

UPPER IOWA UNIVERSITY
External Degree Program

PS 412-03 American Constitutional Law II

Please read this introduction carefully before starting the course, and refer to it for guidance and information as you proceed through the course.

COURSE DESCRIPTION:

Topics covered include civil liberties, equal opportunity and equal protection under the law for minorities, freedom of speech and religion and the right to privacy, and the rights of those accused of crimes. Three semester credits.

COURSE LEARNING OBJECTIVES:

- Identify legal guidelines for administrative agencies.
- Recognize the components of the United States Constitution pertaining to civil liberties, equal opportunity, equal protection, freedom of speech and religion and right to privacy and rights of those accused of crimes and apply this knowledge to specific situations.
- Examine the role of the federal courts in developing public policy.
- Evaluate the breadth and limitations of the United States Constitution and describe the historical and contemporary impact that the 4th, 5th, 6th, 8th, and 14th Amendments have had on individuals, groups, businesses, and organizations in America.
- Analyze court cases and judicial decisions and describe their impact on the rights of individuals in America.
- Show how the Constitution, from 1789 to present, has evolved as Supreme Court justices have transformed constitutional doctrine.
- Understand the process of constitutional adjudication and the surrounding political context by the use of specific case examples.
- Know how and why constitutional law has grown.
- View constitutional interpretation as an institutionalized form of debate by which certain litigants and their lawyers press their political demands and arguments upon the Supreme Court.
- Explain how, in the wider context of human wants, passions, and values, judges interpret the Constitution, and thereby transform the basic framework of our government and society.
- Take a more political and process-oriented view of the Constitution.
- Appreciate the political context in which the Supreme Court is operating and assess the degree to which political factors are influencing constitutional adjudication.

REQUIRED AND RECOMMENDED COURSE MATERIALS:

1. Course Syllabus and Information Booklet
2. The required course textbook and learning resource is:
Otis H. Stephens, Jr. and John M. Sheb II, American Constitutional Law, 3rd edition, Belmont, CA: Thompson/Wadsworth (2003).
3. There are a number of collateral reference works available that are recommended by the instructor for beginning American Constitutional Law II students as aids to their comprehension, perception, and success in the course. While these volumes are NOT required for purchase, access to the material provided by their authors/compilers could be invaluable to students not previously acquainted with the intricacies of American Constitutional law studies. Therefore, the following five works are highly recommended for student perusal by direct purchase, library acquisition, or any other form of procurement.
 - Kermit L. Hall (ed.), The Oxford Guide to United States Supreme Court Decisions. New York: Oxford University Press (1999).
 - Kermit L. Hall (ed.), The Oxford Companion to The Supreme Court of the United States. New York: Oxford University Press (1992).
 - Kermit L. Hall (ed.), The Oxford Companion to American Law. New York: Oxford University Press (2002).
 - Albert P. Melone, Researching Constitutional Law. Glenview, IL: Scott, Foresman (2000.)
 - Jay M Shafritz, The Harper Collins Dictionary of American Government and Politics. New York: Harper Collins (1993).
 - Harold J. Spaeth and Edward C. Smith, The Constitution of the United States. (13th ed.) New York: Harper Collins (1991).

**See the appended reference add-on at the end of this explanatory section of the syllabus for additional source material (e.g. judicial sources on the web) and further student aids.

All textbooks are available through our book provider, MBS Direct at www.mbsdirect.net or phone 800-325-3252. Be sure to indicate External Degree for your site.

You may purchase your textbook through MBS Direct by calling their toll free number at: 800-325-3252 or through the UIU homepage: www.uiu.edu. Click on the link called Resources for Center, External Degree and Online Program learners. Follow the link and select External Degree for your location.

THE MEANING AND STUDY OF AMERICAN CONSTITUTIONAL LAW:

Constitutional government means limited government. It is the central function of the U.S. Supreme Court to determine in cases brought before it, whether or not acts of government, including the judiciary, fall within the limits imposed on government by the U.S. Constitution.

American constitutional law is the body of law resulting from the decisions and opinions that come before the U.S. Supreme Court in its capacity as final interpreter of the meaning of the United States Constitution. Supreme Court interpretation of the Constitution occurs when a case is developed in either the state or federal court systems in which one party to the case claims that an act of some branch or agency of government comes in conflict with some provision of the U.S. Constitution. It thus becomes the task of the Supreme Court to determine whether or not that act of government is permitted by the relevant provision of the Constitution, or by some other provision.

