

POLS 316: Political Participation

TTh 9:10-11:00am

Location: 010 - 0222

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MW 11am-12pm

*“In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others.” — Alexis de Tocqueville*

#### Course Objectives:

This is an advanced course in political participation, broadly defined as behavior with the intent of shaping public policy. It is also a slightly modified version of a course designed by Marshall Ganz at the Harvard Kennedy School. The primary learning objective from the Political Science Department for this course is the mastery of citizenship skills, ethical values, and the ability to understand and appreciate human diversity, and to engage in community life as active citizens. Along the way you will also master communication skills through research papers and presentations on political science topics, collaborative research/writing opportunities, political science research and analytical skills, including the ability to think critically, to construct logical arguments, to collect, analyze, and interpret evidence and data, and to formulate reasoned conclusions. You will also gain appreciation of the history of classical and modern political thought, of the fundamental values and ethical issues contested in politics over time, and of alternative moral and ethical frameworks for interpreting and evaluating contemporary political discourses.

This is a course about the theory and practice of organizing for social change. There are many ways to make social change. In the words of long-time organizer Marshall Ganz, “Organizing is an approach to change in which people [**work collectively to**] acquire the power (**capacity, resources**) to achieve their purpose (**change**).”

In this course, students learn what organizing is and how it works. They do this by learning on three tracks. First, students learn with their heads, developing cognitive understandings (theory) of what organizing is, how it has historically played a role in making social change, and how it works. Second, students learn with their hands, by engaging in hands-on organizing projects in which they must organize a group of people to achieve a common goal. Students will be introduced to basic organizing practices in the course and must apply them to their projects. Third, students learn with their hearts, using stories to explore the motivations that call them to this kind of work, and the stories that can move their communities to action.

#### Course Project and Agreement:

*This course is intended for students interested in learning to how to lead social change through collective action.* Students with and without “real world” experience find the class equally useful. Students base class work on their experience leading an “organizing campaign” of their own choosing or design. An “organizing campaign” requires mobilizing others to join you in collaborating to achieve a clear outcome that advances your shared purpose by the end of the quarter. It should require an average of **8 hours per week**. You may choose a project on which you are already working, initiate a new one, or intern with a community or campus organization.

In registering for this course, you are agreeing to commit to the hard work that is required to solve a problem through collective action. On the one hand, this course can be an “easy A” given that your letter grade will be largely a self-assessment of your learning. On the other hand, this will probably be one of the most demanding courses that you will take, so you need to be confident that you are up to the challenge.

Course Requirements:

### **Class Discussion and Reflection (50%)**

The work for this class is heavily front loaded, both for the quarter and week to week. The first few weeks of reading are heavy, then the course shifts to an emphasis on planning and organizing your activities. All course readings are to be read BEFORE Tuesday, and are only assigned for Tuesdays, because on Thursdays we will focus on team meetings and planning. Each student team will consist of no more than four people. On several weeks you or your team members will be required to complete worksheets for Thursday team meetings.

Each week, all students also submit *reflections* on the course's blog, in which they analyze their experience of their organizing project. Students are required to make at least one submission each week, but you are encouraged to react to and comment on each other's submissions, and post pictures, videos, and any other content at any time. Each week we pose questions to stimulate reflection. Reflections are due each Wednesday by midnight. I will comment and offer feedback, but these are not graded assignments, you either do them or you don't.

### **Midterm Project Assessment (20%)**

On **November 8** students submit a 3-page **midterm analysis** of their project: why it is or is not working, specifically addressing the weekly topics to date.

### **Project Diary and Presentation (30%)**

Course activities will be summarized in a 3-minute video presentation that needs to include the following:

1. Introduction to the course project and class title (with graphic visualization)
2. Introduction to the problem/status quo conditions
3. Storytelling narratives of the team members
4. Strategies for building power/theory of change
5. Organizing activities/stages of action
6. Organizational results
7. Assessment of objectives/Looking ahead

Background music, interviews, narration, and innovative visualization technics are all strongly encouraged; you should consider this a promotional documentary of your activities.

