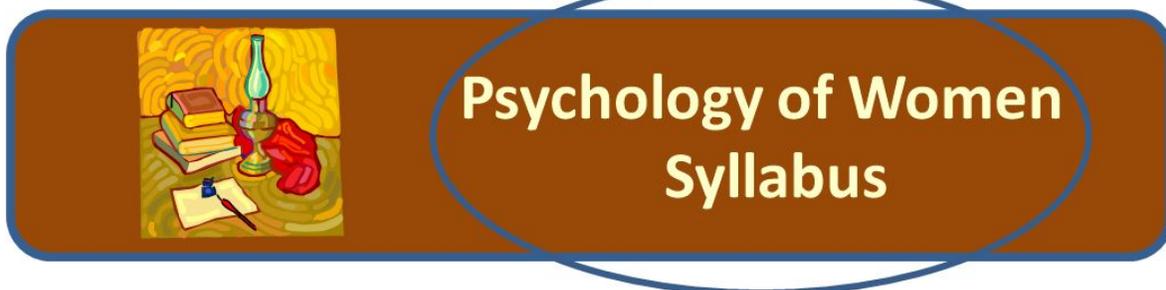
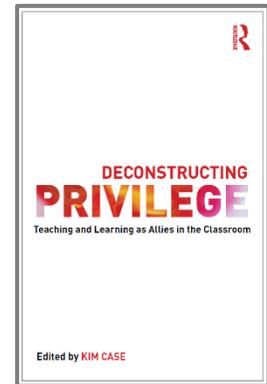
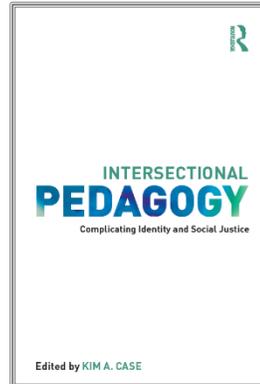




Resource by Kim A. Case, Ph.D.
www.drkimcase.com
www.facebook.com/drcasepedagogy/
www.drkimcase.com/category/blog/
@drkimcase

For more information on intersectional pedagogy, see my books to the right (Case, 2013, 2017).

The resource below is connected to chapter 5 of *Intersectional Pedagogy* which provides details about the infusion of intersectional theory into my “Psychology of Women” course.



[Instructor information here]

Required Texts:

- 1) Women’s Lives: A Psychological Exploration, 3rd edition (2013) by Etaugh & Bridges
 - If you get a used copy, you must get the 3rd edition. ISBN 13: 9780205255634
 - Given the cost of a NEW book is \$130, I strongly encourage you to get a used copy (3rd edition only of course).
 - A used copy from Pearson is fine. Pearson publisher just sold this book to Taylor & Francis in April 2015. T&F removed the option of purchasing an e-copy of the book. ☹
- 2) Additional readings online

Course Description:

Overview: This course examines the psychology of women and gender from a feminist-psychological and social constructivist theoretical framework. In addition to gender, the course utilizes **intersectional theory** to explore the ways that constructs such as race, ethnicity, class, sexual orientation, age, and physical ability interact and operate at individual, interpersonal, and cultural levels to modify women's experiences. Finally, the course examines the social

and political implications of our cultural understandings of woman, man, and gender, and raises questions about the possibilities for social (and therefore psychological) change.

Purpose & Objectives: Besides exploring the rich herstory of feminist psychology dating back to the 1970's and before, another goal of this course is to encourage and aid the development of critical thinking and analysis of gender as a social construct, the impact of gender (as well as race, sexual orientation, class, age, nationality) in your everyday life, and various strategies for challenging individual and institutional sexism. I hope that you will derive personal benefits from this class and better your understanding and acceptance of yourself and others. Specific course goals include:

