

Global Responses to Terrorism
Albright College
POL 240

Location and Time: Roessner Hall, Rm. 203, Mondays 6:00 PM- 10:00 PM

Credit Hours: 4 (1 unit) General Education Course

Instructor: Dr. Jeremy R. Backstrom

Email: jbackstrom@albright.edu

Office Hours: Rm. 225 Roessner Hall, Mondays 5:00-6:00 PM

Class Web: Moodle

Required Materials:

- Nacos, Brigitte L. 2016. *Terrorism and Counterterrorism. 5th edition.* New York: Routledge.
- Gottlieb, Stuart. 2014. *Debating Terrorism and Counterterrorism: Conflicting Perspectives on Causes, Contexts, and Responses.* Washington, DC: CQ Press.

Additional Reading Materials:

***Any additional reading materials will be available via pdf through the class website.

Technology Requirements:

- Internet access (free access available in campus computer labs)
- Basic use of a personal computer (word processing and internet research)
- Access to Moodle system

Software Requirements:

- Microsoft Office or Open Office (free alternative to MS Office)

Course Description:

This course will concentrate on the transnational issue of terrorism and political violence from a global perspective. The use of terrorism is by no means a modern phenomenon and as an inherently political action, it continues to have profound implications on the targeted country as well as the global community. This course will offer opportunities to address many contemporary issues of modern terrorism as well as discussions of how terrorism has evolved over time. Students will focus on topics such as the act of terrorism itself, transnational terrorism, causes of terrorism, consequences of terrorism, personal motivations of those who participate in terrorism, counterterrorism, and countering violent extremism (CVE). Students will demonstrate an understanding of other cultures, religions, and ethnicities and how this relates to terrorism. Moreover, students will identify how this understanding of different cultures, religions, and ethnicities contributes to a broader understanding of values. Finally, students will demonstrate an understanding of the historical context and how this relates to terrorism. While current events regarding terrorism and political violence are an important aspect of the course, students will primarily concentrate on understanding key features of terrorism and how it relates to the global community. Coursework will involve significant emphasis on the development of critical thinking skills, public speaking and interaction, writing skills, and research.

The course will concentrate on various questions related to terrorism and counterterrorism. Among these questions are: What is terrorism? How has the threat of terrorism evolved over time? What are the causes of terrorism events? What are the motivations of the different types of terrorists groups? What role does ideology and religion play in terrorism? When does terrorism succeed and when does terrorism fail? How can states and international organizations best fight against terrorism?

Students are not expected to have a strong background on terrorist groups or methods of terrorism; however, those students who possess a personal knowledge of the subject are highly encouraged to share their knowledge with the class.

This course is offered by Albright College's Accelerated Degree Program. For students enrolled prior to June 1, 2016, this course will satisfy the requirement of one of the following areas: Social Science or Foreign Language/Culture. For students enrolled after June 1, 2016, the course will satisfy one of the following areas: Connections-Global, Social Science (elective) or Foreign Language/Culture. If you are unsure which general studies program you are under, please see your Enrollment Advisor for advising.

Course Objectives:

Upon completion of this course, students will be able to:

- Demonstrate an understanding of the various definitions and definitional issues regarding terrorism.
- Analyze the causes for terrorism as well as the motivations for individuals involved in terrorism including leaders and the rank and file members.
- Understand how religion plays a significant role and ideology for terrorism.
- Analyze the various goals of terrorist groups as well as the tactics used by groups to obtain these goals.
- Evaluate and critique the various approaches to counterterrorism.
- Analyze the role of the media in terrorism and counterterrorism.
- Evaluate and critique seminal literature regarding various issues within the topic of terrorism.
- Use political concepts noted in the texts and the classroom to examine current real-world events.
- Improve your general critical thinking, research, writing, and communication skills that can be applied to other courses and future endeavors.
- As a Foundations general education course, you will learn about approaches to knowledge in political science and terrorism as academic disciplines within the social sciences.

As this course is listed as a Connections course, upon completion of the course, students will be able to:

- Demonstrate an understanding of other groups, broadly defined, including different perspectives on ways of living and relating to the world.
- Identify how this understanding of different traditions and values contributes to a broader understanding of values.
- Demonstrate an understanding of the historical context for difference as defined in the course.

- Demonstrate, as a component of the global course requirement, an understanding of a significant global theme, problem, interdependency, or other interactions across different countries or regions or an understanding of a non-US culture or society in significant depth.