Course materials:

Russell J. Dalton (2016). *The Good Citizen: How a younger generation is reshaping American politics* (TGC)

Hahrie Han (2014). *How Organizations Develop Activists*

Various Artists, *Organizing: People, Power, Change* (PPC)

Online readings (linked through syllabus)

Course schedule:

#### **1. 9/20 Citizenship as Learning and Leading**

a. Before Class:

- i. TGC Ch 1,2
- ii. Cannon, Edmondson, "Failing to Learn and Learning to Fail"  
<https://pdfs.semanticscholar.org/58f9/829b03f71d193ba40b1d6e6498a0bbca9fb2.pdf>
- iii. PPC, Forward
- iv. Measure for Measure <https://www.newyorker.com/magazine/2006/08/21/measure-for-measure-6>

b. In-Class:

- i. Welcome, course overview

- ii. Why is failure important for learning?
- iii. What does it mean to be a good citizen?
- iv. How do you see yourself in the distinction between “two faces” of citizenship?
- v. What is the relationship between leadership and citizenship?
- c. After Class:
  - i. Read some more! Start putting together a project team based on shared interests
  - ii. Begin work on your project report; set up a time to meet w Professor Latner about your project and team

## 2. 9/25 What is Organizing?

- a. Before Class:
  - i. PPC, Introduction to Organizing
  - ii. Han: Introduction, Case Studies
  - iii. David Bornstein, “The Rise of the Social Entrepreneur” *New York Times Opinionator Blog*, Nov. 13, 2012. <http://opinionator.blogs.nytimes.com/2012/11/13/the-rise-of-social-entrepreneur/>
- b. In Class:
  - i. What issue/injustice/problem would you like to address this quarter through the course organizing project?
  - ii. What has organizing around this issue historically looked like?
  - iii. What does organizing around it look like now?
- c. After Class: Find or create a project and project team! And of course do all the readings for Thursday.

## 3. 9/27 The Origins of Political Participation

- a. Before Class:
  - i. Reflect
  - ii. Gregory Berns, Scot Atran “The Biology of Cultural Conflict” <http://rstb.royalsocietypublishing.org/content/367/1589/633.short>
  - iii. Verba, Schlozman and Burns, “Family Ties” <http://content-calpoly-edu.s3.amazonaws.com/politicalscience/1/documents/faculty/mike-latner/POLS-112/POLS-112-Verba-et-al-Family-Ties.pdf>
  - iv. Michael Price and Dominic Johnson “The Adaptationist Theory of Cooperation in Groups” <http://people.brunel.ac.uk/~systemep/Price & Johnson 2011.pdf>
  - v. TGC Ch 3,4,5
  - vi. Complete project report forms, email to Latner before class
- b. In Class:
  - i. What is the link between competition in biology and political competition?
  - ii. What does evolutionary cooperation theory teach us about political participation?
  - iii. What is the importance of family ties to understanding individual levels of participation?
  - iv. What role does social status play in understanding political participation and how is it related to citizenship?
- c. After Class:
  - i. Read!
  - ii. Project report forms are due in electronic format, to be emailed by next Wednesday midnight

## 4. 10/2 Storytelling: Turning Values into Action

- a. Before Class:
  - i. Summary of Nelson Mandela’s “Statement from the dock at Rivonia Trial” [https://www.americanbar.org/content/dam/aba/images/public\\_education/ApartheidonTrial.pdf](https://www.americanbar.org/content/dam/aba/images/public_education/ApartheidonTrial.pdf)

- ii. Mandela's statement (optional)  
[https://en.wikisource.org/wiki/Nelson\\_Mandela%27s\\_statement\\_from\\_the\\_dock\\_at\\_the\\_Rivonia\\_Trial](https://en.wikisource.org/wiki/Nelson_Mandela%27s_statement_from_the_dock_at_the_Rivonia_Trial)
  - iii. Marshall Ganz, "Why Stories Matter: The Art and Craft of Social Change", *reprinted with permission from Sojourners*, (March 2009), pp. 18-19.
  - iv. PPC, Telling Stories
  - v. Darren Schreiber, "Political Cognition as Social Cognition: Are we all political sophisticates?"  
<http://politicsemerging.com/Publications/PoliticalCognition.pdf>
  - vi. Today we learn how stories equip people with the emotional capacity to act. *Come to class having completed your "Public Narrative Worksheet"*.
- b. In Class:
- i. How does Nelson Mandela tell his story and the story of South Africa in his speech? Apply the techniques outlined in other readings
  - ii. How do we reconcile the limited knowledge that citizens possess (look at any public opinion poll) with the challenges of citizenship for democratic politics?
  - iii. Why do stories matter?
- c. After Class:
- i. Reflect
  - ii. Organize!

#### **5. 10/4 Team meetings**

- a. Before Class:
  - i. Reflect
  - ii. Revised Public Narratives to be completed
- b. In Class: Planning/Organizing projects
- c. After Class:
  - i. Read!
  - ii. Organize!