- to review the research within psychology that pertains to sex and gender similarities and differences and relate that research to women's lifespan developmental issues, including learning, working, partnering, mothering, and coping with violence and oppression;
- to acquire an understanding of the research methods used within feminist psychology to study gender and the psychology of women and to create woman-centered knowledge;
- to use the social constructivist paradigm as an approach to understanding the meaning and intersections of constructs such as gender, woman, man, race, class, sexual orientation;
- to consider the individual within the context of broader social systems such as media, family, educational system, government, etc. We will explore how these social institutions influence how individuals (that's you and me) think about gender;
- to make visible the invisible social forces and psychological mechanisms that perpetuate oppression;
- to learn how to utilize feminist theory to improve your own rational thinking, problem solving, and decision making in everyday life;
- to think & write critically about gender and its historical, social, cultural, and political context.

✳ **Feminist Framework:**

Academic feminism seeks to accomplish the following goals:

- to challenge sexist, racist, heterosexist, and classist stereotypes and representations;
- to render unthinkable and ineffective those ideological systems that hold these oppressions in place; and
- to transform oppressive institutions from tools of discriminatory practices into peaceful, compassionate, and educational practices.
- Academic feminism, as it will be applied here in this classroom, is NOT about male bashing. While men's participation in this framework of thinking is as necessary as women's, this course is unique in that it "centers" on various forms of women's knowledge. It is an examination and critique of power within existing paradigms and institutions. It is about challenging racist, sexist, classist, and heterosexist ideologies in order to theorize about a more equitable society. It is about transforming some of the existing patriarchal, racist, and homophobic paradigms in order to eliminate oppression. As bell hooks notes, feminism is for everybody (hooks, 1999).

✳ **Intersectional Theory:**

In 1989, Crenshaw introduced the term "intersectionality" to explain that complex identities (based on race, gender, sexuality, class, age, etc.) contrast with categorical generalizations about social groups. Patricia Hill Collins' (1990) "matrix of domination" also provides a conceptual structure to aid current understanding of the

various social locations that result from complex identities in both privileged and oppressed groups. The intersectional approach provides instructors and students with a sophisticated critical framework for examining the complexity of identity. The lens of intersectionality provides a new framework for:

- making connections across/within forms of oppression and privilege
- identifying the complexity of social identity & the consequences of social location in the matrix of oppression
- unveiling invisible systems of power that support and perpetuate oppression based on race, class, gender, sexuality, and more.
- challenging “traditional disciplinary boundaries and the compartmentalization and fixity of ideas” (Dill & Zambrana, 2009, p. 2) that currently dominate student learning environments.
- validating subjugated knowledge
- constructing a vision for change

✳ **Critical Race Theory:**

Critical race theory, originating in critical law studies, later gave rise to critical white studies as an examination of whiteness and white privilege. Critical race theory:

- conceptualizes racism as an ingrained feature of the American landscape that appears natural to those within the society.
- uses non-traditional academic tools such as story-telling and narratives to analyze racial myths, racial assumptions, and the social construction of reality. Critical race theory aims to construct a different reality through recognition of the experiential knowledge of people of color.
- calls for a critical analysis of racism within liberalism and for contextual and historical analysis of law and society.

✳ **Queer Theory:**

Queer theory, queer studies, and LGBT studies developed pathways for critical deconstructions of social expectations, norms, and roles with regard to sexuality and gender identity/expression. Queer theory helps scholars:

- examine the social construction of sexual identity and expression of sexuality
- emphasize the distinction between unique concepts of sexual orientation and gender identity
- conceptualize sexuality as fluid, rather than rigid and fixed across the lifespan
- question heteronormativity, heterosexual privilege, gender-conforming norms

Course Requirements:

Student Homepage:

In order to get to know your online classmates, each of you will post a Student Homepage discussion introducing yourself. The instructions for what to include can be found under “Discussions” on Blackboard. Keep in mind this will count as a discussion grade, so the introduction should be thoughtful and perhaps

more than one paragraph to answer all of the questions. **Free tip-** write your discussion posts in a Word document and save them. Then copy and paste into the BB discussion board. If you write directly into the board and the site freezes before you submit, you will lose everything. Also, use Word to edit, correct typos, re-read it. Just because it is a discussion post does not mean it can be text language or full of errors.