Current Events:

As this is a course in political science and the issue of terrorism, I encourage you as students to become more cognizant of the world and daily events that arise concerning terrorism; international affairs; causes, conditions, and influences of terrorism; US and non-US incidents of terrorism; the goals, targets, and tactics of terrorism; financing of terrorism; counterterrorism; US national security strategy concerning terrorism and counterterrorism; the use of hard and soft power as a counterterrorism strategy; homeland security; countering violent extremism (CVE); and conflict and political violence in general. Therefore, I want you to read the newspaper headlines (New York Times, Washington Post, BBC, Philadelphia Inquirer, etc.), watch the news on television, or read online news (local news or national news such as CNN, MSNBC, FoxNews, BBC, The Blaze). If you gain your information regarding politics and government from headlines for social media newsfeed/trending headlines, please ensure to follow up this headline in a major news resource. If time permits, we will devote time in each class to discussions concerning current events regarding these topics.

Communication and Email:

As indicated above, you can contact me via email at jbackstrom@albright.edu. Please ensure that you address the email with the course number (POL 240) and your last name in the “subject line” (Example: Backstrom- POL 240). I request that you use proper English in your emails so I can understand your question/issue and offer you an answer or resolution to the issue. Proper English does not include the abbreviated version of words as those you would use in a text message/instant message/tweet. I will respond to your email in a timely manner, typically within 24 hours on the weekdays and 48 hours on the weekends. Please be aware that while this is my general and intended practice for responding to your e-mails, it is subject to the changes and interruptions of life. If you do not hear from me within 48 hours do not assume I got your message and please follow up. Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

Additionally, I will be available during my office hours on Mondays prior to our class from 5:00-6:00 PM. If this does not meet your needs, if you need to meet with me at a different time, or if you need to meet with me for a longer period of time, please email me and schedule an appointment to meet with me.

Additional Policies:

Personal laptops or I-Pads may be used to take notes during the class; however, this is not an invitation to check your email, chat online, check the internet for topics outside of the classroom discussion; or any other activity that would disturb your attention and those around you from your class work. If caught engaging in one of these infractions, I will warn you only once. After this warning, you will not be allowed to use your laptop in the class.

Cell phones, I-Pods, or any other electronic communication device must be shut off or silenced during class. Similar to the policy regarding laptops, I will warn you only once. After this event, I will not tolerate any violation of this policy. You will be asked to leave the classroom for that day and be listed as absent for the class.

This is a course on terrorism and counterterrorism, which is a highly controversial topic and each of us enters this class with our own preconceived, personal thoughts and opinions on the matter. As your instructor, I always strongly encourage scholarly debate and discussion in the classroom. However, you must be respectful of your fellow students and their opinions. I will not tolerate any outbursts or demeaning attacks/comments (hateful, racist, sexist, homophobic, transphobic, obscene, and/or etc.) against your fellow students regarding their opinions or observations. If this does occur, I will consider it as a disturbance to the learning experience of the classroom, instruct you to leave for that day, and you will be listed as absent. At the instructor's discretion, a student that violates these guidelines may be removed from the course and possibly the campus.

Assignments and Grading:

Participation (in class): (This section is worth 20% of your grade)

The course is designed to provide you with an introduction to the topic of terrorism and counterterrorism as well as the various issues of study within the topic. Moreover, we will read and critique various seminal works concentrating on these topics. Remember you are a scholar, not a student.

You are expected to complete the assigned readings prior to the designated date in accordance to the course calendar. While the classes each week will be composed of lectures conducted by the instructor based on the readings assigned for the week, this course will additionally include aspects of the weekly class that will resemble a seminar in which the instructor and the students will interact and discuss the assigned readings. Therefore, it is imperative for you to complete the assigned readings and be prepared to discuss the concepts and arguments during the following class. Furthermore, in order to prepare for the discussion, you should be able to identify the author's arguments concerning the respective topic but also identify possible flaws/shortcomings of the arguments or questions concerning the theory presented.

Please note that if I observe that the discussion continues to linger without participation, if I am solely leading the discussion, or if there are only a few students participating, I will devise a weekly quiz that will allow me to determine whether you completed the assigned readings and if you understand the theories presented. If this situation arises, you will not be permitted to use the assigned readings or your notes from the readings to take the quizzes. Finally, if you miss the weekly quiz, there are no quiz make-ups.

