# Course Information

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<tbody>
<tr>
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<td>2:10p to 3:25p</td>
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<tr>
<td>Units:</td>
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<tr>
<th>Instructor Information</th>
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<tr>
<td>Name:</td>
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<td>Email:</td>
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Professor Introduction

My name is César Rodríguez. You may refer to me as Professor Rodríguez, Professor, or Profé.

My family comes from Guadalajara, Jalisco, and I am a Chicano from South San Francisco. I am a community college transfer student (Skyline College & CSM), who graduated from UC Berkeley with a B.A. in Sociology and Psychology.

I earned my Ph.D. in Sociology from UC Santa Barbara, and currently study whiteness as a tradition of fascism in the United States, one that is archived in the formation of the prison and border systems.

I used to play football and capoeira, have taken a liking to craft beer and science fiction, and enjoy staycations in the Bay Area with my wife. My guilty pleasures include shows such as Game of Thrones, The Office, Arrested Development, and the Real Husbands of Hollywood.

Course Description

Official Description

Examination of Latino juvenile justice, the myths and realities, and the over incarceration of Latino youth: its sources, costs, and consequences; and impact on individuals, families, and communities. Latino experiences with schooling, police, gangs, drugs, "juvie," and caseworkers are covered.

Elaborated Description

A critical examination of the USA and society through an examination of criminal justice and deportation systems from the vantage point and/or experiences of youth from Xicanx and Latinx communities.

Topics of Study

- Traditional criminology and the criminal justice system from a critical criminological and Chicana/o Studies perspective.

- The criminalization of Latinx families in US society - through moral panics about ‘illegal aliens’, ‘overbreeders’, ‘anchor babies’, and gangs - so political and economic elites can transform government according to neoliberalism and neoconservativism.

- The impact of a deportation regime and the militarized US-Mexico border on Xicanx/Latinx families and communities, from the vantage point and experiences of children on either side of the border(s).

- The impact of the criminal justice system - with particular attention paid to gang injunctions - on Xicanx/Latinx families and communities, from the vantage point and experiences of youth of color.

- Subcultures developed by Xicanx/Latinx youth in different historical moments.

- Traditions and forms of resistance practiced by Xicanx/Latinx communities - particularly those led by youth.
Interdisciplinary Approach

This course takes an interdisciplinary approach. As such, students will study texts emerging from the following disciplines:


Teaching Approach

The course is structured around the close reading of texts via homework, and structured group discussions of texts in class.

In particular, this course is structured to develop foundational writing skills and collaborative learning techniques. THIS COURSE ABSOLUTELY DEPENDS UPON THE PREPARATION AND ENERGY STUDENTS BRING TO CLASS.

Course Materials

The course texts present empirically-based claims about the course subject matter, texts that may differ, and even challenge, common sense understandings of society and justice.

All required course materials - assigned texts, documentaries, etc. - will be made available via iLearn or in-class.

Students are required to bring copies of the texts (digital is fine), as well as HARDCOPIES of their homework, to class.

Laptops, Tablets, and Smartphones

Students can and should bring their laptops, tablets, and/or smartphones to class. Students may use these as an alternative to printing their readings, and will be asked to use them in class for group activities.

That said, the professor will indicate when such electronic devices should be put away (usually during mini-lectures and documentaries) and/or taken out for group work. As such, students should expect to bring a writing utensil and paper to take notes in class.

Workload

For online courses, the university credit hour policy requires a minimum of two (2) hours of out-of-class student work each week for each unit of credit per semester.

This course is a three (3) unit course, which requires a minimum of 6 hours of coursework per week. Block that time (6 hours) out in your weekly calendar because you will need it in order to complete your homework in time.

Reading Load

The total reading load per week is approximately 60 pages.
Course Specific Learning Outcomes

The goal of the course is train students in key areas and in key writing skills that are foundational to future work and/or study.

Becoming Independent & Collaborative Scholars

• Deconstruct and interpret texts at a graduate-level.
• Learn how to learn independently and/or with a group.
• Master fundamental writing skills.

What key content will we study?

