIVE THINKING, SOCIAL RESPONSIBILITY AND ETHICAL REASONING, EFFECTIVE COMMUNICATION).

Participation will be evaluated based on a rubric that allows for instructor evaluation and student self-evaluation. For example, the rubric addresses listening since one key aspect of participation central to CRT method is critical listening. Students will be taught that listening means that one must be open and willing to reflect on information and opinions of diverse others, even if those others offer stories or evidence contrary to one's own (EFFECTIVE COMMUNICATION).

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## General Education Domain Criteria

General Education Designation: Inter-Domain

### GH Criteria

**Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas**

- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses**
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities**
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range**
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities**

**What components of the course will help students achieve the domain criteria selected above?**

\* Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Through weekly application of Critical Race Theory (CRT) methods, students will write, discuss, and analyze a variety of traditional and non-traditional texts. For example, students will apply literary analysis of a civil rights movement story to reveal the implications and consequences of race-based housing or school segregation. Students will also apply various CRT concepts, such as revisionist history, essentialism v. anti-essentialism, counter-story, and intersectionality.

- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Students will satisfy this criterion through weekly reading responses to be discussed in class. Students will also demonstrate critical thinking through mid-term and final exams as well as introductory and final essays.

- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities.

Students will satisfy this criterion through all course materials and assignments. Topic examples include Black Lives Matter, school integration protests, black/white binary, police-community relations, and both gender and class dimension of race.

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**GS Criteria**

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- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas**
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences**
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings**
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems**
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences**

**What components of the course will help students achieve the domain criteria selected above?**

- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Students will satisfy this criterion through discussion and application of Critical Race Theory (CRT) methods in all major and minor assignments. Bodies of work include legal storytelling, narrative analysis, counterstory, intersectionality, structural determinism, CRT as a method of inquiry, current events as grounded in theory, civil rights movement history, revisionist history, institutional politics, and nationalism versus assimilation. To strengthen these CRT analyses, students will learn to leverage quantitative and qualitative data (from past and present).

- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Through the study of policies, court cases, memoirs, documentary films, and protests, students will examine the social, political, economic, and institutional factors that shape racial understanding and experience in America. By synthesizing these and related factors, students will learn how race works and influences everyday life and power relationships in America. For example, students will explore how the institution of public schooling shapes understanding of concepts such as freedom, patriotism, and liberty, and how those realities either fit with lived experiences or contradict. Similarly, students will explore how curriculum and school discipline connect education and criminal justice institutions—and therefore the social cost of race for youth of color in particular.

- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences.

Students will satisfy this criterion through consistent reflection on how race shapes American institutions and everyday life. Topics will include racism (implicit and explicit), inequality, injustice, segregation, xenophobia, and material consequences (e.g., education, criminal justice practices, class positionality/mobility, and human health).

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**Integrative Studies**

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**Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.**

Critical Race Theory methods span both humanities and social sciences and are best explored through both domains. These methods include textual analysis (e.g., memoirs, films, court decisions), revisionist historiography (e.g., interpreting the grand

narrative of mainstream public school history textbooks), reading and interpreting demographic data with research results (such as school demographics and student achievement and discipline and demographics of prisons), and race-based analyses of American institutions (e.g. implicit bias in policing or hiring). All of these and related frameworks/methods will ground assignments and discussions throughout the course.

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**Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.**

The content of this class is best understood by equally synthesizing the humanities and social sciences. This will happen throughout course readings, discussions, exams, and other assignments. For example, students will read quantitative research and primary sources (memoir) simultaneously and apply Critical Race Theory "reading" methods to evaluate the human and social, everyday and institutional consequences of race. For both Mid-Term and Final Exams, students will be required to retain and apply integrative knowledge and methods for analyzing data as well as narrative and/or creative texts.

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**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.**

This class would ideally be taught by an instructional team of two faculty members. Faculty with research and creative interests related to race and society would be ideal instructors. Because this class bridges content often taught in separate courses or even separate programs (such as public education and the criminal justice system), an instructional team would bring together expertise from both GH and GS domains. If taught individually, the instructor should have a broad understanding of race and how it shapes and is shaped by institutions, policy, and social practices. Further, a single instructor would need experience teaching in both domains, as well as have the willingness to engage the ethical and social implications of race, and its key role in the American experience.