Participation (online): (This section is worth 25% of your grade)

As this is an Accelerated Degree Program course, you are responsible for fulfilling a significant number of instructional hours outside of our meetings in the typical brick and mortar classroom. The Internet and particularly Moodle through Albright College permits us to continue our concentration on terrorism and discussion of the various topics online through discussion boards. There are assignments designated for each week ranging from watching films on terrorism, reading case studies regarding foreign policy decision making regarding issues of terrorism, and reading articles on topics related to terrorism and counterterrorism. In addition to watching or reading the resource, you must also provide an assessment of the resource and your thoughts related to the topic in a discussion forum. Moreover, you will need to respond to at least one other student's posting in the discussion forum (I would prefer you to respond to all of your classmate's

postings but you must respond to at least one posting). This permits for the learning environment and discussion of the material beyond the classroom.

Your posting should be a few paragraphs (2-3 paragraphs) on the resource (film, case study, or article) that is thought provoking in the manner that you concentrate on some aspect of the resource. Moreover, your response to your classmate's posting should be 1-2 paragraphs that illustrate some agreement, critique, or additional thought that your classmate may benefit from. There are no incorrect or correct responses- only well-reasoned and well-written responses or poorly conceived and poorly written responses.

Remember, you are a scholar, not a student. You should provide some form of critique of the resource. Does it correspond well with your preconceived notions of the topic or did it raise additional issues that you had not previously been exposed to? Is the author/filmmaker/scholar wrong in their argument? Why? Did the resource and its argument change your mind about the specific element of terrorism and counterterrorism? Moreover, please do not merely regurgitate the information provided in a lecture or reading. I know what the articles, case studies, and films argue... I want your criticism, praise, thoughts, feelings, and opinions regarding the resources.

Short Paper Assignments: (8 assignments. In total, this section is worth 15% of your grade)

Each week you are assigned to read a chapter in the Gottlieb textbook. This resource concentrates on various issues regarding terrorism and counterterrorism and further provides two opposing viewpoints on the issue. Although we will discuss these readings and their merits in class (which is included in your participation grade), you need to write a 3-5 page paper outlining the arguments of each of the authors. Moreover, you **MUST** include your assessment regarding which of the authors you believe is correct and why. In order to receive credit for the assignment, it is imperative that you include your own assessment of the issue and which of the authors you agree with and reasons why you agree this particular author.

The following guidelines must be followed to fulfill the short paper assignments for this course:

- 3-4 pages in length
- Must be typed/word processed
- Double spaced
- Times New Roman Script
- 1 inch margins
- No grammatical errors
- Only your name at the top of the paper
- Handed in on time at the beginning of class

Final Paper: (This section is worth 30% of your grade)

Your final paper for this course will focus on an analysis and comparison of two terrorist organizations. While the selection of the groups is entirely up to you, I suggest selecting one religious group and one non-religious group. (You may find it difficult to find the specific differences between two Islamist groups particularly if they are in competition for recruiting members in the same country).

In your research of the two terrorist groups, you should continually refer back to the various elements concentrated on during the course. How well does your research of the selected groups

correspond to the findings noted in the lectures, readings, and discussions of the course? You should concentrate on the history of the organization; the aims and goals of the organization; the tactics and strategies used by the organization; if and how ideology plays a role in the organization; if and how religion plays a role in the organization; does ideology and religion play a role in recruitment of members; who specifically does the organization target- a state, specific ethnic or religious groups, or transnational; how the respective target responds to the violence conducted by the organization; how effective is/was the target in suppressing the terrorist organization; how is the group financed; did the organization use media to gain recruitment and achieve its goals; if so, how effective has the group been in using whatever form of media resources; the success or lack of success of the group in achieving its goals; and if the organization is no longer active, how did the conflict end.

For this assignment, write an eight-ten page paper on this topic. I will upload a rubric for the assignment as well as more details regarding this project to Moodle in the coming weeks. Additionally, I will upload a list of resources you may wish to consult in providing information regarding terrorism and counterterrorism. I only ask that the resources used for this assignment are scholarly resources. As required for all of your assignments, the paper should be well-written and demonstrate your research and critical thinking skills. If you desire feedback on the content or your writing, I am happy to provide feedback prior to July 12, 2017. The final paper needs to be turned in through www.turnitin.com via Moodle as well as in hardcopy form. **The final paper is due April 2, 2018.**

Presentation of Final Paper: (This section is worth 10% of your grade)

On the final meeting of the class in Week 7 (April 2, 2018), you will provide a brief 10-15 minute presentation of your final paper. You should approach this presentation in a professional manner by creating a power point presentation of the terrorist groups you analyzed for your final paper. During the presentation, ensure that you provide an effective and parsimonious analysis of the two terrorist organizations that you chose to research including their history, organizational aims and goals, does an ideology or religion play a significant role in recruitment of members, tactics of the group, how their respective target responded to the violence conducted by the group, how is the group financed, and the success or lack of success of the group in achieving their goals. Finally, you need to provide some comparison of the two groups you selected to research.