Course Modules:

You will see the Course Module links in the left menu within Blackboard. Each of these content modules corresponds to a chapter (or chapters) in your main textbook. In addition, modules on Blackboard will include additional materials such as PowerPoint slides with audio lectures, supplemental required readings, videos, peer-reviewed articles, etc. The textbook and supplemental readings are parallel to the reading you would do before attending the face-to-face class meeting. Your review of the modules, along with participation in discussion postings and taking quizzes are parallel to attending and participating in a face-to-face class.

Module Quizzes:

For each module, you will be taking a short comprehension quiz that will focus on the textbook chapters. You will be provided further instructions within Blackboard. These timed quizzes must be completed by the due date to earn a grade. Each student is allowed only ONE attempt per quiz. Please do not contact me with late excuses or requests to reopen quizzes. You cannot go in and out of a quiz for any reason. BB will save your answers, even if you did not answer anything, and that will count as your ONE attempt. If your computer freezes or shuts off, that counts as your ONE attempt, etc. Do not use any mobile device to take quizzes. Also, review the BB quiz tip sheet before taking any quiz. This information explains how to avoid technical trouble during BB quizzes. Feel free to work ahead at your own pace, as long as you meet all of the deadlines provided in the Course Schedule. Before your final grade is calculated, your 2 lowest quiz grades will be dropped.

Module Discussion Posts:

For each course Module, you will complete the posted readings (textbook chapter/s and research articles). You will also view a Global Feminisms Video and review the Current Event materials provided (could be news story, video, etc.). After thoughtfully completing the module, you should write a discussion post of at least two paragraphs. Separate discussion forums for each module are available on the course blackboard site. See Course Schedule for due dates. Late posts will not be graded.

You are required to write one module discussion post each week of the course. Therefore, if there are two modules in a week, choose one module and write your post for that module. This means a total of 5 module discussion posts for the 5 weeks. Before your final grade is calculated, your lowest discussion post grade will be dropped. Therefore, 4 posts will determine your grade.

Choose to write your post about at least two of the following in connection to the textbook readings:

- One of the peer-reviewed journal articles provided in the module
- Global feminisms project video
- Current event materials provided

Discussion posts should include thoughts, questions, and ideas that reflect your careful reading and consideration of the module materials. These posts should not merely be your affective response (I liked it; I didn't like), personal value statements (I believe X), or solely anecdotes from your own life. In addition, be very clear that using religious texts as if it were a peer-reviewed source is unacceptable in social science. If you are tempted to quote a religious text as an example that illustrates a course concept, please check with me to ensure it follows science guidelines. An appropriate post might address questions that arose while you read, new ideas or implications that result from the readings, connections between course topics, etc.

An important note – make sure you are making connections between the textbook concepts AND the other aspects of the module (quantitative article, qualitative article, global feminisms project, current events). It is natural for students to gravitate more to the current events topics (they are typically more controversial), rather than the research articles, in their discussion posts. However, the psychology of gender is a field based on research, so it is important for you to consider the insights and questions that develop from reading research articles as well (plus I think you'll find the ones I chose interesting!).

Here are some general questions to consider when reading and writing your discussion post:

- What are the issues of the readings that the authors want us to consider?
- How do the readings contribute to the ideas and theories discussed so far in the course?
- How does intersectional framework help us understand more perspectives on this issue?
- How might privilege affect our ability to fully comprehend various perspectives on this topic?
- In regards to the research article: methodological issues, implications, ideas for follow-up research, questions that remain unanswered.
- What are the implications of these readings for the psychology of gender and/or gender roles more broadly?
- Any personal experience or insight related to the readings?
- Anything you found especially compelling or surprising?

