

DIXIE STATE UNIVERSITY
PSYCH 3420-01 CRN-27451
PSYCHOLOGY OF CULTURE & DIVERSITY
Tuesday & Thursday 10:30a – 11:45a, McDonald 206
SPRING SEMESTER, 2015

PROFESSOR: Kristine J. Olson, Ph.D.

OFFICE HOURS: McDonald, Room 212; Monday/Wednesday 11a-noon; Tuesday 2p-3p; Wednesday 230p-430p.

TELEPHONE: 435-879-4405 (office) (least effective method to reach me)

EMAIL: kjolson@dixie.edu (best and preferred method to reach me ☺)

REQUIRED TEXTBOOKS

Culture and Psychology (5th Edition) by David Matsumoto

Pub. Date: January 2012. Publisher: Cengage Learning. ISBN-13: 9781111344931.

ISBN: 1111344930

COURSE DESCRIPTION:

Designed to deepen appreciation and understanding of cross-cultural research and its applications as well as the influence of culture on all aspects of psychology. Covers theory and research on the values, norms, group behavior, socialization, cognitive development, and psychopathology in comparative cultural perspective. Prerequisite: PSY 1010. Three lecture credits. No course fees. This course does not meet GE requirements.

PSYCHOLOGY MAJOR

This course fulfills upper division elective credits for the Psychology Bachelor degree (BA/BS)

OTHER MATERIALS

You may bring your laptop to class. Please bring a notepad and pen/pencil to each class so that you are able to take notes and participate in class more effectively.

COURSE LEARNING OBJECTIVES

This course an addition to upper-division coursework needed to support the Psychology degree.

This course will meet the following Psychology Learning Objectives:

LEARNING GOAL 1: RESEARCH METHODS IN PSYCHOLOGY: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

LEARNING GOAL 2: CRITICAL THINKING SKILLS IN PSYCHOLOGY: Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

LEARNING GOAL 3: CRITICAL THINKING SKILLS IN PSYCHOLOGY

Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

LEARNING GOAL 4: APPLICATION OF PSYCHOLOGY

Understand and apply psychological principles to personal, social, and organizational issue

People of color constitute over one-third of the US population and census projections indicate that people of color will become a majority with in the US in the next 30-50 years. Thus, for those who will work/ live in the US, or who plan to travel throughout the world, understanding diverse cultures is critical. This course will examine the central role of race,

ethnicity, and culture. More specifically, this course will explore current theories and research on how culture influences human psychology. We will examine the main research methods used in cultural psychology, and take an in-depth look at psychological processes, such as learning, self-identity, personality, emotion, motivation, cognition, wellbeing, and social behaviors from the perspective of culture. A focus of this course is to determine how a cultural perspective can deepen our understanding of particular psychological processes and behaviors from individual and collective levels. The goals of this course are to introduce cross cultural research methods, utilize critical thinking skills, and to develop insights and understanding about your own culture as well as cultures around the globe.

ATTENDANCE

Please refer to <http://www.dixie.edu/humanres/policy/sec5/523.html> for a full explanation for the DSU Attendance Policy. Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student. An absence does not excuse a student from completing work missed. It is the student's responsibility to find out which assignments are missed during an absence. Students who must miss class because of a college-sanctioned activity, such as an athletic event, club activity, class assignment, or other approved event, are responsible to assuring that their instructors have been notified and for completing any missed assignments. By the second day of class, students with recurring absences must provide each instructor written notification from the appropriate department that includes a schedule of competition, the names of those students on specific teams likely to travel, and the dates and approximate times of departure and return to campus. So that student participation in travel can be verified, the appropriate department will be responsible for informing individual faculty of changes to team rosters and travel schedules throughout the semester. One week prior to an absence, the student will meet with the instructor to arrange a reasonable accommodation, if feasible, to allow the students to complete any missed coursework and/or exams. The instructor may require the student to submit work prior to the due date if the student will be absent. It is the student's responsibility to complete the student absence schedule with the instructor and abide by it. Students with recurring or frequent absences from a course are required to check their schedules against the course syllabus and provide a list of expected absences for the semester by the second day of class. Upon reviewing the list, the instructor may determine that the absences will interfere with the student's ability to succeed in the course. If so, the instructor will recommend that the student seek an alternative.