Late Work Policy:

All assignments for this course are expected on or before the deadline as indicated on the assignment. As a reasonable person, I understand that uncontrollable personal circumstances may arise. Thus, I am willing to work with you through such issues should they arise and you must submit a late assignment. **If you need to submit a late assignment, you must contact me in advance of the deadline for my approval and for arrangements to be made concerning the assignment.** Written documentation will be required in order to confirm your request to submit a late assignment.

Late homework assignments will be heavily penalized unless there are extenuating circumstances. There is a 10 point penalty per day for late homework assignments. This includes weekends and holidays. If the assignment has not been submitted within 5 days, you will receive a "0" for the homework assignment.

Grading Rubric:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 59% and below

Tentative Reading and Course Outline:

***Nacos textbook= (N)

***Gottlieb readings textbook= (G)

*****NOTE:** Due dates for thought papers and assignments are listed in **Bold** while important dates for Albright College related academic issues are listed in *Italics*.

Week 1: Introduction to Terrorism and Definitional Issues regarding Terrorism

Feb. 19: Introduction to the course and discussion of the syllabus

Feb. 19: Introduction: The Terrorist Threat- Chapter 1 (N)

Feb. 19: The Perennial Debate: What is Terrorism- Chapter 2 (N)

Feb. 19: Is the “New Terrorism” Really New?- Chapter 1 (G)

Week 2: Causes and Motivations of Terrorism

Feb. 26: The Making of Terrorists: Causes, Conditions, and Influences- Chapter 6 (N)

Feb. 26: Abrahms, Max. 2008. “What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy.” *International Security* 32(4): 78-105.

Feb. 26: Crenshaw, Martha. 1981. “The Causes of Terrorism.” *Comparative Politics* 13(4): 379-399.

Feb. 26: Does Poverty Serve as a Root Cause of Terrorism- Chapter 2 (G)

Week 3: Global Terrorism and Terrorism in the U.S.

Mar. 5: Terrorism in the Global Context- Chapter 3 (N)

Mar. 5: Terrorism in the American Context- Chapter 4 (N)

Mar. 5: Can Terrorism Ever Be Justified?- Chapter 3 (G)

Week 4: Religious Terrorism & Financing of Terrorism

Mar. 12: Religious Terrorism: Political Violence in the Name of God- Chapter 5 (N)

Mar. 12: Organizational Structures and the Financing of Terror- Chapter 9 (N)

Mar. 12: Does Islam Play a Unique Role in Modern Religious Terrorism?- Chapter 4 (G)

Week 5: Tactics and Goals of Terrorism

Mar. 19: Common Thread: Goals, Targets, and Tactics- Chapter 8 (N)

Mar. 19: Kydd, Andrew and Barbara Walter. 2006. "The Strategies of Terrorism." *International Security* 56(2): 49-80.

Mar. 19: Abrahms, Max. 2006. "Why Terrorism Does Not Work." *International Security* 31(2): 42-78.

Mar. 19: Pape, Robert. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97(3): 343-361.

Mar. 19: Is Suicide Terrorism an Effective Tactic?- Chapter 5 (G)

Week 6: Counterterrorism

Mar. 26: Terrorism and America's Post- 9/11 National Security Strategy- Chapter 10 (N)

Mar. 26: The Utility of Hard and Soft Power in Counterterrorism- Chapter 11 (N)

Mar. 26: Counterterrorism Strategies Do We Need Bombs over Bridges?- Chapter 7 (G)

Mar. 26: Can Spreading Democracy Help Defeat Terrorism?- Chapter 8 (G)

Week 7: The Media and Terrorism

Apr. 2: Terrorist Propaganda and the Mainstream Media- Chapter 14 (N)

Apr. 2: Counterterrorism in the News- Chapter 16 (N)

Apr. 2: Conclusion: Is the Threat of Terrorism Being Overstated?- Chapter 12 (G)

******The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course.***

Institutional Policies:

***Family Educational Rights and Privacy Act (FERPA)**

FERPA is a federal law that protects your privacy by limiting access to your educational and personal records. Educational and personal information cannot be distributed or discussed with your parents or legal guardians or anyone else without a legitimate education interest without your written permission. Educational and personal information includes your social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. Additional information and FERPA waivers (waiver of release of information forms) are available from the registrar or the Office of Student Affairs.

Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

***Classroom Recording Policy:**

The audio or visual recording of class lectures, discussion, simulations, and other course-related activity by either students or instructors is governed by the College's class recording policy, available in the Catalog. Albright's policy on class recording balances the needs of students with disabilities, the intellectual property concerns of its instructors, and the privacy of its students. Any audio or visual recording made by a student during a class, regardless of the recording device, requires the instructor's prior written consent and the student's signed agreement with the terms of the College's policy. Prior to a student recording of any class activity, the student and the instructor must sign a recording agreement and file it with the Office of Disability Services (if the recording is an approved disability accommodation) or with the Academic Dean's office (if not an accommodation). Violations of this Class Recording Policy may be directed through academic dishonesty procedures or the Office of Community Standards, and could involve civil or criminal violations.

***Posting of Grades:**

Grades are often posted in more than one location: on Self Service, on Moodle, by code on a class' own website, etc. However, please note that grades posted on Self Service are from the College's information system and therefore, are considered your 'official' grades. Students are responsible for knowing their grades and academic status.

***Harassment Policy:**

As a place of work and learning for staff, faculty, students, and their guests, Albright College nurtures respect for the individual within a communal environment, one that encourages each of its members to develop his or her full potential.

To preserve this environment, the College will not tolerate harassment of any kind. Harassment is defined as verbal or physical conduct which has the intent or effect of interfering with an individual's or group's educational and/or work performance at Albright, or conduct that creates an intimidating, hostile, or offensive educational and work environment on- or off-campus. Such behavior undermines the atmosphere of trust essential to the academic enterprise and represents a failure of professional ethics. Harassment on the basis of race, color, sex, religion, national origin, sexual orientation, or disability includes harassment of an individual in terms of stereotyped group characteristics. In addition to violating the rights of an individual, harassment is inconsistent with the policies and interests of the College, including the preservation of academic freedom, an element at the core of the College's mission. The complete text of the Sexual Harassment Policy is found in The Compass.

Any member of the Albright community who believes that he or she has been harassed is encouraged to raise the issue with the affirmative action officer in the Human Resources Office, the dean of students, the provost, or the president.

ADP Policies:**Grades Policy**

Regarding grades and academic rigor: It is important to realize that Albright College recognizes a "C" is an adequate grade; a "B" is an achievement; and an "A" means clear excellence (outstanding

work). Simply meeting the course requirements and/or turning in all assignments does NOT “entitle” a student to a grade of “A” or other grade.

Attendance and Lateness Policies

Attendance

Our programs rely heavily on classroom discussions and group interaction that helps students learn, integrate and apply the material presented. Because of the fast-paced, interactive nature of our curriculum, regular class attendance is mandatory. As a general rule, classes meet from 6 p.m. to 10 p.m. (Saturday classes 9 to 1), and students and professors must be in attendance for the entire four hours.

[ATTENDANCE IN ONLINE COURSES: Online classes have special, highly specific “attendance” requirements. See individual course. Be aware that instructors mark you “ABSENT” when you do not post or participate or log into the course each week. This may lead to a WITHDRAWAL from class after 2 weeks of non-participation.]

It is understood that unexpected, personal situations may arise that make it difficult or impossible to attend a particular class. It is critical that a student notifies his/her instructor in advance should any circumstances arise that will affect his/her attendance. If a student is unable to attend the first session of a course due to an unforeseen emergency, it is the student’s responsibility to notify the instructor within two days of having missed the first class in order to obtain assignments and/or books. If the student does not contact the instructor within this time, he/she may not be permitted to remain in the course.

If one session of a particular course is missed for a legitimate reason that is communicated prior to the start of class, the instructor is expected to make reasonable accommodations to enable the student to turn in the completed assignments and make up missed work. It is the student’s responsibility to determine from the instructor which materials and assignments were missed. The instructor will determine the effect of absences and late work on the class participation component of the total course grade.

A second absence in the same course may require withdrawal from the course, at the instructor’s discretion. Two absences in a seven-week course constitute nearly 30 percent of a student’s exposure in the classroom to instruction, discussion, and the like. As a result, it may not be possible to accomplish course objectives when two classes are unattended. Absences will also affect the class participation component of the total course grade. In addition, for courses that involve group work, a student’s absence will be considered as to how that may affect the performance of all group members.

After three absences, the student must withdraw from the course. (See “Withdrawal Procedures” on page 6 of the Handbook.) Failure to properly withdraw will result in an F in the course.