By the end of the course, students should demonstrate a mastery over the following:

• The importance of studying social institutions from the subjugated knowledges of those subjectivities and communities impacted by said institutions.
• The historical events, relationships, and conditions that result in transnational migration and community formation.
• The use of moral panics to garner popular support for neoliberal and neoconservative restructuring of society.
• The impact of deportation and a militarized US-Mexico border on Xicanx/Latinx families and communities.
• The impact of the criminal justice system on Xicanx/Latinx families and communities.
• Subcultures developed by Xicanx/Latinx youth.
• Traditions and forms of resistance practiced by Xicanx/Latinx communities, particularly youth.

What key writing skills will we practice?

By the end of the course, students should demonstrate a mastery over reading skills, including how to:

• developing a thesis statement;
• outlining an essay & selecting evidence;
• organize paragraph structure; and,
• integrate quotes.

How will this course help future career and civic engagement?

The content of this course will help students understand the USA and our global society through the experiences of Xicanx/Latinx youth, which will help students learn to better serve Xicanx/Latinx youth and communities, as well as learn of alternative approaches to community safety that students may pursue through their professional career and/or civic engagement.

The skills practiced in this course will help students develop sound writing skills that they can apply immediately in other courses, particularly their capstone requirement, as well as in their professional careers and/or civic engagement. Moreover, the collaborative learning aspect of this course prepares students to work in groups, a likely scenario in their work and advocacy efforts.
Course Design

Course Units

There are 6 units to this course, each lasting between one to four weeks, and they are as follows:

1. Critical Criminology from a Xicanx Perspective (Weeks 2-4)
2. Moral Panics and Political-Economic Restructuring (Weeks 5-8)
3. Latinx Youth and Immigration (Weeks 9-10)
4. Latinx Youth and the Criminal Justice System (Weeks 11-12)
5. Latinx Youth Culture (Week 13)
6. Latinx Resistance (Weeks 14-16)

Kinds of Class Sessions Within a Unit

Each Unit will last between one to four weeks, and almost all will include the following kinds of class sessions:

• Mapping Dominant Ideologies;
• Reading Discussions;
• Video Screenings; and,
• Writing-Skill Workshops.

Each kind of class session is explained further below.

Mapping Dominant Ideologies

Timing: This will be the first class session in a given unit.

Activities: In these class sessions, we will:

• discuss the importance of studying a given unit’s main topic (e.g. Latinx youth and the Criminal Justice system);
• identify different, mainstream ideas about this topic (e.g. “Latinx youth are fundamentally more criminal than white youth”); and,
• suggest the implications of these mainstream ideas (e.g. “Latinx youth should be sentenced as adults).

• The rest of the class will be dedicated to discussing the assigned reading.

Purpose: The purpose of these sessions is to map popular ideas and their implications, and to guide our study of texts in order to respond to these ideas that maybe believed sincerely to be true, but are actually empirically false and sociologically dangerous.

Homework: The homework for these class sessions will entail a reading reflection.

Reading Discussions

Timing: This will be the majority of class sessions in a given unit.

Activities: In these class sessions, we will:
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- work in small groups to answer questions posed by the professor;
- share our small-group answers and discuss with the broader group; and,
- listen to mini-lectures by the professor.
- We may use other group activities in-class, such as fishbowl discussions, round-robin teaching, visual representations of texts, etc.

**Purpose:** The purpose of these sessions is to collectively interrogate and reflect upon the assigned texts. Please note, we will not be ‘covering’ the material. Rather, we will be ‘discovering’ the material through questions and group-discussions.

**Homework:** The homework for these class sessions will entail a reading reflection. Please note, bringing your homework (printed, hard-copy) and reading (digital-copy on an electronic device or printed hard-copy) is essential for these class sessions to function.

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**Video Screenings**

**Timing:** At least one class session within a given unit will entail the screening of a documentary, science-fiction film, and/or video clip.

**Activities:** In these class sessions, we will:
- study a given video;
- write written responses on worksheet; and,
- discuss the relevance of the film to the material and topics we’ve been studying.

**Purpose:** The purpose of these sessions is to provide us a visual representation (from actual or fictional people, histories, and/or contexts) to understand the concepts, histories, dynamics, and issues we’re studying.

**Homework:** The homework for these class sessions will entail a reading reflection. Please note, bringing your homework (printed, hard-copy) and reading (digital-copy on an electronic device or printed hard-copy) is essential for these class sessions to function.