CLASS POLICIES AND DISCIPLINE POLICY

1. Turn off/silence any cell phones. Phones ringing/vibrating can be very distracting for everyone.
2. Come to class on time. It can be distracting to have students coming/going at different times. Make an effort to either come early or on time to class. Also, please make every effort to stay for the entire class period. If arriving/leaving on time is going to be an issue, please contact me so we can resolve this.
3. Read text before class session. This will only help you to better understand the material. If you read the text before class you will be prepared to ask questions during lecture.
4. Check CANVAS and dmail regularly.
5. This course is designed so that you spend six to nine hours per week between in-class participation and out of class activities.
6. This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class activities and discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class.
7. Students are expected to coordinate in-class small group work effectively.
8. Each student will have courtesy and respectful behavior towards each student and the instructor. Students will refrain from making harassing and discriminating comments in the classroom.

Students will be respectful and open-minded about diverse viewpoints expressed in the classroom. Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course. Please refer to the DSC Academic Discipline policy for more information:

<http://www.dixie.edu/humanres/policy/sec3/334.html> or
www.dixie.edu/humanres/policy/sec5/533.html

Faculty Rights and Responsibilities:

- To establish and implement academic and behavioral standards for the classroom
- To clearly outline expectations, verbally and in syllabi
- To address any inappropriate behavior
- To involve other offices (Dean of Students, Campus Police, etc.) when circumstances arise
- To make a determination regarding possible responses and outcomes for inappropriate behavior within the faculty member's class

What is disruptive behavior?

Disruptive behavior may best be defined as any behavior that inhibits an instructor's ability to conduct class, or behavior that limits another student's ability to benefit from instruction – including conduct, speech, or activity that interferes with the learning activities of other students. Some examples of disruptive behavior may include:

- Physical violence, verbal abuse, or harassment
- Sleeping in class
- Not facing forward in the class
- Putting your feet up on chairs and desks
- Intoxication or illegal drug use
- Use of profanity
- Having side conversations with classmates
- Failing to respect others when expressing their own viewpoints
- Talking while the instructor or another student is talking
- Arriving late to class
- Constant questions or interruptions that interfere with classroom presentation

Students engaging in disruptive behavior will be asked to immediately leave the classroom. If the student does not voluntarily leave the classroom, campus security can be called at DSC Campus Police immediately by calling 437-619-1144 or 435-619-1145.

If you believe that a student in the class is interrupting your ability to learn please notify the instructor as soon as possible so that the issue can be remedied.

9. You will receive grades for completed assignments within 1 week (7 days) of your submission. I will respond to your emails within 24-48 hours (I am usually able to respond within 12-24 hours). However, there is a high probability I will not respond to emails on Saturday and Sunday. Thus, if you email me on Friday at 5pm, there is a high likelihood that I will not respond to you until Monday.

EARNING POINTS IN THIS COURSE

Term Paper (100 points) DUE 4/28/15

You will be completing a term paper this semester. APA Style, 8 pages, plus title page and references. You will be selecting the topic and will have the topic approved by the instructor. The grading rubric for this paper is at the end of the syllabus.

Literature review paper. Students will conduct a thorough literature review on a topic of your choosing related to the course material. It is preferable that you choose a topic we have not discussed explicitly in class; however, if you choose a topic covered in class, your paper should go into more depth than our class readings. The paper should reference at least 10 relevant research papers, 5 of which have been published in the past 10 years. This assignment follows the standard rules of writing review papers in psychology. Overall thoroughness of coverage and carefulness of writing will be very important. In addition, mechanical details (e.g., proper APA style, punctuation, spelling, and grammar) will also be graded. Plagiarism will result in a grade of "0". The papers must be typed, double spaced, and 8 pages long in addition to the title page, and references. Quotes are not allowed in the paper. **You must incorporate research from at least three different cultures in your paper.**

Oral presentations. Students will also present their paper to the class on via a PowerPoint presentation **the day of the final exam. (20 points)**

Preliminary Deadlines for term paper:

Feb. 3 (5 points): 1 paragraph summary of the topic you have chosen.

Feb. 17 (10 points): List of 10 the references and annotated bibliography you plan to include in the paper (you may add more later, but I want to be sure that you have found the minimum number of good quality articles required for the assignment)

Feb. 24 (10 points): Outline of your paper. The outline should be at least 3 pages long and be comprehensive.