Lateness

The instructor is expected to start the class on time; therefore, anyone coming to class after the class has started will be considered late. It is distracting to the entire class when someone enters

late; however, it is understood that there are unavoidable circumstances that might cause a student to be late. It is up to the individual instructor to determine a lateness policy for her/his class. The number and length of late incidents will directly affect a student's class participation grade.

Procedures for Late and Resubmitted Assignments

Late Assignments: The need to turn in an assignment late must be communicated to the instructor in advance. It is up to the instructor to decide whether or not to accept the assignment. Once the instructor has returned graded assignments, makeup assignments may not be accepted. Instead, the student would receive a zero for that particular assignment. The late-grade penalty for each assignment is at the discretion of the instructor.

Resubmitted Assignments: The instructor will decide if "rewrites" will be accepted and how the individual assignment and total course grade will be affected.

Grade of "Incomplete" (or "I")

A student who needs extra time to complete final coursework due to extenuating circumstances may ask an instructor for a grade of Incomplete and must produce the necessary academic work up to 30 days after the last day of class, as a *general* rule. There is no grade penalty for an "I" grade, and the "I" grade will be replaced by the earned grade after the coursework is completed.

If the instructor agrees to allow an Incomplete, the student must immediately:

1. Notify SPS Assistant Director Tracy Gray-Hayes at tghayes@albright.edu and obtain the Incomplete form. (Please copy (cc) General Studies Coordinator Marian Wolbers on that email: mwolbers@albright.edu.)
2. Sign the form and obtain a signature from their instructor.
3. Send the form to Tracy Gray-Hayes in SPS, via electronic scanning and emailing or by sending the hard copy form to the SPS Offices, Attn. T. Gray-Hayes.
4. Make sure the instructor for an "I" grade lodges the "I" on the student's class grades for that module.
5. Turn in the completed work on time, and communicate regularly with the professor and the School of Professional Studies.

Student Concerns, Student Services

Statement on Disability Services for SPS students

Albright College welcomes students with disabilities into the College's educational programs. If you have an impairment-related need for reasonable academic adjustments in this course, please contact Yuriko Beaman, Director of Disability Services, by email at ybeaman@albright.edu, by phone at 610-929-6639, or in her office, on the first floor of the Administration Building on the Reading campus. For further information regarding services for students with disabilities, please visit the website at <http://albright.edu/disabilityservices>. Students who use accommodations should meet with course instructors privately and in a timely manner (within the first 2 classes) to

discuss their Academic Accommodation Letter (AAL). Keep in mind that timeframes of SPS classes are delivered in an accelerated fashion. This means it is up to YOU to ensure that accommodations are requested in a timeframe that matches the pace of the curriculum.

See: <http://www.albright.edu/disabilityservices/index.html>

Veterans and Military Resources

SPS welcomes veterans and active-duty military as students. Please see:

<http://www.albright.edu/accelerated/veterans-and-military-resources.html>

Academic Services: Writing Center

About The Albright College Writing Center

The Albright College Writing Center can help you with writing for any of your courses. Our peer tutors will conference with you on any aspect of the writing process including reading more effectively, idea development / organization, use of citation and research, and grammar. Our feedback is instructional, so rather than edit for you line-by-line, we will help identify areas of repeated concern and provide you with examples and resources. SPS and online students have the option of in-person visits, online chat sessions, emailed feedback or phone sessions.

Availability and In-Person Appointments

The Writing Center is located in the 1st floor of the Administration Building on the main campus in Reading, PA. Appointments are recommended for in-person sessions. To see our current dates and hours of availability, check the front page of our appointment system alb.mywconline.com for updated hours of operation and closures. Click on “Register for an account” and use your Albright e-mail as your username. In the appointment system, white timeslots are “available” times. You can make an appointment for 30 or 50 minutes. Also log in and click on your appointment to change or cancel an appointment.

Telephone Conference

If you are in an SPS program or taking an online course, you may also request a telephone conference. Please contact the director for assistance with organizing/scheduling: Rachel Liberatore – RLiberatore@albright.edu or 610-921-7854.

Online Chat Appointment

In our appointment system at alb.mywconline.com, select a time next a tutor who is listed as “Face-to-face or online.” In the pop-up box that appears, select “Yes—Schedule Online Appointment” and schedule for 30 or 60 minutes. A few minutes before your appointment, log in, click on your appointment, and select the red “Start or Join Online Consultation.” A large whiteboard screen should appear with instructions. If you are having technical problems during the session, please call 610-921-7540 to reach a tutor. After your session, you can click back on the appointment (in the chatroom) to re-read the chat transcript or on the clock icon in the upper right of the chatroom to scroll through the steps of the appointment. Please email us if you would like a more detailed handout on making an online appointment.