#### **6. 10/9 Citizenship, Social Movements, and Political Reform**

- a. Before Class:
  - i. Han, Choosing Strategies for Building Power
  - ii. TGC Ch 6,7,8,9
- b. In-Class:
  - i. What is the cultural tension between nationalism and trust in the national government?
  - ii. What do democratic citizens require from government?
  - iii. What does democratic government require from citizens?
- c. After Class:
  - i. Reflect
  - ii. Organize!

#### **7. 10/11 Team meetings**

- a. Before Class:
  - i. Prepare
- b. In Class: Planning/Organizing projects
- c. After Class:
  - i. Read!
  - ii. Organize!

#### **8. 10/16 Mobilizing Relationships**

- a. Before Class:
  - i. Han, Organizing
  - ii. PPC, Building Relationships
  - iii. Malcolm Gladwell, "Six Degrees of Lois Weisberg," in *The New Yorker*, January 11, 1999 (pp. 52-63). [http://www.gladwell.com/1999/1999\\_01\\_11\\_a\\_weisberg.htm](http://www.gladwell.com/1999/1999_01_11_a_weisberg.htm)
  - iv. Malcolm Gladwell, "Small Change: why the revolution will not be tweeted", in *The New Yorker*, October 4, 2010. [http://www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell)
  - v. Ben Brandzell, "What Malcolm Gladwell Missed About Online Organizing and Creating Big Change", in *The Nation*, November 15, 2010. <http://www.thenation.com/article/156447/what-malcolm-gladwell-missed-about-online-organizing-and-creating-big-change>
  - vi. Ian Simmons, "On One-to-Ones," in *The Next Steps of Organizing: Putting Theory into Action*, Sociology 91r Seminar, (pp. 12-15) 1998.
- b. In Class:
  - i. What does relationship-building entail that social mobilization does not?
  - ii. What is the core difference between the online activism and organizing reflections from Gladwell and Brandzell?
  - iii. How should you utilize the different types of 1:1 meetings in your organizing?
  - iv. What would a sample recruitment guideline for your organizational goals look like?
- c. After Class:
  - i. Reflect
  - ii. Organize!

## 9. 10/18 Team meetings

- a. Before Class:
  - i. Reflect
- b. In Class: Planning/Organizing projects
- c. After Class:
  - i. Read!
  - ii. Organize!

## 10. 10/23 Leadership and Team Structure

- a. Before Class:
  - i. PPC, Structuring Teams
  - ii. Dr. M.L. King, Jr. *A Testament of Hope*, "The Drum Major Instinct" <https://kinginstitute.stanford.edu/king-papers/documents/drum-major-instinct-sermon-delivered-ebenezer-baptist-church>
  - iii. Jo Freeman, "The Tyranny of Structurelessness," *Berkeley Journal of Sociology*, 1970, (pp.1-8). <http://www.anarres.org.au/essays/amtos.htm>
  - iv. Ruth Wageman, et al, "Senior Leadership Teams" <https://khub.net/documents/14273555/14398807/Wageman+&+Hackman+-+What+makes+teams-of+leaders+leadable.pdf/bc625248-4656-4343-89b0-ba08d7a51f51?version=1.0>
  - v. Wageman and Fisher, "Whose in Charge Here?" [https://colinmfisher.files.wordpress.com/2012/11/wagemanfisher2013\\_teamleadershipauthority\\_final.pdf](https://colinmfisher.files.wordpress.com/2012/11/wagemanfisher2013_teamleadershipauthority_final.pdf)
  - vi. Farnam Street, "James March: On Leadership" <https://fs.blog/2011/06/on-leadership/>
- b. In Class:
  - i. How can you develop both independence of roles/specialization and shared purpose in your team structure?
  - ii. What does your ideal team structure look like?

- iii. Create a detailed ladder of engagement to develop your team's structure (the entire team, not just the core leadership team).
- c. After Class:
  - i. Reflect
  - ii. Organize!

### 11. 10/25 Team Meetings

- a. Before Class:
  - i. Reflect
- b. In Class: Planning/Organizing projects
- c. After Class:
  - i. Read!
  - ii. Organize!