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**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

Participation rubric: A detailed rubric is included in the syllabus attached. This rubric explains three criteria of successful participation in this inter-domain class. Students will be expected to evaluate themselves and will also be evaluated by their professors. Most importantly, students will be required to assess their own racial understandings at the beginning and end of the course.

Mid-Term & Final Exams: These exams will assess both GH and GS knowledge and skills. For example, students will need to interpret quantitative data (GS), analyze primary source texts (GH), and use Critical Race Theory methodologies to evaluate policy (GS and GH).

Reading Responses / Quizzes: The reading response assignments ensure not only that students read the words in an assigned text, but that they read through a critical and thoughtful lens. For example, a reading assignment might include the demands of the Black Lives Matter Movement. Students would be asked (among other tasks) to identify demands that are similar to and different from demands of other groups historically. Further, they would be asked to consider whether or not these are reasonable demands based on current political and social contexts. Students may also read passages from 1960s memoirs and compare and contrast their racial understandings with those in the present.

Intro/Exit Interviews: Reflection is an essential component of this class. While race is inherently structural, it is also deeply personal. These papers will require course content and CRT methodologies while including personal reflections on how they understand race and its significance in their lives and in America. For the Introductory Interviews, students will be encouraged to identify two or three open-ended questions they have about race, and then they will be required to answer them in the Exit Interview, engendering critical self-reflection for all students for the entirety of the course.

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**Campuses That Have Offered ( ) Over The Past 4 Years**

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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**SOC / CRIMJ / EDUC 205 N**  
**Critical Race Theory in the Humanities & Social Sciences**  
**General Education - Integrative Studies (GS & GH)**

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**Instructor**

Name:  
Office:  
Email:  
Office phone:  
Office hours:

**Meeting Times/Place**

Location/Time/Place TBD

**Recommended Preparation**

Successful completion of English 15 and CAS 100 A or B is recommended before enrolling in this course.

**Course Description**

This course closely examines the place and power of race in America. By tracing the history of how race works in particular American institutions, such as public education, criminal justice, and federal housing, students will gain a deep sense of how social categories and understandings shape material conditions and human welfare. Through the study of policies, court cases, memoirs, documentary films, and freedom struggles, this course will interrogate the many “Americas” that race has created and their implications for democracy and justice. Not only will this course focus on making race visible, but also the many ways that race intersects with class, gender, and **sexuality**—and how these concepts empower and marginalize at the same time. All the while, students will use critical race theory methods to reach empathy and strengthen social (GS) and historical (GH) literacies.

Discussion, writing, critical reading, and primary source analysis will be integral to this class. Class sessions will include whole- and small-group discussion where active listening and thoughtful participation will be taught and required. Students will be encouraged to explore their own conceptions of race and how those ideas shape knowledge and experience. Ultimately, this is a course that will weave data, theory, and story as we encourage students to move toward empathy through comprehensive understandings of race. This course therefore examines race as both deeply personal and structural.

**Course Learning Objectives**

By the end of this course, students will achieve the following objectives:

- **SKILLS:** Analyze primary source documents and images; Develop critical listening skills as a method for understanding racial counterstories and building empathy; Demonstrate thoughtful expression of ideas rooted in social and historical literacy; Apply critical race theory to current and historical sociological phenomena.
- **CONTENT:** Identify and describe key components of critical race theory; Evaluate how race shapes American institutions as well as everyday life; Articulate historical milestones and pathways to current conditions made through race; Analyze the intersections of race, class, gender, and sexuality; Explore how critical race theory informs understandings of race; Distinguish between “social construction” and “material consequence” notions of race.

**General Education Learning Objectives**

**INTEGRATIVE THINKING** - the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

EFFECTIVE COMMUNICATION - the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING - the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-- knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

### Course Overview

This course is organized in two overarching units:

- UNIT 1: Introduction to CRT: Basic tenants of CRT will be explored including racism, material determinism, racial realism, revisionist history, counterstorytelling, whiteness, intersectionality, and color blindness.
- UNIT 2: Application of CRT to historical and current sociological phenomena including black lives matter, affirmative action, mass incarceration, white supremacy, civil rights movements, public education, inequality, activism.