Possible term paper topics:

- Consumer behavior
- Childrearing and parenting beliefs or practices
- Academic and other types of motivation
- Learning styles or cognitive aspects of learning
- Mental health stigma
- Locus of control
- Bilingualism and its effects
- Work negotiation styles
- Marriage
- Emotion recognition, display rules, interpretation, consequences
- Visual perception; color perception
- Mourning
- Depression
- Intelligence and educational assessment
- Gender roles
- Happiness and well-being
- Theories of personality; values
- Mate selection and the importance of physical attractiveness
- Organizational behavior; work values
- Conflict management; negotiation
- Language; linguistic relativity
- Acculturation

****Talk with the instructor if you would like to focus on a different topic than one listed here.**

Reading Reflections (5 points each). During the semester, you will be asked to read chapters and articles (links to material are on the syllabus). You are required to read the material and write a

personal reflection (minimum 1 page, single space, Times New Roman, 1 inch margin, your name in the header). **Your paper must equally include information from each of the assigned readings for the day.** Reflection paper assignment is designed to help students deepen their understanding about the course readings and to stimulate additional thinking about the information on various topics related to the role of culture in psychology. It is also designed to help students find their professional voice by critically examining the articles. Additionally, reflection papers help facilitate classroom discussion and students' learning from each other. When preparing for writing a reflection paper, students are encouraged to read the articles with the following questions in mind: What is the authors' cultural and training background? What is the main thesis or conclusion of the articles? What reflections or feelings did you have while reading the articles or after class discussion? How do the authors' points of view fit with your experiences or knowledge? What counter-arguments do you have? What do you wish the author would have addressed but did not? In sum, the reflection paper aims to: (a) help students develop critical thinking skills on examining literature and on the role of culture, and (b) facilitate students' development of their voices and theory about impact of culture.

Do not summarize the article. A reflection paper is supposed to be your reflection to the article. Assignment is due at the start of class, regardless of what the time says on CANVAS. Late assignments will be penalized 20% for each calendar day it is late. I will not accept email submissions of papers. **Two reflection papers from your grade (this accommodates those who are sick or need to miss class for other reasons).**

**If more than one article is assigned on the same day, incorporate all articles in your response.

A (5 POINTS)	B (4-3 POINTS)	C (2-1 POINTS)	D (0 POINT)
Contain thoughtful responses that go beyond the article including at least three of the following: (a) thoughts and feelings about the article or class discussion, (b) new ideas, (c) counter-argument to aspects the article, or (d)	Contain thoughtful responses that go beyond the article including only two of the following: (a) thoughts and feelings about the article or class discussion, (b) new ideas, (c) counter-argument to aspects the article, or (d)	Contain thoughtful responses that go beyond the article including only one of the following: (a) thoughts and feelings about the article or class discussion, (b) new ideas, (c) counter-argument to	NOT TURN IN THE PAPER
integrate other readings into the reflection.	integrate other readings into the reflection.	aspects the article, or (d) integrate other readings into the reflection.	
Point out: a) the limitation of the article and specific aspects that the author could address AND b) the specific strengths of the article	Point out: a) the limitation of the article and specific aspects that the author could address OR b) the specific strengths of the article	Discuss the article's limitation and/or strengths globally without specificity	
Well written and organized; no or very few grammatical or spelling errors	Clearly written and organized, with few grammatical or spelling errors	Readable, but grammatical or spelling errors or organizational problems detract from the quality of the paper	

Extra Credit

There may be an opportunity for extra credit, up to 12 points. The instructor will present any opportunities for extra credit to the entire class. The instructor will not provide extra credit opportunities on an individual basis.

COURSE GRADING SYSTEM

Percentage (%) Letter Grade

100-93 = A	76-73 = C
92-90 = A-	72-70 = C-
89-87 = B+	69-67 = D+
86-83 = B	66-63 = D
82-80 = B-	62-60 = D-
79-77 = C+	Less than 60 = F

HOW TO SUCCEED IN THIS COURSE

Come to class, do the assignments, study, read material, review notes, ask questions, and be involved in the class.

TENTATIVE COURSE SCHEDULE*

4/21/2014 and 4/23/2014 are days where students are able to direct the topics. The instructor will provide further in-class information about these dates.