### 12. 10/30 Coaching

- a. Before Class:
  - i. PPC, Coaching (Complete the Coaching Stories Worksheet in PPC)
  - ii. Hope Wood, "Hope's Coaching Guide", *New Organizing Institute*, 2011
  - iii. Atul Gawande, "Personal Best: Top athletes and singers have coaches, should you?" *The New Yorker*, 10/3/2011
- b. In Class
  - i. What is coaching?
  - ii. Why is it crucial to organizational success?
  - iii. How can you implement the five-step process of coaching into your activities?
  - iv. What does holding team members accountable look like in your context?
- c. After Class:
  - i. Reflect
  - ii. Organize!

### 13. 11/1 Team Meetings

- a. Before Class:
  - i. Reflect
- b. In Class: Planning/Organizing projects
- c. After Class:
  - i. Read!
  - ii. Organize!

### 14. 11/6 Team Management

- a. Before Class:
  - i. Kenwyn Smith and David Berg, "A Paradoxical Conception of Group Dynamics", *Human Relations*, Vol. 40:10, 1987, (pp. 633-654).
  - ii. "On Organizing: An Interview with James March"  
<https://jorgdesign.springeropen.com/articles/10.1186/s41469-017-0024-z>
  - iii. Scott E. Page, "Making the Difference: Applying a Logic of Diversity"  
[https://provost.virginia.edu/sites/provost.virginia.edu/files/Making%20the%20Difference-Logic%20of%20Diversity\\_Page\\_Perspectives.pdf](https://provost.virginia.edu/sites/provost.virginia.edu/files/Making%20the%20Difference-Logic%20of%20Diversity_Page_Perspectives.pdf)
  - iv. How Diversity Powers Team Performance  
<http://knowledge.wharton.upenn.edu/article/great-teams-diversity/>
- b. In Class
  - i. How do group dynamics impact your capacity to achieve organizing goals?

- ii. What insights does James March offer on how your team can meet shared goals?
- iii. What is the role of diversity in group dynamics and how can it impact team performance?
- iv. How is diversity likely to shape performance on your team?
- c. After Class:
  - i. Read!
  - ii. Organize!

#### 15. 11/8 Team Meetings (Midterm Due)

- a. Before Class:
  - i. Complete your midterm assignment: In three pages, analyze the success of your organizing activities to date. Specifically, address how well you and your team have utilized storytelling techniques, mobilized relationships, developed leadership and coaching strategies, and managed your team to complete shared objectives. Reflect on lessons learned and adaptations you need to make. Give your efforts a grade of 1) excellent, 2) satisfactory or 3) unsatisfactory with details justifying the assessment.
- b. In Class
  - i. Discuss the midterm reports.
- c. After Class:
  - i. Read!
  - ii. Organize!

#### 16. 11/13 Resources and Power

- a. Before Class:
  - i. PPC, Strategizing (Complete Tracking Down the Power worksheet in PPC)
  - ii. Henry Mintzberg, "Crafting Strategy," *Harvard Business Review*, July 1987, (pp. 66-74).  
<https://hbr.org/1987/07/crafting-strategy>
  - iii. Si Kahn, *Organizing*, Chapter 8 "Strategy," (pp.155-174).
  - iv. Marshall Ganz. "Resources and Resourcefulness: Strategic Capacity in the Unionization of California Agriculture, 1959-1966", *American Journal of Sociology*, January 2000, (pp.1003-1005; 1019-1044).
- b. In Class
  - i. What is strategic capacity and how is it built?
  - ii. What specific nested goals should you build into your team's strategy?
  - iii. What does a theory of change look like for your team?
  - iv. What does resourcefulness look like within your team context?
- c. After Class:
  - i. Read!
  - ii. Organize!

#### 17. 11/15 Mobilizing Resources for Action

- a. Before Class:
  - i. PPC, Acting: Tactics and Timelines, Tying it All Together
  - ii. Han, Mobilizing, Conclusion
  - iii. Pamela Oliver and Gerald Marwell, "Mobilizing Technologies for Collective Action"  
<https://www.ssc.wisc.edu/~oliver/wp/wp-content/uploads/2015/07/MobTechOliverMarwell.pdf>
  - iv. Stolle, Hooghe and Micheletti, "Politics in the Supermarket"  
<https://www.cpp.edu/~smemerson/business318/supermarket.pdf>
  - v. Schlozman, Verba and Brady, "Weapon of the Strong?"  
[http://journals.cambridge.org.ezproxy.lib.calpoly.edu/download.php?file=%2FPPS%2FPPS8\\_02%2FS1537592710001210a.pdf&code=1a61ff283f3f1aa0bb451e4f5abcf862](http://journals.cambridge.org.ezproxy.lib.calpoly.edu/download.php?file=%2FPPS%2FPPS8_02%2FS1537592710001210a.pdf&code=1a61ff283f3f1aa0bb451e4f5abcf862)