### Required Texts

All required books will be available at the bookstore on campus, or you may purchase the book online.

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### Other Course Materials

Note: Readings should be completed BEFORE classes begin that week.

### Grading

You will receive a letter grade for this course.

A=93-100, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=70-76, D=65-70, F<65

### General Grade Descriptors

A+= An extraordinary, exemplary work that defies comparison.

A= Superior achievement beyond the basic assignment requirements: creative, unique, and interesting solutions to the problem.

A-/B+= Excellent work. All components of each assignment thoroughly and thoughtfully completed. Clear writing style adjusted to the demands of the assignment.

B= All components of each assignment completed on time with very few writing errors and a competent and clear writing style.

B-/C+= All components of each assignment completed on time. Competent writing.

C= Most components of the assignment completed in full and on time. Comprehensible writing.

\*D= Partially completed assignment. Work suggests it was hurriedly completed.

\*F< Incomplete, not submitted, or otherwise unacceptable

### Technology Policy

Your successful participation in this course requires you to be actively attentive in class, contributing to discussions and constantly processing. Therefore, please **SILENCE all cell phones**, iPods, etc. unless you have an extenuating circumstance. If you absolutely must respond to a text message or phone call during class, please step outside of the classroom to do so and put the device away upon your return. We also prefer that you take notes by hand, if possible. If taking notes with a tablet or computer, we ask that you avoid multitasking, as current research has found that we are not able to pay full attention while multitasking. We will occasionally use technology in class, and students will be made aware that technology use is acceptable at those times.

### Communication

You are expected to check your Penn State email every day. Further, you should check your CANVAS account every day. These will be the primary methods of communication, and anything you miss as a result of not checking your PSU email or CANVAS is your responsibility.

Your instructors will always respond to PSU email within 48 hours during the regular school week, if not much sooner! Response time is not guaranteed on the weekends. The fastest, best way to reach us is always through email.

Further, this course deals with sensitive subject matter. If you feel like you need to talk to your professors for any reason, we are happy to meet with you. Please email us or see us in person to set up a time to talk.

### **Late Assignments**

Unless in the case of a pre-approved, extenuating circumstance, late assignments will not be accepted. If you think you will not be able to turn an assignment in on time due to an extenuating circumstance, you should contact your instructors well ahead of time (not the night before a due date) to discuss options.

### **Academic Integrity**

This course, as well as all of your courses in the D.I. Block, operates under the guidelines for academic integrity defined by the statement at the following WEB site: [http://www.ed.psu.edu/edservices/certification/academic\\_integ.htm](http://www.ed.psu.edu/edservices/certification/academic_integ.htm). Please consult this statement if you have any questions about the definition and ramifications for infraction of Penn State's academic integrity policy. In particular, it is inappropriate to turn work in for one course that also counts as credit for another course without express approval of each instructor. It is also inappropriate to borrow someone else's ideas, and claim credit for them as your own. Be a good scholar. Give intellectual credit when it is due. Cite your sources.

### **University-Wide Attendance Policy<sup>1</sup>**

Students who will miss a class in accordance with Senate Policy 42-27, should, where appropriate, present a [class absence form](#) to the faculty member as soon as possible and, except in unavoidable situations, at least one week in advance of a planned absence. In the case of illness, students are **not** required to secure the signature of medical personnel.

Students should be provided with a reasonable opportunity to make up missed work. Ordinarily, it is inappropriate to substitute for the missed assignment the weighting of a semester's work that does not include the missed assignment. Completion of all assignments assures the greatest chance for students to develop heightened understanding and content mastery that is unavailable through the weighting process. The opportunity to complete all assignments supports the university's desire to enable students to make responsible situational decisions without endangering their academic work.

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<sup>1</sup> Taken from PSU Senate Policy: 42-27: Class Attendance (<http://www.psu.edu/oue/aappm/E-11.html>)