Emailed Feedback

To receive emailed feedback (comments in the margin), *Word versions of papers should be submitted two days (Mon- Fri) or more before you need feedback.* Please use the form at the SPS

student section of the Writing Center website to submit your paper since the form will also give us the information needed to best respond to your paper: <http://www.albright.edu/academics/wc-essay-feedback-form.html>

NOTE: The form allows you to include only one attachment. If you want to give the Writing Center the assignment guidelines using Word or a second document, you can copy the guidelines or grading rubrics to the beginning of your essay or email them separately to writingcenter@albright.edu. It would also be helpful if you would make yourself an account (a log-in name) in the Center's records and appointment system at <http://alb.mywconline.com> to assist in keeping records of giving you feedback. **Questions?** If you have any questions, please contact: writingcenter@albright.edu or (610) 921-7540.

MORE HELP with Writing and Academics

For extra help with writing, reading, studying, citing sources in essays, ESL concerns, and all sorts of academic support, SPS offers additional support.

- **Citations:** Students needing online help with citations and MLA-formatted essays should see Purdue's excellent (free) resource at: <http://owl.english.purdue.edu/>
MLA: <http://owl.english.purdue.edu/owl/resource/747/01/>
APA: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **One-on-one WRITING HELP and OTHER TUTORING HELP is available:** Call the General Studies Coordinator Marian Wolbers at 610-406-3525 or email mwolbers@albright.edu.
- DO speak with your instructor if you have concerns with your grade and performance in class. Success in SPS classes depends on good communication.

Academic Learning Aids: Smarthinking

24/7 Tutoring Online: Students in SPS also have access to 24/7 tutoring and essay-writing help via Smarthinking, which you can access by contacting your advisor or writing Kevin Ezzell: kezzell@albright.edu.

Career Development & Help

Experiential Learning & Career Development Center

The ELCDC offers free services to Albright students and alumni, helping you to advance your career in numerous ways, including interview preparing, resume writing, and connecting with available jobs.

Contact the Career Development Director Karen Evans at kevans@albright.edu and otherwise please see explanation: <http://www.youtube.com/watch?v=TgCgN7IwjuU&feature=relmfu>

Academic Integrity

Plagiarism and Other Issues of Academic Honesty

“Original Writing”: Albright College expects all its students to produce original writing in all papers and on all tests, appropriately citing sources and quoting, or otherwise giving credit to, other authors and outside sources of information and writing.

Example of public knowledge (no citation needed): **Botswana is in southern Africa.**

Example where a citation/credit is needed, because it is information-specific and not generally known by the average person: **There are approximately 2,209,000 people living in Botswana, according to latest figures from the U.S. CIA.**

A citation for this source would then be listed appropriately within the essay to include source, with date accessed, etc. In this case:
<https://www.cia.gov/library/publications/the-world-factbook/geos/bc.html>

About Plagiarism

There are many misconceptions about plagiarism, so it is wise to always discuss any questions you have concerning this issue. At the very least, students should read the full description of plagiarism included in the “Academic Integrity” policy below. Students may also wish to further educate themselves using the Purdue University OWL website to understand and prevent plagiarism:

<http://owl.english.purdue.edu/owl/resource/589/01/>

Depending on the situation, *not using quote marks around even one word or phrase may constitute plagiarism*. The notion that it is “okay to lift a few words” is false. Always credit a source where words are directly taken from a text or speech, etc. When in doubt, ask the professor or the Writing Center.

One of the best techniques to avoid plagiarism is to practice writing original summaries. When writing about a text, do the reading first, take notes, think about the materials, etc. Then, when you are ready to start writing, always close the book, put away the article away (out of sight), close out the computer, and so on. Write an original summary, using your own words, discussing what the author/source is saying, using simple journalistic techniques of Who, What, Where, When, Why, etc. Later, you can always add in dynamic quotes as evidence to support your conclusions or illustrate a point.

Academic Integrity Policy

Academic integrity is part of the foundation of an academic community. Any violation of the highest standards of academic honesty threatens the trust upon which an academic community is built and is conduct that violates its fundamental principles.