The court, in elaborating its decision in a case, gives “reasons” for its ruling. This “rationale” then becomes the current binding interpretation of the meaning of the constitutional provision at issue, and thus becomes part of constitutional law.

As we will be seeing throughout this course, the U.S. Supreme Court is a political institution. What this means is that the constitutional law contained in the decisions, opinions, and reasons of the justices who sit on the Court at a particular time, reflect not only the rigorous logic of “precedent” and the literal meaning of statutory or constitutional provisions, but also from time to time reflect the changing or dominant popular opinion on the one hand, or the ideological expressions of the justices themselves on the other. Thus, the Court is more than a neutral referee; it is also a policy-making institution—that is, a political institution.

Therefore, the study of constitutional law most usefully proceeds by taking into account the political context in which particular decisions are made. This means giving consideration to such factors as the political trends of the time, the forces of public opinion, the moods of legislatures and executives, the domestic stresses placed upon the nation, and the challenges to the U.S. in foreign affairs. It also means recognizing that each justice comes to the Court with a well-developed legal philosophy of his or her own which includes a set of social, economic, and political values or biases, and these may find expression in the decisions of the U.S. Supreme Court.

The presidential campaign of 2000—along with its extended and chaotic finish—was but the latest reminder of the Supreme Court’s place in American government. When the Court finished its 1999-2000 term, 27 percent of its cases had been decided by a 5 to 4 vote, the highest proportion in a decade. Some of these cases dealt with the most divisive questions of the day. Democrats and Republicans alike realized (and emphasized) that anticipated retirements might enable the next president to shape the balance of power on the bench for the next decade. One arena where the future makeup of the Supreme Court matters is constitutional law.

This course revision is rooted in the conviction that constitutional law is an intricate blend of politics, history, and competing values. Judicial decisions are an important dimension. Other

dimensions include the cultural climate in which decisions are rendered and the theory that rationalizes both the decision and the policy it announces. Even though judicial decisions are couched in the language and method used by lawyers, constitutional cases are proper turf for political scientists as well. This is because the judiciary is the place where law and politics meet.

Accordingly, the course emphasizes the continuing importance of constitutional interpretation. Interpretation represents choices made about the meaning of the Constitution. These choices in turn greatly affect the operation of the political system; they help to define individual rights and freedoms and they influence the quality of life that Americans enjoy. Constitutional interpretation has thus made the courts a compelling force in the political system that the Framers devised. The course invites students to become a party to the dialogue that the Court has maintained with the American people for over two centuries, a dialogue that reflects a historic attraction to, and suspicion of, majority rule. The goal of this broad approach is better understanding of the present in light of the past, and the past in light of the present. “Revealed, among other things, are justices who are participants in the governing process. Under the impact of various pressures, their decisions reflect the selection of hard (and consequential) alternatives rather than the easy dictate of a brooding omnipresence or soulless command of mechanics.” (D. Grier Stephenson, Jr., American Constitutional Law, 13th edition, 2002. p xiii-xiv of Preface)

COURSE OVERVIEW AND FORMAT:

Introduction:

American Constitutional Law II consists of seven study units, a first or “mid-term” examination, and a second or “final” examination. Each study unit consists of four (4) parts. Part I requires the student to review individual cases from the text (Stephens and Scheb) and prepare a “case briefing” for each of these cases. The format specified for these briefs is found following the introduction to the first study unit in the course booklet. There is a blank form and a sample brief of the Plessy v. Ferguson (1896) brief as an example to be referenced. The sections of the blank form may be expanded in order to accommodate more lengthy responses. You may make photocopies of this format in hard copy or incorporate it, as appropriate, in software being used to word process/prepare assignments for submission. Part II contains the objective component of the study unit. It consists of three sections: section 1 is multiple choice, section 2 is fill in the blank, and section 3 is true/false. There are a varying number of questions in the objective sections of each study unit according to the length and complexity of the text reading assignment required for each of those study units. Answer sheets are provided for student responses (use of a soft, erasable pencil is recommended). Part III consists of a varying number of essay questions per study unit drawn from the assigned reading materials. Part IV contains hypothetical questions created out of the issues raised in the reading material assigned in the corresponding chapter of the textbook. The questions are designed to promote reasoned thought, legal analysis, and organized decision-making by the beginning student. While the question requires considerable thought, organization, and legal application, it should be viewed as an opportunity to apply and indicate one’s understanding of the complexities of the world of constitutional law! Students are to type or word process their responses for Parts I, III, and IV of each study unit and submit this work to the instructor for grading. It is recommended that you not submit Study Unit II for grading until Study Unit I has been returned. This will allow for guidance in areas the

instructor feels you should correct before going forward. Once Study Unit I has been returned with necessary comments, you may submit as many Study Units as are ready for submission in the proper format. As in the case briefs, whenever quotations are used, follow the proper rules for identification and credit.