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**Writing Skill Workshops**

**Timing:** The final class session within a given unit will entail a writing-skill workshop.

**Activities:** In these class sessions, we will:
- learn about a writing-skill;
- practice a writing-skill in response to the dominant ideas we identified; and,
- incorporate information from the texts we studied.

**Purpose:** The purpose of these sessions is to provide us an opportunity to practice key writing skills, synthesize the material we’ve been studying in response to dominant ideas, and prepare for the final essay.

**Homework:** The homework for these class sessions will entail a writing assignment. Please note, bringing your homework (printed, hard-copy) and reading (digital-copy on an electronic device or printed hard-copy) is essential for these class sessions to function.
Course Requirements and Grading

Overall Grading Breakdown

- Participation: 35%
- Final Paper: 30%
- Homework Assignments: 35%
# Homework Assignments

**Goal**

Students will complete two (2) homework assignments a week, each one between 200 to 250 words in length (approximately 1 page, double spaced).

These should reference the text and incorporate direct quotes with a proper citation, and should be submitted in class as hard-copies.

The each reading reflection is designed to prepare students for the in-class reading discussions and/or writing-workshops.

**Evaluation**

Homework assignments will be evaluated according to:

- how well their reading reflection demonstrates a close study of the assigned text;
- the unique interpretation each reply makes to the conversation; as well as,
- completion in a timely fashion (according to the indicated due date).

Homework assignments will be graded on a scale of 0-10.

Homework assignments will also be used to track attendance, as hard-copies will be submitted at the end of class.

Students will have their four lowest scores (even scores of 0) FOR READING REFLECTIONS (not writing-skill assignments) dropped, no questions asked.

**Due Date & Time**

Homework assignments will be submitted at the end of each class.

# Attendance & Participation

**Goal**

Students will attend our regularly-scheduled class-meetings on Tuesdays and Thursdays in order to learn with and from their class-comrades.

**Format and Grading**

Attendance will be tracked according to the submission of their 1-page homework assignment at the end of class.

Participation will be tracked according to students providing quick, written feedback on the backside of their homework assignment at the end of class.

**Absences**

Students will get four absences excused, no questions asked.
Final Paper

Goal

Students will use this to demonstrate their mastery over the course content and writing skills by selecting from a number of possible prompts, and writing a corresponding number of short essay in response.

Format

Students will select from two (2) out of six (6) possible prompts. Each prompt would correspond to a course unit. For each prompt, students will write a short two (2) page essay that are 1,000 to 1,250 words in length, use a clear thesis statement, clear organizational structure, evidence to demonstrate the argument, and use APA or MLA style to format their paper, citations, and a references page.

Evaluation

Each of the two essays will be graded according to a rubric that will be made available to students before hand via iLearn. Nonetheless, each essay will be evaluated according to:

- form (structure, grammar, spelling, etc.); as well as
- content (argument, evidence, logic).

Each essay will be graded out of 100 points.

Missed or Late Assignments

Homework assignments can be turned in late for partial credit, and they will be graded on a scale of 0-8 (instead of 0-10).

Extra Credit Assignments

Goal of Extra Credit

Extra credit assignments are used as a means to reward students for sound writing habits and practicing engaged citizenship, as well as to help students make connections between their learning and the outside world.

Campus Event Report-Back

Goal

Our campus offers a lot of great events, such as guest-speakers, performances, workshops, and documentaries, that can really enhance and compliment our educations. Yet, we cannot attend all of the events on campus because of our commitments to other courses, work, and our loved ones.

Thus, the goal of this extra credit assignment is to reward students for being active learners and community members, develop a life-long habit of seeking and finding public lectures, documentary screenings, cultural events, as well as develop a sense of stewardship for our collective learning through a “report-back”.

9
Format

The professor will announce certain campus events to students by posting information about upcoming events in the Campus Events Report-Back Forum. If you know of a campus event that is relevant to the class, then please ask the professor to offer it as an extra-credit opportunity.

Students who attend can write a ‘report-back’ to the rest of us (particularly for the benefit of those of us who could not attend), which answers three short questions (including “how does this event intersect with any thing we've read, watched, or discussed in our course?”), and includes a “selfie” picture of them at the event.