Academic dishonesty is a serious breach of the rules of proper academic conduct. The penalty for the first act of academic dishonesty will be a zero on the piece of work involved or an F in the course, at the discretion of the instructor in consultation with the academic dean as appropriate. A letter describing the incident and the action taken will be sent by the instructor to the student with a copy to the chief academic officer. Academic Affairs will then send a notice to the student and to the Registrar for placement in the student's file. The letter will serve as a record of a first offense, but will be removed from the file upon graduation if no subsequent offense occurs. If a student commits a subsequent offense, the mandatory penalty will be an F in that course and a letter in the file. A student may be dismissed from the College for a second or subsequent offense at the discretion of the chief academic officer, in which case a notation will be placed on the student's academic record (his or her transcript) noting only the fact of dismissal.

Violations of academic integrity that are not relevant to a course in which the student is or was enrolled at the time of the violation -- for example, enabling others to be academically dishonest in a class in which the student is not enrolled, sabotaging another student's academic work in another class, or vandalism, theft or tampering with regards to data files or equipment -- may be referred to the judicial process administered by the Student Affairs Division and described in *The Compass*, at the discretion of the Provost. In such cases, documentation provided to Academic

Affairs by faculty or others will be forwarded to the Dean of Students. The integrity charge will still originate from Academic Affairs, and the student will be subject to the provisions above concerning a letter to the student's file, transcript notation, and potential dismissal.

A student found guilty of any academic integrity offense may lose his or her eligibility for college honors and awards, at the discretion of the provost.

Academic dishonesty can take many forms. In general, academic dishonesty is any behavior that results in the circumvention of the work required and expected to gain academic credit. For example, writing a paper without using your own thoughts and/or words, claiming participation in an academic requirement in which one did not participate, such as group work or required attendance, and submitting the same work more than once for credit all comprise acts of academic dishonesty. Following are further descriptions of behaviors that are considered academically dishonest. However, students should be aware that this list is not meant to be exhaustive. The fundamental question to always keep in mind is whether the behavior is a means by which to avoid the work required to secure academic credit. If the answer is yes, the behavior constitutes academic dishonesty.

One form of academic dishonesty is taking another person's work and presenting it as one's own. This can result from copying another student's paper, display on a terminal or an exam; using data or information stored in a computer system without explicit authorization or acknowledgement of the author; presenting someone else's ideas or words as one's own in a homework assignment or research paper; and so on.

Plagiarism is a distinct form of academic dishonesty in which a person uses the words or ideas of another without proper acknowledgment. But the definition of plagiarism cannot be satisfactorily stated in a few words, and students are encouraged to consult the handbook approved by the English Department for ENG 101 and 102. Students also are encouraged to consult with faculty members if they wish further clarification. Faculty will endeavor to distinguish between intentional plagiarism and the misuse of sources due to poor attribution skills.

Other examples of academic dishonesty include using unauthorized material or devices on examinations or in preparing for examinations; unauthorized collaboration with others; using information stored in a computer system without explicit authorization and acknowledgement of the author; claiming participation in an academic requirement in which one did not participate; submitting the same work more than once for credit (without express permission); falsifying or fabricating data or sources; denying access to information or materials to other students; sabotaging another student's academic work; enabling others to be academically dishonest, whether one benefits or not; failing to acknowledge assistance from others and its specific results; allowing someone else to do work that one claims as one's own; and knowingly violating the ethical code of a profession for which one is preparing. Theft and/or damaging of books, periodicals, and other instructional materials (including laboratory equipment) shall be deemed acts of academic dishonesty. As such, they are subject to monetary penalties and to the same penalties as apply to other such acts of academic dishonesty.

The unauthorized or inappropriate use of college computers or tampering with data files or equipment constitutes academic dishonesty. Plagiarism or violation of proprietary agreements concerning the programs and data of other users will be treated as acts of academic dishonesty.

The Policy for Responsible Computing, available at the Computer Center, explains the College's guidelines with respect to computer ethics.

The College and its faculty will endeavor to inform students about what constitutes plagiarism and academic dishonesty, but the ultimate responsibility for adhering to accepted standards of academic behavior rests with the student.

A student who feels that he or she has been unfairly treated in a case of academic dishonesty has the right of appeal to the Academic Appeals Board. The appeals process is described in the "Academic Appeals" section of this catalog.

See: <http://www.albright.edu/catalog/academicpolicies.html>

Source: Albright College Catalog

NOTE to students: If a professor requires you to turn in papers via Turnitin link on Moodle, you must turn it in as requested. This tool helps both professors and students with producing original work.

***General Statement:**

The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.