COURSE FORMAT:

Part I of each Study Unit consists of a number of cases from the assigned text reading for you to “brief.” You are to brief these assigned cases using the form and format provided in the instructions. Unauthorized variations will result in the brief being returned ungraded or no points awarded for the brief. Briefs must be typewritten and submitted on the forms provided, which may be photocopied or expanded as needed. An example of a completed brief is provided. These briefs are important for a number of reasons. Obviously a key reason is that they will provide some of the questions for the mid-term and final exams. Equally important is that in briefing a case, you are required to read the case with significant thought and analytical skill. The facts of the case are to be paraphrased—identify the primary facts that the justices considered. In determining the constitutional question(s) raised, remember that the question must be phrased against some provision of the U.S. Constitution. In developing the constitutional question(s), a direct quote from the case is permissible. Keep in mind that if a constitutional issue is not raised, the U.S. Supreme Court would not get involved. Along the same lines, when indicating the Court’s decision, what you are answering is the question(s) raised. Usually this can be done with a “yes” or “no” response; however, an occasional explanation may be required.

The next area, “Reason for the Decision”, is your chance to exhibit your comprehension of the case you have just studied. In this area, you are being asked to detail the rationale behind the Court’s ruling. What did the judges say in the course of their reviews that explains why they ruled as they did? If a quote from the decision seems warranted, be certain to follow the rules of quotation. Reliance on quotation is not the proper method of case briefing. Your primary objective is to paraphrase and analyze the statements in light of the facts, the constitutional question(s) raised, and the Court’s decision. The final area of the brief calls for you to make a determination of the significance of the case in the development of the constitutional law. This will require an exercise of your understanding of how law and court decisions impact society as a whole. You are not expected to become a constitutional law or Supreme Court expert in this course; however, becoming adept at determining the significance of a case will go a long way toward enhancing your understanding and appreciation of the legal system in operation around you.

Part II of each study unit is the objective component, which concerns much of the “nuts and bolts” of the factual material found in the unit’s reading assignment. The varying number of multiple choice, fill in the blank, and true/false questions are the ground work and base from which the “bare bones” constitutional law theory may be filled out and expanded. A detailed reading of the textbook chapters is essential for success in this part of each study unit.

Parts III and IV of each study lesson consist of a varying number of essay questions and one to three hypothetical questions revolving around the reading materials, including the assigned

cases. Students are to respond thoroughly to all the essay and hypothetical question requirements and submit the responses—typewritten or word processed—to the instructor for grading along with the briefs and objective questions answer sheets for the study unit. Answers to essays are to be approximately 300 words, while the hypothetical question may be as long as the student deems necessary in order to present a reasoned and complete response.

Any problems encountered should be directed to the instructor or the External Degree Program staff before attempting Study Unit I.

Be sure to follow the guidelines set forth in the “Preparing Your Work for Submission” section of this course booklet.

PREPARING YOUR WORK FOR SUBMISSION:

While there is no single guideline for preparation of college-level work, the following general guidelines are made to insure easier, prompt, and more accurate grading for you work.