Evaluation

Each report-back will be graded according to how well and clearly each report-back answers the three required questions, and if a student included a ‘selfie’ picture of them at the event. Each report-back will be worth 2 points. A student can submit up to will be added to a student’s attendance & participation grade.
# Classroom Culture & Environment

## Professor’s Role and Responsibility

### The Material May Challenge You

This class will engage issues that are contentious, such as matters regarding class, race, gender, and government institutions, from a critical perspective based in social justice.

Like any worthwhile education, the concepts and empirical information we study in this class may differ and even challenge the views and perspectives of students. Any worthwhile education should challenge preconceived notions, and expose you to new and different concepts and empirical information.

Students may have their preconceived notions challenged, but know that this out of a commitment to teaching students concepts that are canonical and/or cutting-edge, as well as empirical information.

### Disruptions Will Not Be Tolerated

Students can and should ask questions out of genuine curiosity and/or confusion. That said, students who interrupt another person in class, are a distraction, and/or are otherwise disrupting our classroom environment or my pedagogy will be asked to leave the class.

### Policy on Audio and Video Recording

To protect students’ privacy and to facilitate open discussions and dialogue, video and audio recording of class discussions and lectures is prohibited unless you have written permission from your professor or the Disabled Students Programs and Resource Center. We will discuss sensitive topics in class: Authorized recordings are for personal use only and may not be shared or posted.

### Statement of Commitment to Equity

San Francisco State University is committed to promoting equity and social justice within a respectful and safe environment. (See SFSU Strategic Plan). Accordingly, the instructor of this course has signed the SFSU Community Pledge, promising to stand against acts of hate and bigotry and to defend targeted members of our community who are undocumented, people of color, LGBTQI, Muslim (or other targeted religious groups), Palestinians, refugees, immigrants, the differently abled, and women.
Student Expectations & Advice

Be Engaged & Supportive

The course depends entirely upon the effort and energy of students. I ask that everyone perform the labors necessary to form and elevate our conversations in class. A chain is only as strong as its weakest link.

Come prepared to class - having studied the material, with your homework, something to take notes, and especially with a willingness to participate - which can include everything from discussions, to drawing, to getting up and leading stretches in class.

We all get stressed out by life, and sometime life can be very demanding on us. I ask that you please leave as much stress at the door as possible, and do your best to prevent it from spreading to others - even if that means you have to privately let me, the professor, know if you’re beyond capacity to participate in a meaningful way on a given day.

Pay close attention when in conversation with your fellow students. Take a supportive approach when dealing with one another. Dialogue and build off of each other’s comments in a conversation and/or assignment. Ultimately, I ask that you be good to yourself and others.

Communicate With Me As Early As Possible

Please, speak with me as soon as possible, especially if you are a student who:

• must work to support yourself and/or your family;
• has a documented disability;
• is a parent;
• involved in a leadership position in a campus- and/or community-based organization;
• on academic probation;
• observing religious practices; and/or
• undergoing any unusual and/or otherwise demanding situations.

I am not asking that you reveal any private information you are uncomfortable sharing. That said, I do want to support students who come from non-traditional backgrounds and/or who are undergoing otherwise unusual circumstances and yet still want to succeed in their courses. Thus, you are under no obligation to share this information, but I do encourage students to be proactive.

Out of fairness to others, I will still hold you to the same expectations I hold all students. However, I may consider being flexible with deadlines when possible in order to work with students in the above situations. I will do so on a case-by-case situation, and there is no guarantee I will provide support in such a manner.

Always Be an Independent and Critical Thinker

Students should always “see” things for themselves by studying and assessing the empirical information and concepts we study and the methods that produced said material. I always encourage
students to study the material closely, as well as encourage them to seek other sources to learn for
themselves.

Also, please feel free to share your own perspective, which maybe informed by your life experiences
and/or different things you’ve learned or study - even if this contradicts or disagrees with what I am
sharing. We learn through discussion and debate, and the sharing of different, even opposing views,
helps us learn. You can say whatever you want, as long as you back it up with evidence. Also, know
that myself or others can share with you as well, even in disagreement - so long as we back it up with
evidence.

Be Resourceful

When challenged, try to figure things out by being an independent learner.

Try to consult at least three resources before contacting the professor; speak with a class or wrecking-
crew comrade, search the web, pick up a dictionary or an encyclopedia.