You must write your own discussion post for each module, but you are also welcome (and encouraged!) to post reactions to the posts by your classmates (but always respectfully, especially if you disagree).

Final Paper Options: Choose one of the paper options below. You should start writing this paper in week 1.

A) Privilege Reflections Paper:

The full instructions sheet with questions will be available in Blackboard. For this paper, you must choose to write about a form of privilege where you are a member of the dominant group. For example, a white lesbian student would not write about male or heterosexual privilege, but she could write about white privilege. If there is anyone who is in the subordinate group for all 3, you may choose to write about another form of privilege, and I can help you identify a topic if needed. If you are unclear about your group membership, please see me. The essential goal of your paper is to think about how this form of privilege affects your life as a dominant group member. People have a much easier time recognizing prejudice and individual and institutional discrimination when we are part of the group that is the target of such oppression. However, we tend to have more difficulty when we experience the advantages and benefits of dominant group membership. These advantages and privileges tend to be invisible to us and difficult to pinpoint. This paper will be your space for exercising your privilege-recognition muscles. Your paper should reflect

your ability to think critically about prejudice and privilege and successfully apply the concepts to real life and the course readings. Keep in mind you should definitely start writing this in week 1. Time flies in the 5-week course, and you need a lot of time to reflect, write, reflect some more, incorporate new knowledge gained via modules each week, write and reflect more, polish the paper, etc.

B) PhotoVoice Project and Paper:

This approach, known as PhotoVoice, has been used for several decades by social scientists, educators, and counselors to work with people and provide a space for individualized expression. When used as a methodological approach to working with marginalized communities, it can be a powerful way to gather perspective from people that are traditionally silenced. For example, a psychology professor once gave cameras to women immigrants from Taiwan living in a domestic violence shelter. She asked them to take pictures that represented who they were and their experiences as immigrant women. Visit <http://www.photovoice.org/> for inspiration!!

All PhotoVoice assignments (project and paper) must include intersectionality as a central focus. Your charge will be to take pictures (and you may also use some you already have) that capture your voice with regard to some aspect or aspects of your own intersectionality and social location. It is important to note that you will include both marginalized and privileged areas of your social identity. Thinking about two main sections of the PhotoVoice PPT, you will include both of the following:

- *Personal:* Photos that represent the intersections of your own various identities, including those that are associated with privilege and oppressed populations.
- *Conceptual:* Photos that attempt to illustrate intersectionality as a concept. You might take pictures of items, locations, and abstract images that would help others understand intersectional theory and the matrix of oppression and privilege.

Each student will display and explain the photos either with text explanations or voiceover. PowerPoint is the recommended format, but more creative solutions (such as a website) are welcome. Your presentation must be fully visible to all students in the class, so choose a format/software that is not specialized. Grading of the project PowerPoint will be based on the relevance of the photos, explanation of the photos, connections to intersectionality, connections to course readings, connections to concepts and theories, connections to additional module materials (videos/essays), organization, and clarity.

Reflective PhotoVoice Paper- You will also submit a 3-4 page paper reflecting on what you learned from this PhotoVoice assignment. This paper should also make clear and relevant connections to course readings, videos, essays, concepts, and theories. This paper is extremely important to your success, so please take it just as seriously as the project portion.

Final Intersectionality Project:

The detailed instructions for the project are available on Blackboard.

Learning Objectives-

- to create a product that helps raise awareness of intersectionality and can be used to teach about intersectionality.
- to promote student understanding of multiple social identities, intersectionality theory and the complexity of group membership and identities, and the matrix of oppression;

- to provide experiential student learning opportunities for direct and applied social action with regard to intersecting identities;
- to develop students' prosocial behavior and strengthen their public education skills for building community awareness of social inequalities.

Project- You will design and create your project as an individual (not as a group) for educating others about intersectional theory and its applications. For example, you might create videos, documentaries, games, cartoons, class activities, interactive exercises, teaching modules, websites, handouts, etc. You will then conduct public education making their workshops, videos, games, and handouts available to the target community audiences.