1. Use uniform pages, that is do not use one size paper for part of the lesson, another size for another part (unless instructions require this). Also do not write on both sides of your pages. Do not use tear-out paper unless you trim off the perforations prior to submitting your work. Sloppy looking work is as unacceptable as poor work.
2. Write each essay question (except the hypothetical question), then the answer to the question. Leave at least one line between the question and your answer. Leave at least one more line before your next question and response.
3. Once your lesson is ready for submission, prepare an assignment cover clearly indicating your name, student number, address, course number and name, and the assignment number.
4. Use a dictionary if you have doubts about the spelling of a word. Nothing detracts from college level essay work like errors in spelling.
5. Only original work is to be submitted—photocopies are for your use and are to be submitted only if original work is not received by the instructor and submission is approved by the instructor.
6. The idea behind the External Degree program is to approximate, as nearly as possible, a college-type experience. Keep this in mind as you go through your lessons. If work is required, do not ask to have it waived—it serves a purpose. If a page is missing from the syllabus, or you do not understand a particular instruction, call when you discover it.
7. Make your work neat, orderly, and complete. Answer all questions posed and identify your answers clearly. A general rule is that you will get out of this about what you put into it. All answers are to be typed or word-processed—unacceptable papers will be returned ungraded.
8. Upon completion of Study Unit IV you will need to make a request for the mid-term exam. The exam request may be sent with the Study Unit III lesson.
9. Upon completion of Unit VII you will need to make a request for the final exam. The exam request may be sent with the Unit VII lesson.

RECOMMENDED COURSE SCHEDULE:

Students taking American Constitutional Law II will complete the following:

1. Read the Preface and Introduction of the textbook (Stephens and Scheb) in some detail and be aware of its essential contents, which will be valuable throughout the entire course and American constitutional law as well.
2. Carefully read Chapter 6 (Study Unit I of the course) in the textbook and answer the questions for the chapter. An answer sheet is included.
3. Submit the answers for Study Unit I for grading (see the section “Submitting Your Work for Grading”). Please attach an assignment cover sheet when you are submitting your answers by mail or by fax. Assignment cover sheets are included in this booklet.
4. Carefully read Chapter 8 (Study Unit II of the course) in the textbook and answer the questions for the chapter. An answer sheet is included.
5. Submit the answers for Study Unit II for grading (see the section “Submitting Your Work for Grading”). Please attach an assignment cover sheet when you are submitting your answers by mail or by fax. Assignment cover sheets are included in this booklet.
6. Carefully read Chapter 9 (Study Unit III of the course) in the textbook and answer the questions for the chapter. An answer sheet is included.
7. Submit the answers for Study Unit III for grading (see the section “Submitting Your Work for Grading”). Please attach an assignment cover sheet when you are submitting your answers by mail or by fax. Assignment cover sheets are included in this booklet.
8. Carefully read Chapter 10 (Study Unit IV of the course) in the textbook and answer the questions for the chapter. An answer sheet is included.
9. Submit the answers for Study Unit IV for grading (see the section “Submitting Your Work for Grading”). Please attach an assignment cover sheet when you are submitting your answers by mail or by fax. Assignment cover sheets are included in this booklet. At the time of this submission, the first examination (Mid-Term) may be requested. Examination request forms are included in this booklet.
10. Take the Mid-Term Examination on Study Units I-IV (Chapters 6,8, 9, and 10).
11. Carefully read Chapter 11 (Study Unit V of the course) in the textbook and answer the questions for the chapter. An answer sheet is included.
12. Submit the answers for Study Unit V for grading (see the section “Submitting Your Work for Grading”). Please attach an assignment cover sheet when you are submitting your answers by mail or by fax. Assignment cover sheets are included in this booklet.
13. Carefully read Chapter 12 (Study Unit VI of the course) in the textbook and answer the questions for the chapter. An answer sheet is included.
14. Submit the answers for Study Unit VI for grading (see the section “Submitting Your Work for Grading”). Please attach an assignment cover sheet when you are submitting your answers by mail or by fax. Assignment cover sheets are included in this booklet.

15. Carefully read Chapter 13 (Study Unit VII of the course) in the textbook and answer the questions for the chapter. An answer sheet is included.
16. Submit the answers for Study Unit VII for grading (see the section “Submitting Your Work for Grading”). Please attach an assignment cover sheet when you are submitting your answers by mail or by fax. Assignment cover sheets are included in this booklet. At the time of this submission, the second examinations (Final) may be requested. Examination request forms are included in this booklet.
17. Take the Final Examination on Study Unit V, VI, and VII (Chapters 11-13).

GENERAL COURSE CONTENT:

Study Unit I:

Chapter 6: Constitutional Sources of Civil Rights and Liberties
pp. 331-374

Study Unit II:

Chapter 8: Expressive Freedom and the First Amendment
pp. 427-508

Study Unit III:

Chapter 9: Religious Liberty and Church Relations
pp. 509-571

Study Unit IV:

Chapter 10: The Constitution and Criminal Justice
pp. 572-658

Mid-term Examination

Study Units I-IV (Chapters 6, 8-10)
(Students may use the Stephens and Scheb text only for this three (3) hour examination.)