Be Open-Minded & Respectful

Any good college course should challenge your beliefs. Be open-minded as you encounter material that
challenges previously held beliefs.

In our conversations, we might disagree, and that is an understandable and essential part of engaging
in dialogue to reach better truths. While we will, and should (!), disagree, we should remain respectful.
The basic rule of thumb here is the golden rule: treat others as you would like to be treated (during a
disagreement and/or misunderstanding).

Be Persistent and Resilient

Also, we occasionally do not perform up to our expectations. Understandably, we can become
concerned, and that is a good sign - it indicates we want to excel. Be persistent, resilient and
resourceful, and you will do fine. I keep these ‘intangibles’ in mind when I evaluate student
performance.

Stay enrolled in this class if…

I want everyone to participate and build with each other, and I do not want to encourage people to drop
my class. That said, we all may not be ready to learn new ideas or work with others. As such, here are
some reasons to stay enrolled in this class…keep this class if:

• you’re willing to work in a group, even if you’re a little shy or the quiet type;

• you’re willing to try new activities in class with others;

• you’re willing to interpret texts for yourself, rather than memorize what the professor tells you is the
right answer;

• you’re willing to leave whatever is stressing you out at the door, so you can bring the energy
necessary to make a good class work; and

• you’re willing to engage with different ideas, even ideas that may challenge your preconceived
notions.
Course Calendar and Reading Schedule

Disclaimer on Syllabus: Always Consult iLearn

There Might Be Changes

This syllabus is subject to revision as the semester progresses.

I may change assignments, usually by modifying them, or outright dropping them. I usually do not add extra assignments, and, if I do, I will likely make them extra credit.

I may also change the required texts, by exchanging a reading or documentary for a different one. I usually do not add extra reading, and if I do, I will make it extra credit.

Finally, I may change some of the dates for assignments or course activities. When I do, I always give students plenty of time to complete a given assignment.

Always Check & Rely on iLearn

Any changes made to this syllabus will be communicated to enrolled students via our course’s iLearn website.

Students should always consult iLearn and consider that the ultimate guide for coursework. In other words, what is listed on iLearn trumps this syllabus.

While changes may occur, students should still block off time in their weekly schedule to study and complete homework exercises, as students can count on being assigned homework each week.
### Week 1 - Introduction

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<td>Student Introductions</td>
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### Unit 1 - Critical Criminology from a Xicanx Perspective

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<td>Mapping Ideology Session</td>
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<tr>
<td>Reading Discussion Session</td>
<td>2/2</td>
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<td>Reading Discussion Session</td>
<td>2/7</td>
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<tr>
<td>Video Screening Session</td>
<td>2/9</td>
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<tr>
<td>Reading Discussion Session</td>
<td>2/14</td>
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</tbody>
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1. Selections will be read in-class, not for homework.

2. We will watch an episode of *Black Mirror*, titled, “White Bear”. 

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### Writing-Skill Session³  
**Date:** 2/16


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### Unit 2 - The Criminalization of Immigrant Families & State Restructuring

#### Mapping Ideology Session  
**Date:** 2/21


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#### Video Screening Session⁴  
**Date:** 2/23


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#### Video Screening Session⁵  
**Date:** 2/28


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#### Reading Discussion Session  
**Date:** 3/2


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#### Reading Discussion Session  
**Date:** 3/7


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³ This writing-skill session will be on developing a thesis statement.

⁴ We will watch the documentary, *Life & Debt*.

⁵ We will watch the documentary, *The Brainwashing of my Dad*. 
## Fall 2016  CJ 450  Syllabus


### Writing-Skill Session

**Date:** 3/9


### Reading Discussion Session

**Date:** 3/14


### Video Screening Session

**Date:** 3/16


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**SPRING BREAK!**

Homework: fight fascism.

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### Unit 3 - Latinx Youth and Immigration

#### Mapping Ideology Session

**Date:** 3/28


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6 This writing-skill session will focus on outlining an essay & selecting evidence.

7 We will watch an episode of *Black Mirror*, titled, “Men Against Fire”.
Reading Discussion Session     Date: 3/30

Reading Discussion Session     Date: 4/4

Writing-Skill Session\(^8\)     Date: 4/6

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### Unit 4 - Latinx Youth and the Criminal Justice System

Mapping Ideology Session     Date: 4/11


Reading Discussion Session     Date: 4/13

Reading Discussion Session     Date: 4/18


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\(^8\) This writing-skill session will focus on organizing paragraph structure.