Project Reflection Paper- After completing the project, you will write a reflection paper (5-7 pages) connecting the project to course readings, theory, concepts, videos, essays (anything within the course modules). The reflection will include sections addressing: choosing your topic and the target audience, the rationale and logic for the design of your project, explanation of how this will contribute to public education about intersectional theory, how your project could be used by others to raise awareness of intersectionality, and what you learned.

Grading Policy:

Grade Posting: You will be able to view all of your grades on Blackboard. In the course menu, click on "View My Grades."

Total Points: There are **100 possible % points** to be earned for this course. Assignments will be explained at length in the instructions on Blackboard.

Point Breakdown of Final Grade:

Student Homepage- 5%

Module Quizzes = 15% (drop 2 lowest scores)

Module Discussion posts = 15% (drop 1 lowest score)

Paper = 30%

Intersectionality Project = 35%

Your deadlines – All due dates are on Course Schedule document

Factors that DO NOT influence grading or your final grade:

- How many times you have taken the course in the past
- How much you feel you deserve a certain grade
- How much and how often you beg me for extra points
- How hard you worked on your assignments

Factors that DO influence your final grade:

- Total points you have at the end of the semester

- Quality of work you have done up to that point
- Ability to show that you have mastered the concepts & can apply them to real life

Final Course Grades by Percent Earned:

A	93.0 or more	C	73.0 – 76.9
A-	90.0 – 92.9	C-	70.0 – 72.9
B+	87.0 – 89.9	D+	67.0 – 69.9
B	83.0 – 86.9	D	63.0 – 66.9
B-	80.0 – 82.9	D-	60.0 – 62.9
C+	77.0 – 79.9	F	0 – 59.9

Tips for Success:

- **WARNING-** this course moves along with the expectation that each student will work steadily on assignments and meet deadlines!! If you are taking this course in the summer, the pace will be 3-4 times faster than in a regular semester. You should be checking the course page for discussion posts and emails frequently (at least once every day or two) to keep up and stay aware of changes, updates, and helpful information.
- Since this is an online class, your self-motivation and self-pacing are absolutely critical. For this course, you should plan to work about 7-9 hours per course module as we move through the materials. Be sure to plan your time accordingly. We typically have 2 modules per week, so that is 14-18 hours plus more work in weeks when you have the paper and project due.
- Make yourself a calendar with all of your due dates and plan for when you will work on each one for completion in advance of the due dates.
- Do not wait until the end of the term to discuss problems you are having in the course. Procrastination will only make it harder to bring your grade up.

Technology for Learning:

Since this is an online course, there are some minimum hardware and software requirements to complete the course. For recommended operating system requirements and web browser compatibility, visit the Blackboard Tune-up page. For all browsers, JavaScript and cookies must be enabled.

In addition, since the class has a number of flash interactive presentations, film clips, and other audio-visual content, a high-speed internet connection is highly recommended. If you do not have a high speed connection where you usually do your class work, do keep in mind that you can always use on-campus machines, as well as those at your local public library. Laptop users can also make use of the increasing numbers of Wi-Fi Hot Spots around, from public libraries to various coffee shop locations. In addition, students will need to obtain Adobe Acrobat Reader, Adobe Flash Player, Quicktime player to read articles and view most audio-video content in this class.

Course Schedule:

The course schedule for this class will be available online. The course schedule will explain reading assignments and due dates for all course units. **PRINT the course schedule** and make it your best friend for success in this course!! That will be the most important document for success in the course

Course Policies:

Office Hours and Contacting the Instructor:

Questions of general interest should first be posted to the discussion board (only if they have not already been answered) so that other students can benefit from the response or have an opportunity to respond to your question. Only questions of a private nature should be communicated to me through the Blackboard email. During office hours, I will be actively checking emails and discussion boards. Outside of office hours, please email through Blackboard. When sending an email to me, please *allow a minimum of 24 hours for a response*. Most of the time I will respond much faster, but when away at conferences, access to email is limited.