Week	Date(s)	Topic
1	1/13/15	Syllabus, Welcome to Course
	1/15/15	Intro to Cultural Psych (CANVAS)
2	1/20/15	Research Methods (CANVAS)
	1/22/15	Cultural Dimensions http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1014&context=orpc Dimensionalizing Cultures: The Hofstede Model in Context. (2011) Hofstede.
3	1/27/15	Enculturation (CANVAS)
	1/29/15	Acculturation Berry, J.W. (1997). Immigration, acculturation, and adaptation. <i>International Journal of Applied Psychology</i> , 46, 5-34. Boneva, B. (2001). Toward a Concept of a Migrant Personality. <i>Journal of Social Issues</i> , 57(3), 477.
4	2/3/15	Self and Identity (CANVAS)

<p>2/5/15</p>	<p>http://www.iacmr.org/v2/Conferences/WS2011/Submission_XM/Participant/Readings/Lecture8A_JiaLin/Markus%20et%20al%20(1991)%20Culture%20and%20Self%20-%20Implications%20for%20Cognition%20Emotion%20and%20Motivation-8a.pdf</p> <p>Culture and the Self: Implications for Cognition, Emotion, and Motivation. (1991). Markus et al.</p> <p>http://web.a.ebscohost.com.libproxy.dixie.edu/ehost/pdfviewer/pdfviewer?vid=22&sid=81bbc2ee-4dd4-4ac8-a5d6-efe8216f31da%40sessionmgr4002&hid=4212</p> <p>Sigelman, L., Tuch, S. A., & Martin, J. K. (2005). WHAT'S IN A NAME!. <i>Public Opinion Quarterly</i>, 69(3), 429-438. doi:10.1093/poq/nfi026</p>
<p>5</p> <p>2/10/15</p>	<p>Personality</p> <p>http://www.cin.ufpe.br/~ssj/Genderdifferences%20in%20personality%20traits%20across%20cultures%20Robust%20andsurprising%20findings.pdf</p> <p>Gender Differences in Personality Traits Across Cultures: Robust and Surprising Findings. Costa et al. 2001</p> <p>http://web.a.ebscohost.com.libproxy.dixie.edu/ehost/detail/detail?vid=34&sid=81bbc2ee-4dd4-4ac8-a5d6-efe8216f31da%40sessionmgr4002&hid=4212&bdata=JnNpdGU9ZWUvc3QtbGl2ZQ%3d%3d#db=pbh&AN=32013616</p> <p>Gibson, K. F. (2008). Personality and Culture: A Comparison of Francophones and Anglophones in Québec. <i>Journal Of Social Psychology</i>, 148(2), 133-166.</p>
<p>2/12/15</p>	<p>Facial emotions</p> <p>https://lirias.kuleuven.be/bitstream/123456789/214079/1/placing%2Bthe%2Bface%2Bin%2Bcontex..</p> <p>http://web.a.ebscohost.com.libproxy.dixie.edu/ehost/pdfviewer/pdfviewer?vid=27&sid=81bbc2ee-4dd4-4ac8-a5d6-efe8216f31da%40sessionmgr4002&hid=4212</p> <p>Adam, H., & Shirako, A. (2013). Not all anger is created equal: The impact of the expresser's culture on the social effects of anger in negotiations. <i>Journal Of Applied Psychology</i>, 98(5), 785-798.</p>