- vi. To Stir Discord in 2016, Russians Turned Most Often to Facebook  
<https://www.nytimes.com/2018/02/17/technology/indictment-russian-tech-facebook.html>
- vii. How Russian Facebook ads Divided and Targeted US Voters\_  
<https://www.wired.com/story/russian-facebook-ads-targeted-us-voters-before-2016-election/>
- b. In Class
  - i. Reconstruct a theory of change, campaign timeline and tactics for Russian organizers seeking to influence the 2016 Presidential election.
  - ii. Reconstruct a theory of change, campaign timeline and tactics for “politics in the supermarket”
  - iii. How can your team best mobilize technologies for collective action?
  - iv. What are the “sweet spots” of effective tactics in your team context?
  - v. Employ the five assessment criteria to develop a campaign timeline and effective tactics for your team.
- c. After Class:
  - i. Reflect and organize in anticipation of Thanksgiving

### **18. 11/20 Thanksgiving Break**

### **19. 11/22 Thanksgiving Break**

### **20. 11/27 Post-Thanksgiving Team Meetings**

- a. Before Class:
  - i. Reflect
- b. In Class: Planning/Organizing projects
- c. After Class:
  - i. Reflect
  - ii. Organize!

### **21. 11/29 Workshopping the Project**

- a. Before Class:
  - i. This week students have the opportunity to workshop their projects with their peers. Each student will prepare a brief presentation on their project to get feedback from their peers in preparation for the final presentations
- b. In Class:
  - i. Presentations and feedback
- c. After Class:
  - i. Organize!

### **22. 12/4 Organizing in the Big Picture**

- a. Before Class:
  - i. Ralph Reed, *Politically Incorrect*, Chapter 13, "Miracle at the Grassroots"
  - ii. Dana Fisher, "The Activism Industry", in *The American Prospect*, September 14, 2006.  
<http://prospect.org/article/activism-industry>
  - iii. Margaret Weir and Marshall Ganz, "Reconnecting People and Politics," in *The New Majority: Toward a Popular Progressive Politics*, (pp.149-171).
- b. In Class:
  - i. What have you learned from your participation in the course?
  - ii. What have you learned about yourself as both an observer of politics and an organizer?
  - iii. How well did you do in meeting goals set at the beginning of the quarter?

- iv. On a scale of one to five, with five being best, how would you rate your own participation in the course? How would you rate the participation of your core team members?
- v. What's next for you as a citizen?
- c. After Class: Complete video diaries

23. **12/10-14 Finals Week: Project Video Diaries**

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## POL 316: POLITICAL PARTICIPATION

### Tips for Selecting a Project

Your project will be a central part of your experience in this course. A good project will be one that is both motivating to you personally and fits well with the course's model of organizing and action. Remember that you will be putting at least 60 hours of work into your project (8 hours per week for at least 10 weeks)!

***Organizing projects achieve a measurable outcome through mobilizing people.***

***A successful organizing project has three qualities:***

- 1. It is rooted in your own values and concerns*
- 2. It achieves a specific outcome by the end of the semester*
- 3. It includes mobilizing others to achieve that outcome*

**You should be able to answer “whom, what, and how,” by completing the following sentence:**

**I am organizing \_\_\_\_ (whom) \_\_\_\_\_ to \_\_\_\_\_ (do what) \_\_\_\_\_ by \_\_\_\_\_ (how) \_\_\_\_\_.**

Should I do a project with an established organization or create my own?

- Working with an established organization will likely involve you in a larger campaign with communities outside of SLO that you might not otherwise come into contact. Working with experienced organizers provides the potential for considerable support and guidance.
- A project of your own will allow you to tailor your work to your specific interests.

What contributes to success on projects within established organizations?

- Choose a project where you will be able to earn real responsibility as part of a larger effort (not just doing tasks for someone else).
- Nest your project within a larger one – create a shorter campaign within a larger one. You should have a clear goal that is achievable in one semester.
- Schedule an initial meeting and check-ins with your supervisor to define clear goals, responsibilities, and expectations and WHY you are committed to this project.
- Link your conversations with your supervisor and team members to the course topics and share your reflection papers, midterm and final presentation with them. Hold each other accountable – feedback is important.

What contributes to success in initiating my own project?