Communication:

Please note that within this course, the instructor operates under the assumption that you are reading all discussion postings, as well as other course materials. There are several separate discussion areas for this class:

- Always **READ ALL POSTS** before posting a question. If the question has already been answered, you will frustrate your classmates and your professor. Questions already answered will be deleted from the boards.
- Any announcements, changes, or otherwise helpful information will be posted under the topic "Messages from Dr. Case." It is your responsibility to check the discussion boards each day. I highly recommend "subscribing" to this one so that you get updates automatically.
- "Ask Dr. Case" is a space for posting questions after reviewing course materials and all discussion posts. Most questions have already been answered there for you, but if not, just ask!
- The "Student Homepage" discussion board exists so that we can get to know each other a little better. We need an online community that feels a little less isolating, so please drop in to let us know more about you.
- The "Student Lounge" has been created for socializing, asking classmates for recommendations on where to eat, or anything else (professionally appropriate) that you might chat about during break time in a face to face course. Even though this is an online course, you deserve an area for the informal student to student interaction.

Late Assignments: Please do not contact me with late excuses or requests to reopen quizzes. All assignments will also be due by the deadlines in the Course Schedule.

Online Classroom Behavior:

Confrontational or argumentative behavior will not be tolerated. Rude behavior such as hostile tone of voice (all caps online), personal attacks, or snide remarks are unacceptable. In an academic environment, we all need to stay focused on maintaining a respectful classroom where everyone can share without fear of being ridiculed. You are very free to disagree with each other. In fact, I encourage a variety of opinions (so if yours is not being stated, please speak up). However, you can disagree without insulting any individual. Saying one position is ridiculous or that an individual who holds a view is stupid (or some other insult) will not be tolerated. In addition, if you have participated and your point has been made, there is no point in dominating discussion to say/type the same thing again. If you have something new to add, please do so. Thank you for following these guidelines. I hope they will help us work toward respectful engagement with the material.

Blackboard Technical Difficulties:

We are all likely to run into technical glitches because Blackboard is still new to UHCL. To catch problems I created a discussion forum so that you can post any technical issues there and I can then report them to the tech support on campus. Make sure to post them there and NOT on the Ask Dr. Case thread. Please note that I have taken every precaution to make sure this course is bug-free, but there are never any guarantees with a technology transition of this proportion. If you encounter broken links, videos not working, etc., please post to that forum and I will address it if the error is within my power to correct.

What to do if your assignment is due and you have a Blackboard technical glitch? NO PROBLEM, but only if you are submitting your work 24 hours before the deadline. If you are submitting your work that early and have a problem, then you must contact the Blackboard help desk folks (UCT Support Center 281-283-2828) to describe your problem and have them document your call. If UCT determines there was no way to correct the problem before the deadline, you may have 12 hours to resolve the problem without penalty. Otherwise, your work will be assessed as late. This policy will be strictly enforced, including for discussion board postings. With such a large number of students, any leniency would produce chaos. Please do not write me for advice on your technical difficulties, especially given that I will not have a clue how to solve the problem.

Student Blackboard Support:

http://prtl.uhcl.edu/portal/page/portal/UCT/New_UCT/documentation/BlackBoardStudentSupport

Contact the Technology Support Center: <http://prtl.uhcl.edu/portal/page/portal/UCT>

Appropriate Use of Course Content: Given that this is an online course, you will have many opportunities to view content, whether video, audio, or text, in places outside the traditional university classroom walls. You might be in a public library or coffee shop, with your family in the living room at home, or on campus in a computer lab. Please be considerate of others when reviewing audio content. Headphones are likely to be necessary in many of these scenarios.

Privacy and Blackboard Tracking Notice: Blackboard or the course web site automatically records all students' activities, including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. This data is accessed by the instructor to evaluate class participation and to identify students having difficulty using Blackboard features.