Study Unit V:

Chapter 11: Personal Autonomy and the Constitutional Right of Privacy
pp. 659-719

Study Unit VI:

Chapter 12: Equal Protection and the Antidiscrimination Principle
pp. 720-797

Study Unit VII:

Chapter 13: Elections, Representation, and Voting Rights
pp. 798-844

Final Examination

Study Units V-VII (Chapters 11-13)

(No outside sources of any kind allowed for this three (3) hour closed-book examination.)

STUDY UNIT INFORMATION:

The instructor suggests the following approach for success in this four hundred level course:

1. Read carefully the Preface and Introduction of the textbook and understand this material before starting the Study Units.
2. Skim through and familiarize yourself with each chapter reading first as you proceed.
3. Familiarize yourself with the cases to be briefed, the objective questions to be answered, and the essays and the hypothetical questions to be written before you begin to read in earnest.
4. Carefully read the chapter for the Study Unit, being mindful of the questions to be answered.
5. Brief the cases, answer the objective questions, respond to the needs of the essays, and consider the hypothetical question for the Study Unit.
6. Submit your work to the instructor for grading.

SUBMIT YOUR ANSWERS FOR GRADING AS ONE COMPLETE STUDY UNIT. Any partial units will be returned without a grade. Attach an assignment cover sheet to each unit's answers and submit them. Assignment cover sheets are included in this syllabus.

For this particular course you may submit your completed units for grading by mailing your assignments to:

(Be sure to attach an assignment cover sheet.)

Address:

Francis J. "Skip" Muzik, Jr
346 E Lakeside Street
Madison WI 53715

EXAMINATION INFORMATION:

There are two examinations, a first/mid-term examination covering the first four study units and a second/final examination covering material from the last three study units.

Each examination consists of a combination of multiple choice, fill in the blank, true/false, essay questions from the study units work, and never before seen hypothetical questions. The first mid-term examination consists of 40 multiple choice, 20 fill in the blank, and 20 true/false = 80 points (1 hour); 4 essays and 4 hypothetical questions = 40 points and 80 points respectively or 120 points (2 hours) for a total of 200 points. Students may use the textbook for reference while writing the three-hour mid-term examination. The second/final examination consists of 60 multiple choice, 20 fill in the blank, and 20 true/false = 100 points (1 hour); 4 essays and 3 hypothetical questions = 40 points and 60 points respectively or 100 points (2 hours) for a total

of 200 points. This examination will be **closed book** with no outside references allowed for its three-hour duration.

The best way to prepare for these examinations is to review the textbook material and study your graded answers on the study unit assignments.

Examination request forms are provided in this booklet.

COMPOSITION OF THE GRADE:

Study Unit I (Chapter 6)

9 case briefs @ 2 points each	18 points
30 multiple choice questions @ 1 point each	30 points
10 fill in the blank questions @ 1 point each	10 points
10 true/false questions @ 1 point each	10 points
	68 points
5 essays @ 10 points each	50 points
3 hypothetical question @ 20 points	60 points
	110 points
Study Unit I Total Points	178 points

Study Unit II (Chapter 8)

16 case briefs @ 2 points each	32 points
30 multiple choice questions @ 1 point each	30 points
10 fill in the blank questions @ 1 point each	10 points
20 true/false questions @ 1 point each	20 points
	92 points
5 essays @ 10 points each	50 points
2 hypothetical questions @ 20 points each	40 points
	90 points
Study Unit II Total Points	182 points

Study Unit III (Chapter 9)

13 case briefs @ 2 points each	26 points
30 multiple choice questions @ 1 point each	30 points
10 fill in the blank questions @ 1 point each	10 points
10 true/false questions @ 1 point each	10 points
	76 points
5 essays @ 10 points each	50 points
2 hypothetical question @ 20 points	40 points
	90 points
Study Unit III Total Points	166 points

Study Unit IV (Chapter 10)

15 case briefs @ 2 points each	30 points
30 multiple choice questions @ 1 point each	30 points

10 fill in the blank questions @ 1 point each	10 points
10 true/false questions @ 1 point each	10 points
	80 points
5 essays @ 10 points each	50 points
2 hypothetical question @ 20 points	40 points
	90 points
Study Unit IV Total Points	170 points