- Focus your energy on organizing goals as well as substantive goals. Examples of organizing goals are: building or expanding an organization, holding a mass meeting, or anything that brings individuals together to work on common concerns. Examples of substantive goals include winning a concession from an administration or passing a new law.
- Develop or expand leadership in others—empower people to set and achieve their own goals rather than simply implement the goals of the organizer.
- Choose a constituency that has direct interests at stake. (In particular, students working on projects that focused on recruiting other students to volunteer have had only mixed success in the past).

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Project report form

**General**

Name:	Phone:
Email:	

**The Organization (if applicable)**

Organization name:	Location:
Email:	Phone:
Leadership of Organization: (governing board, director/president, or project director)	
Have you contacted this organization to indicate your interest? When?	
Describe the purpose and activities of this organization:	
What outcome are you specifically responsible for achieving?	

**The Organizing Project (please note if student initiated)**

Name of Project:
Description of Project:

**Project Goals: "I am organizing WHO to do WHAT by HOW"**

<b>Who</b> are you mobilizing: constituency?
<b>What</b> outcome will you achieve by the end of the semester?
<b>How</b> will you create the power you need to achieve this outcome?

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POL 316: POLITICAL PARTICIPATION  
**TIPS FOR WRITING WEEKLY REFLECTIONS**

The purpose of writing weekly reflections is to help you think about your own development as an organizer and learner, in context of this week's readings. As such, the goal is NOT for you to show me that you have done the reading, or to show me how thoroughly you have understood the readings. Instead, the goal is to provide a space for structured reflection on the work you are doing. This should NOT, however, be a stream-of-consciousness reflection on your work. Instead, it should be careful, concise, and cogent. The reflection papers should demonstrate mindfulness in your reading and in your practice.

Begin by reviewing the "Questions" for the week. In answering the questions, **be as specific as possible and provide examples from your project.** The following general questions may also be helpful in writing your reflection paper:

- What insights do you have about yourself as a learner and organizer?
- How have the readings and approach to organizing helped you to better understand your project?
- Is your project a good illustration of the approach, concepts and readings or does it point to issues that perhaps were not addressed?

Do not blow this off. Think carefully about the three domains of learning—emotional, conceptual, and skills-based—and where you are in each domain. Then, build an argument. Each paper should have a point that you are trying to make, with specific illustrations and examples from your work and the reading.

You are encouraged to point out new ideas, dilemmas or insights within the readings or your project. **Particularly exceptional papers balance and weave together specific project examples, personal insight and abstract concepts in a way that brings the weekly topic to life.**

Weekly reflection papers should be posted to the class blog. This will help me plan our discussion for class on Thursday.

You may skip any one reflection paper during the course of the quarter, except the last one, with no penalty.

## **Plagiarism & Cheating**

Please remember that Cal Poly does not tolerate academic cheating or plagiarism in any form. Please review the formal policy on cheating and plagiarism (including definitions, sanctions, and appeal procedures) found in the Campus Administrative Manual, Section 684, available at: <http://www.academicprograms.calpoly.edu/academicpolicies/Cheating.htm>.

According to Cal Poly policies, "Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; **close and lengthy paraphrasing of another's writing without credit or originality**; use of another's project or program or part thereof without giving credit."

The instructor takes any evidence of academic dishonesty very seriously. You must document **all** outside sources, including web sites, using MLA or APA guidelines. Failure to do so constitutes a violation of Cal Poly policy. Please note that cases of plagiarism will be dealt with as 'cheating' and that, according to Cal Poly policies, "**Cheating requires, at a minimum, an F assigned to the assignment, exam, or task, and this F must be reflected in the course grade. The instructor may assign an F course grade for an incidence of cheating. Irrespective of whether the student appeals the finding of cheating, the instructor is obligated to submit to the OSRR director a Confidential Faculty Report of Academic Dishonesty.**"

**Please also note that submitting work for which you have already received credit in another course also counts as cheating, according to the Cal Poly Office of Student Rights and Responsibilities.**

## **Writing Center**

For assistance with your writing, you may wish to use the free services offered by Cal Poly's University Writing Center. They can provide help as you review and revise your work, such as by offering writing tips, grammar rules, stylistic suggestions, etc. Since your grade in this course is significantly based on writing, the Writing Center can be a valuable resource. Please see <http://www.calpoly.edu/~wrtskills/writlab/> for current hours and locations.

## **Disability Accommodations**

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class if accommodations are needed. To receive accommodation, you must show the instructor a *visa* from the Disability Resource Center. For more information, see: <http://www.drc.calpoly.edu/>. If you will need special assistance in the event of an on-campus emergency, please also alert the instructor.