Incomplete & Withdrawal: Incompletes are not an automatic in this course. Please note that I will only grant an incomplete in rare & unusual circumstances. Students often ask for an incomplete when they have done poorly in a course and want to avoid a low final grade. However, incompletes are reserved for students in good standing in the course who communicate with the professor as soon as problems arise. If you do not officially withdraw from the course, but stop doing the work, you will earn an "F" for your academic record.

Disability Services: If you have a physical or learning disability, please be sure to contact me during the first week of class. Disability Services requires an initial meeting with new students to review individual needs and the appropriate documentation required to identify the services and accommodations they can offer. SSB 1301; 281-283-2648

Career and Counseling Services: Need help creating a resume or job interview tips? Need to talk to someone about life or other issues? Visit Career and Counseling Services. Short-term individual counseling sessions, seminars,

workshops and small group experiences are available to help students grow toward academic and personal goals.
SSB 3103; 281-283-2580

Copyright: All materials in this course are subject to copyright protections and should not be downloaded, distributed, or used by students for any purposes outside of this course. This includes lectures, text, images, videos, audio, pdf files, emails, discussion posts, and all other documents.

Six Drop Rule Limitation: Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does NOT affect your 6 drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit www.uhcl.edu/records for more information on the 6 drop rule and the census date information for the semester/session.

Academic Honesty:

Academic dishonesty in any form will not be tolerated in this class. Specific policies are clearly outlined in your student catalog, and will not be reproduced here. Please note that I consider any type of academic dishonesty a very serious offense, and will follow the university disciplinary procedures for any violation encountered. Plagiarism of any type may result in an F in the course, or a zero for a paper, regardless of how much coursework has been completed up to that point. Copying the work of another or paraphrasing another person without proper citation is plagiarism. All UHCL students are responsible for knowing the standards of academic honesty. Please refer to the UHCL catalog and the Student Life Handbook for the University Academic Honesty Policy. The UHCL Library also has helpful information on avoiding plagiarism. The UHCL Writing Center also has a statement on plagiarism. Another wonderful source is www.plagiarism.org.

Did you know you can be guilty of plagiarism without knowing it? Improper citation of sources or too much paraphrasing is plagiarism, even if you do not intend to plagiarize. Unintentional plagiarism is still plagiarism. So the "I didn't know" defense will not work. In addition, plagiarism can occur in the draft form of a paper as well.

Plagiarism is the use of the work of others without giving credit. For the purpose of this class, direct plagiarism will be defined as four or more consecutive words taken directly from a source without being placed in quotation marks or without citing the source. In addition, taking a sentence from another source and changing a few words is still plagiarism. This is not equivalent to putting ideas into your own words. It only shows a student can use a thesaurus to alter a few words.

This is stated more generally in the University Catalog under the Academic Honesty Policy. It would be very appropriate for you to read this entire policy for your information and for your understanding of the rights of both instructors and students. In addition, the American Psychological Association, 6th edition manual has plagiarism information that you should read.

Plagiarism is a serious offense. It is literally stealing someone else's words. This is not merely against class or University policy, it is against the law and is considered an affront to academic and moral integrity. "Cheating" or copying from another student or out of the book is a form of plagiarism and will be treated as such. The two most significant reasons academic dishonesty is dealt with strongly are as follows:

- The original intent of educational institutions is to provide a learning environment. You do not learn by copying others. If you cannot discuss or write something in your own words (with the exception of technical phrases, definitions, conceptual labels, etc.), you do not understand it.
- You are not only unfair to yourself, but to others. You are using their hard work, their efforts, as your own.

If plagiarism or cheating is found in your work, you may earn a zero for that assignment. Further punishment will be relative to the amount of plagiarism and whether or not it is found in your other assignments. You may also receive a zero for the course, depending on the violation.

Please note that changes to the syllabus may occur at the instructor's discretion and will be announced on Blackboard. You will be responsible for any changes.