Mid Term Examination

40 multiple choice questions @ 1 point each	40 points
20 fill in the blank questions @ 1 point each	20 points
20 true/false questions @ 1 point each	20 points
	80 points
4 essay questions @ 10 points each	40 points
4 hypothetical questions @ 20 points each	80 points
	120 points
Mid-Term Examination Total Points	200 points

Study Unit V (Chapter 11)

10 case briefs @ 2 points each	20 points
30 multiple choice questions @ 1 point each	30 points
10 fill in the blank questions @ 1 point each	10 points
10 true/false questions @ 1 point each	10 points
	70 points
5 essays @ 10 points each	50 points
2 hypothetical question @ 20 points	40 points
	90 points
Study Unit V Total Points	160 points

Study Unit VI (Chapter 12)

13 case briefs @ 2 points each	26 points
30 multiple choice questions @ 1 point each	30 points
10 fill in the blank questions @ 1 point each	10 points
10 true/false questions @ 1 point each	10 points
	86 points
5 essays @ 10 points each	50 points
2 hypothetical questions @ 20 points each	40 points
	90 points
Study Unit VI Total Points	176 points

Study Unit VII (Chapter 13)

7 case briefs @ 2 points each	14 points
30 multiple choice questions @ 1 point each	25 points
10 fill in the blank questions @ 1 point each	10 points
10 true/false questions @ 1 point each	10 points
	59 points

5 essays @ 10 points each	50 points
2 hypothetical questions @ 20 points	40 points
	90 points
Study Unit VII Total Points 154 points	

Final Examination

60 multiple choice questions @ 1 point each	60 points
20 fill in the blank questions @ 1 point each	20 points
20 true/false questions @ 1 point each	20 points
	100 points
4 essay questions @ 10 points each	40 points
3 hypothetical questions @ 20 points each	60 points
	100 points
Final Examination Total Points	200 points

TOTAL POINTS FOR ENTIRE COURSE 1,576 POINTS

Upper Iowa University uses a standard grading system:

Your grade will be determined in accordance with the scale below:

- 1576-1419 points = A = 100-90%
- 1418-1261 points = B = 89-80%
- 1260-1104 points = C = 79-70%
- 1103-946 points = D = 69-60%
- 945 or below = F = 59% and below

- A** = All work is excellent, shows exceptional understanding of materials; logical, clear, and insightful written and oral work, incorporates knowledge from other sources and moves easily to the next level of understanding, works well beyond minimum requirements.
- B** = Understanding material is good to very good, demonstrates good grasp of material, good oral and written skills, produces more than the minimum requirements, quality of all work is high.
- C** = Satisfactory understanding of the material, submits only the minimum requirements, communicates adequately in oral and written formats, displays an adequate understanding of all basic concepts.
- D** = Quality and quantity written and oral work is below average and barely acceptable.
- F** = Quality and quantity written and oral work is unacceptable.

NOTE: You must pass at least one proctored exam to pass this course.

If you have any questions about this course or about your grades, write or telephone your instructor, Francis J. “Skip” Muzik, Jr., 346 E Lakeside St., Madison, WI 53715. The home phone is (608) 257-6576.

CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM:

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender's own integrity, they will not be tolerated. Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
- the copying of other students' work or allowing others to copy your work,
- the submission of work that is not your own or allowing others to submit your work as theirs,
- the submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- having access to another person's work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.

Plagiarism includes, but is not limited to:

- the presentation of another's published or unpublished work as one's own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service. Extended University Catalog 2004/05 page 85.

ATTENDANCE:

Even though a student does not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it should be pointed out how important it is to keep yourself on a regular timely schedule if possible to complete and send in units. It is too easy to set work aside and decide to do it later. Suddenly, the need to complete assignments and get them in by deadlines can become stressful and, at times, impossible. The key would be to set time aside on a regular basis and submit work on a timely manner.

LIBRARY RESOURCES:

As a student of Upper Iowa University, you have access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, you can access the library through the University's website. For InfoTrac access information, please contact the library at library@uiu.edu.

WITHDRAWAL:

If you wish to withdraw prior to the last day of the enrollment period you must contact the External Degree office by phone or in writing. After your original six month enrollment period you no longer have the option to withdraw from the course. You must finish the course or have a final grade assigned based on the coursework submitted.

SPECIAL NEEDS:

If you require accommodation for special needs, please provide documentation to: Director of External Degree.

This syllabus is tentative and subject to change.