6	2/17/15	<p>Gender: Swami, V. (2009). Men's preferences for women's profile waist-to-hip ratio, breast size, and ethnic group in Britain and South Africa. <i>British Journal Of Psychology</i>, 100(2), 313-325.</p> <p>Shek, Y. (2006). Asian American Masculinity: A Review of the Literature. <i>Journal Of Men's Studies</i>, 14(3), 379-391.</p>
	2/19/15	<p>Gender http://www.jstor.org/stable/10.2307/3175448 "We Don't Sleep around like White Girls Do": Family, Culture, and Gender in Filipina American Lives Yen Le Espiritu. <i>Signs</i>, Vol. 26, No. 2 (Winter, 2001), pp. 415-440</p> <p>Tangmunkongvorakul, A., Banwell, C., Carmichael, G., Utomo, I., & Sleight, A. (2010). Sexual identities and lifestyles among non-heterosexual urban Chiang Mai youth: Implications for health. <i>Culture, Health & Sexuality</i>, 12(7), 827-841. doi:10.1080/13691058.2010.499150 (CANVAS) http://www.youtube.com/watch?v=YEAbjowQLv8</p>
7	2/24/15	<p>Prejudice and discrimination Hebl, M. R., King, E. B., Glick, P., Singletary, S. L., & Kazama, S. (2007). Hostile and benevolent reactions toward pregnant women: Complementary interpersonal punishments and rewards that maintain traditional roles. <i>Journal of Applied Psychology</i>, 92, 1499-1511.</p> <p>Experiencing everyday prejudice and discrimination. Swim, Janet K.; Cohen, Laurie L.; Hyers, Lauri L. Swim, Janet K. (Ed); Stangor, Charles (Ed), (1998). <i>Prejudice: The target's perspective.</i> , (pp. 37-60). San Diego, CA, US: Academic Press.</p>
	2/26/15	<p>Expatriates/ Travel Abroad http://www.jstor.org/discover/10.2307/258210?uid=3739928&uid=2&uid=4&uid=3739256&sid=21104751608707 The Dimensions of Expatriate Acculturation: A Review Mark Mendenhall and Gary Oddou. <i>The Academy of Management Review</i>, Vol. 10, No. 1 (Jan., 1985), pp. 39-47</p> <p>Adjustment and Strain among Domestic and International Student Sojourners A Longitudinal Study. <i>School Psychology International</i> November 2002 vol. 23 no. 4, 458-474 http://spi.sagepub.com/content/23/4/458.short</p>
8	3/3/15	Asian Experiences in US (CANVAS)

	3/5/15	African American/ Black Experiences in US (CANVAS)
9	3/17/15	Native American Experiences in US (CANVAS) + article http://www.youtube.com/watch?v=qDshQTBh5d4 http://www.youtube.com/watch?v=p1tiQB8gt5g American Indian and Alaska native mental health research (1998). Boarding and public schools: Navajo educational attainment, conduct disorder, and alcohol dependency. Author: Eric Henderson (on CANVAS)
	3/19/15	Hispanic Experiences in US (CANVAS) The cultural meanings of money: the case of Latinos and Anglo-Americans. Falicov, C. J. (2001). American Behavioral Scientist. (CANVAS)
10	3/24/15	Multiracial Experiences in US (CANVAS)
	3/26/15	Media chapter (CANVAS) Iyer, A., Leach, C., & Crosby, F. J. (2003). White guilt and racial compensation: The benefits and limits of self-focus. <i>Personality And Social Psychology Bulletin</i> , 29(1), 117-129. (CANVAS) Todd, N. R., Spanierman, L. B., & Aber, M. S. (2010). White students reflecting on whiteness: Understanding emotional responses. <i>Journal Of Diversity In Higher Education</i> , 3(2), 97-110. (CANVAS)
11	3/31/15	Religion as Culture Ali, S., Mahmood, A., Moel, J., Hudson, C., & Leathers, L. (2008). A qualitative investigation of Muslim and Christian women's views of religion and feminism in their lives. <i>Cultural Diversity And Ethnic Minority Psychology</i> , 14(1), 38-46. doi:10.1037/1099-9809.14.1.38 http://mtw160-198.ippl.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_middle_east_womens_studies/v005/5.1.mclarney.pdf The Burqa in Vogue: Fashioning Afghanistan. Ellen McLarney <i>Journal of Middle East Women's Studies</i> Volume 5, Number 1, Winter 2009 pp. 1-20 10.1353/jmw.0.0037