**Unit 5 - Latinx Youth Culture**

**Video Screening Session**


**Reading Discussion Session**


**Unit 6 - Latinx Traditions of Resistance**

**Mapping Ideology Session**


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9 Selections will be read in-class, not for homework.

10 This writing-skill workshop will focus on integrating quotes.

11 We will watch the documentary, Everything Comes from the Streets.

12 There will be a special homework assignment, where students will bring photographs of a person in their community, their family, and/or themselves, practicing youth culture - in other words, looking suited 'n' booted.
### Syllabus

**Fall 2016**  
**CJ 450**  


13 Selections will be read in-class, not for homework.

<table>
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<tr>
<th>Date</th>
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<tr>
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<td>5/9</td>
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<td><strong>Finals Week</strong></td>
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<td>May 18, from 1:30p-4p in Burk Hall 1</td>
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<td>May 23, from 10:45a-1:15p in Burk Hall 1</td>
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<td><strong>Final Grades Posted</strong></td>
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<tr>
<td>6/3</td>
<td><strong>Date:</strong></td>
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14 To be determined!
Final Exam:

According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

http://www.sfsu.edu/~acadres/final_exams finals17.htm

CHSS Withdrawal Policy:

The last day to drop a class is February 10th, 2017 until 11:59pm.

Administrative drops will no longer be permitted or approved after February 10th.

Starting February 11th – April 24th you must submit a paper withdrawal petition.

Withdrawal from a class starting February 11th will be considered for serious and compelling reasons only and must have accompanying documentation.

The following reasons are not considered serious and compelling: Changing your major, poor performance, class not required for graduation/major, lacking the pre-requisite, instructor forgot to drop me, not attending class or more time needed for other classes.

If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts.

Submit your petition within a reasonable timeframe (e.g., within 2 weeks of a change in work hours, illness, etc.).

From April 25th – May 16th, 2017, you may not withdraw from a class or the University, except only in the case of a documented serious illness or verified accident.

Withdrawals cannot be initiated electronically and must be submitted using a paper application. All electronic submissions of withdrawals will be denied automatically by the Associate Dean. You are only allowed to withdraw from a maximum of 18 units and take a class no more than 2 times at SF State. Approval from the instructor and/or Chair does not constitute automatic approval from the Associate Dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal policies: http://chss.sfsu.edu/src.

CR/NC Option: The last day to request CR/NC option is March 17th, 2017 until 11:59pm. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permission numbers is January 23th – February 10th, 2017 until 11:59. It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting February 11th, a Waiver of College Regulations petition must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through SF State Gateway: Sign up for CR/NC, drop and add classes by the appropriate deadline online through SF State Gateway. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are
listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is ALWAYS the student’s responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.**

The information contained here can be viewed on the Registration Calendar at the following website: [http://www.sfsu.edu/~admisrec/reg/regsched2173.html](http://www.sfsu.edu/~admisrec/reg/regsched2173.html).

**Disability Programs and Resource Center:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).

**Student Disclosures of Sexual Violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208; [http://www.sfsu.edu/~safe_plc/](http://www.sfsu.edu/~safe_plc/)
Counseling and Psychological Services Center - (415) 338-2208; [http://psyservs.sfsu.edu/](http://psyservs.sfsu.edu/)
For more information on your rights and available resources: [http://titleix.sfsu.edu](http://titleix.sfsu.edu)
Academic Honesty

Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

What is Plagiarism and Guidelines to Avoid it

Plagiarism:

Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise, including:

A. the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work;

B. the act of putting one's name as an author on a group project to which no contribution was actually made; and

C. representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

Guidelines:

Direct Quotations

Every direct quote must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be properly cited with author(s) name(s), year of publication, page number(s), footnotes and/or endnotes, depending on the citation style used. Proper citation style for

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15 From CSUSM’s Academic Honesty Policy: https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html
academic writing is outlined by such manuals as the MLA handbook for writers of research papers, APA: Publication manual of the American Psychological Association, or Chicago manual of style.

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**Paraphrase**

Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment..." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

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**Borrowed Facts or Information**

Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.