		<p>Psychotherapy among Asians http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1026&context=orpc Chu (2011). Asian American Mental Health: What We Know and What We Don't Know</p>
	4/2/15	<p>Psychotherapy among Hispanics http://web.a.ebscohost.com.libproxy.dixie.edu/ehost/detail/detail?vid=34&sid=e96565b3-7441-46a8-b7b8-9a31edf99cc6%40sessionmgr4004&hid=4212&bdata=JnNpdGU9ZWVvc3QtbGl2ZQ%3d%3d#db=pdh&AN=2000-02713-005 Valdez, J. N. (2000). Psychotherapy with bicultural Hispanic clients. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 37(3), 240-246. doi:10.1037/h0087712</p>
12	4/7/15	<p>Helping Behavior http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1049&context=orpc Levine (2003). Measuring Helping Behavior Across Cultures Freis, S. D., & Gurung, R. R. (2013). A Facebook analysis of helping behavior in online bullying. <i>Psychology Of Popular Media Culture</i>, 2(1), 11-19. doi:10.1037/a0030239</p>
	4/9/15	<p>Culture and Organizations (CANVAS) Kirkcaldy, B. A. (1992). National Differences in Work Attitudes Between the UK and Germany. <i>European Work & Organizational Psychologist</i>, 2(2), 81. (CANVAS)</p>
13	4/14/15	<p>Affirmative Action/ Crosby, F.J., Iyer, A., & Sincharoen, S. (2006). Understanding affirmative action. <i>Annual Review of Psychology</i>, 57, 585-611. http://web.a.ebscohost.com.libproxy.dixie.edu/ehost/pdfviewer/pdfviewer?vid=5&sid=81bbc2ee-4dd4-4ac8-a5d6-efe8216f31da%40sessionmgr4002&hid=4212 Oh, E., Choi, C., Neville, H. A., Anderson, C. J., & Landrum-Brown, J. (2010). Beliefs about affirmative action: A test of the group self-interest and racism beliefs models. <i>Journal Of Diversity In Higher</i></p>
	4/16/15	Student Choice
14	4/21/15	Student Choice
	4/23/15	Student Choice
15	4/28/15	Course wrap-up, review

FINAL

Final Week is May 1-7

* SCHEDULE DATES ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR

DISABILITY RESOURCE CENTER

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustments, accommodations, or auxiliary aids to be successful in their program of study should contact the Disability Resource Center within the first two weeks of the beginning of classes for eligibility determination. Proper documentation of impairment is required in order to receive services. DRC is located on the ground floor of the Financial Aid Office. You may call 652-7516 to schedule appointment for further information regarding the process to receive accommodations. DRC Coordinator determines eligibility for and authorizes the provision of services.

Contact the center for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule an appointment to discuss the process. The DRC Coordinator determines eligibility for and authorizes the provision of services.

TUTORING AND WRITING CENTERS

The Dixie State College of Utah Tutoring Center is located in the Browning Resource Center and is **free** for all registered Dixie State students. Tutors are available to assist you in clarifying concepts and class material, and in improving your study skills. The center also offers assistant with writing. Tutoring Center hours are Monday-Thursday from 9:00 am to 8:00 pm, and on Fridays from 9:00 am to 5:00 pm. Tutoring: <http://www.dixie.edu/tutoring/index.php> Writing Lab: <http://dsc.dixie.edu/owl/>

LIBRARY

Please use the library! It is a great resource and the staff can help you find the materials you need. <http://library.dixie.edu/>

HEALTH AND WELLNESS CENTER

If you have any physical health or mental health concerns, please contact the Dixie State University Health and Wellness Center: <http://dixie.edu/wellness/> or 435-652-7756.

ACADEMIC INTEGRITY POLICY

This policy is intended to supplement, and not replace, the official Dixie State University official policy on academic honesty and discipline:

<http://www.dixie.edu/humanres/policy/sec3/334.html>
<http://catalog.dixie.edu/codeofstudentrightsresponsibilities/>

It is the goal of the Department of Social and Behavior Sciences (SBS) to prevent academic dishonesty in all forms. This policy is intended to clarify and define academic dishonesty so that students are informed about various types of academic dishonesty and what sanctions will be applied in cases of academic dishonesty.

Academic honor and integrity is expected of every student, staff, and faculty member. Academic integrity includes a commitment to honesty, fairness, and respect. A lack of academic honor and integrity threatens and undermines the central mission of the department and the University. A lack

of academic integrity impedes learning, teaching, research activities, moral development, and intellectual development.

Each faculty member and student is automatically subjected to the Dixie State University integrity policies. Ignorance of what constitutes a violation of academic integrity is not an acceptable excuse when being confronted with a violation.

Below, several forms of academic dishonesty are described. However, this is not an exhaustive list. If you have any doubt about what constitutes academic dishonesty, please discuss the issue with your instructor. You are better to ask details about the policy before you are confronted with an issue of academic dishonesty by your instructor.

Academic integrity violations include all forms of academic dishonesty, including but not limited to:

- **Plagiarism** – Students and faculty “do not claim the words and ideas of another as their own” (APA Publication Manual, p. 15). Intentional or unintentional representation of another’s words or ideas as one’s own in an academic exercise is plagiarism. Examples of plagiarism include but are not limited to:
 - (1) The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting each time a source is used. If any words or ideas used in a class posting or assignment submission do not represent the student’s original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.
 - (2) Paraphrasing statements, paragraphs, ideas, language, and/or arguments without proper citation each time paraphrasing is utilized.
 - (3) Presenting work as the student’s own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.
 - (4) Failure to properly cite and reference statistics, data, or other sources of information each time that they are used in one’s submission.
- **Self-plagiarism, multiple submission, double dipping, or dovetailing** – Submission of work that has been prepared for a different course without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted in another course are subject to the same consequences they would face if they plagiarized these assignments. The use of one’s previous work in an assignment requires prior written approval from the current faculty member and citation of the previous work.
- **Fabrication** – Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results, or relying on another source’s results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.
- **Unauthorized Assistance/Cheating** – Use of materials or information not authorized by the faculty member to complete an academic exercise, or the completion of an academic exercise by someone other than the student. Students must rely upon their own abilities and refrain from obtaining assistance in any manner that faculty does not explicitly allow. This includes but is not limited to providing or receiving information about the content or the answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

- **Copyright infringement or violation** – Acquisition or use of copyrighted works without appropriate legal license or permission. This includes written work as well as photos and figures that are protected by copyright laws.
- **Misrepresentation** – Falsely representing the student’s situation to faculty when (1) justifying an absence or the need for an incomplete grade; or (2) requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.
- **Collusion** – Helping or allowing another student to commit any act of academic dishonesty.
- **Coercion Regarding Grading or Evaluation of Coursework:** Includes but is not limited to issuing threats or offering favors or bribes toward an instructor to coerce the instructor to change a grade or otherwise evaluate the student’s work by criteria not directly reflective of coursework.
- **Facilitating Academic Dishonesty:** Includes but is not limited to knowingly helping another student commit an act of academic misconduct or failing to report another student for academic misconduct.

Student Reporting of Academic Dishonesty

- Any person who observes or discovers academic misconduct by a student must file a written complaint with the faculty member responsible for the pertinent academic activity within fifteen (15) days of the date of discovery of the alleged violation.
- A student’s failure to report academic misconduct on the part of another can result in academic misconduct charges against that student.

Sanctions for Academic Dishonesty per the DSU Policies and Procedures Manual

If a faculty member has evidence of academic misconduct in a course s/he is instructing, the claim of academic misconduct shall be considered substantiated.

At the minimum, the faculty member will impose the following sanctions:

- Issue a grade of “F” for the paper, project, test, exam, or other academic activity in which the misconduct occurred.
- Report the incident to the Department of Social and Behavioral Sciences Chair and to the Dean of Students.

Additionally, the faculty, Department Chair, and/or Dean of Students reserve the right to impose the following sanctions:

- Immediately remove the student from the course and issue a failing grade for the course.
- Issue an academic probation.
- Issue an academic suspension.
- Issue an expulsion from DSU.

TESTING CENTER

You may be required to take Tests, except the Final Exam, in the testing center. Please contact the Testing Center to learn about their hours of operations and testing procedures. Testing Center - <http://dixie.edu/testing>

EMAIL

You are required to frequently check your Dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to

www.dixie.edu and select "Dmail" from the left column. To locate your dmail username and password, go to www.dixie.edu, and click on "Log in to student

OTHER IMPORTANT DATES/DEADLINES

List Schedule			
Jan 12	Classwork Starts	Mar 25	Summer Registration open to Sophomores (30+ credits)
Jan 15	Last Day for Waitlist	Mar 26	Summer Registration open to all students
Jan 16	Last Day to Add Without Signature	Apr 1	Fall 2015 Bachelor's degree Graduation Application Deadline
Jan 19	Martin Luther King Jr. Day	Apr 3	Last Day for Complete Withdrawal
Jan 22	Drop/Audit Fee Begins (\$10 per class)	Apr 13	Fall Registration open to Seniors (90+ credits)
Jan 22	Residency Application Deadline	Apr 14	Fall Registration open to Juniors (60+ credits)
Jan 27	\$50 Late Registration/Payment Fee	Apr 15	Fall Registration open to Sophomores (30+ credits)
Feb 2	Spring 2015 Associate's degree Graduation Application Deadline	Apr 16	Fall Registration open to all students
Feb 2	Pell Grant Census	Apr 29	Classwork Ends
Feb 2	Last Day for Refund	Apr 30	Reading Day
Feb 2	Last Day to drop without receiving a "W" grade	May 1	Final Exams
Feb 4	Courses dropped for non-payment	May 1	Associate's degree Graduation Deadline - Summer 2015
Feb 6	Last Day to Add/Audit	May 4-7	Final Exams
Feb 16	President's Day	May 8	Commencement
Mar 2	Summer 2015 Bachelor's degree Graduation Application Deadline		
Mar 2	Mid-Term Grades Due		
Mar 6	Last Day to Drop Individual Class		
Mar 9-13	Spring Break		***To learn more about syllabi at Dixie State College, refer to:
Mar 23	Fall Class schedule available online		http://new.dixie.edu/reg/faculty/?page=Syllabus
Mar 23	Summer Registration open to Seniors (90+ credits)		
Mar 24	Summer Registration open to Juniors (60+ credits)		

Name:

Item	Unacceptable (Below standards)	Acceptable (Meets standards)	Good (Occasionally exceeds standards)	Excellent (Exceeds standards)	Score
Abstract Length (150-250) Comprehensive Concise	Length is too long or too short. Content does not cover main sections of paper. Writing has many errors making it difficult to understand. (0-5)	Length is appropriate. Main sections are covered adequately, and writing has few errors. (6-7)	Length is appropriate. Main sections are covered well. Writing is nearly error-free and is fairly concise. (8-9)	Length is appropriate. Main sections are covered strongly. Writing is error-free and writing is concise. (10)	/10
Introduction Importance of problem Relate to previous work	Importance is weak or lacking. There is no connection with previous work evident. Theses are not present. Design is omitted or inaccurate, and implications are weak or missing. (0-7)	Importance is stated. There is some connection with previous work. Theses are present and basic. Design is presented, and implications are presented. (8-13)	Importance is clearly stated and is compelling. There is a clear connection with previous work. Theses are clearly stated, and implications are compelling. (14-17)	Importance is clearly stated and strong. Connection with previous work is clear and strong, Theses are clearly stated and strong. Implications are important and strong. (18-20)	/20
Body Literature review (state of research, relations, contradictions, gaps, inconsistencies)	State of research is not addressed. Relations, contradictions, gaps and inconsistencies are missing. Project is not supported by literature. (0-7)	Method and results are covered adequately with few errors. State of research is addressed. Relations, contradictions, gaps and inconsistencies are addressed. Project is supported by literature. (8-13)	Relations, contradictions, gaps and inconsistencies are clearly stated. Project is clearly supported by literature. (14-17)	State of research is stated well. Relations, contradictions, gaps and inconsistencies are strong. Project is strongly supported by the literature. (18-20)	/20
Conclusion Discussion Next steps	Conclusion does not reiterate and support theses. Next steps are not addressed. (0-7)	Conclusion reintegrates key concepts and reinforces the theses. Next steps are covered. (8-13)	Conclusion reflects a strong review of key ideas that clearly relate to theses. Next steps are clear. (14-17)	Conclusion strongly reflects key points and integrates these ideas with the theses. Next steps are strong. (18-20)	/20
References Minimum of 10 scholarly peer-reviewed	Errors with in-text citations and Reference page citations significantly detract while reading. Many references are not scholarly. Too few references. (0-5)	Three sources are incorrectly written in either the in-text citations or on the References page. References are mostly scholarly. Minimum number of references. (6-7)	One source is incorrectly written in either the in-text citation or on the References page. References are scholarly, but are not key resources. Extra references are used to add to paper. (8-9)	All sources are correctly written in the in-text citation and on the References page. References are scholarly and well chosen to represent key resources. Extra references are used to make the paper strong. (10)	/10
APA style Cover page – required elements Headings and subheadings Length	APA style errors with page format interfere with the reading of the paper. Paper is informal in tone and word choice. Paper is not logically organized and lacks transitions between sentences and paragraphs. Paper is too short with inadequate coverage of material. (0-7)	APA style errors with page format are noticeable. Paper is occasionally informal in tone and word choice. Paper discusses topics and subtopics but may be poorly organized. Student attempts to provide transitions. (8-13)	APA style errors with page format are rare. Paper is written in a scholarly style. Paper discusses topics and subtopics and is well organized with clear transitions. (14-17)	No APA errors are seen with page format. Paper is written in a scholarly style. Paper clearly discusses topics and subtopics. It is strongly organized with transitions linking all topics. (18-20)	/20
Total Points					