



MEMORANDUM

FINAL FACULTY SENATE APPROVAL ON 04/12/2016

TO: Faculty Senate
FROM: Jack Kirby *JRK*
DATE: February 26, 2016
SUBJECT: Curriculum Proposal #15-16-12, REV #1
Architecture Writing Intensive Course

I recommend approval of the attached REVISION #1 Curriculum Proposal 15-16-12. This proposal seeks to remove ARCH 4050 as a writing intensive course. This proposal also seeks to designate ARCH 2020 as a writing intensive course.


Dr. Christina Lavorata
Dr. Donald Trisel
Dr. Robert Kelly
Mr. Kirk Morphew
Ms. Leslie Lovett
Ms. Cheri Gonzalez
Dr. Shayne Gervais





MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: February 10, 2016

SUBJECT: Curriculum Proposal #15-16-12
Architecture Writing Intensive Course

I recommend approval of the attached Curriculum Proposal 15-16-12. This proposal seeks to remove ARCH 4050 as a writing intensive course. This proposal also seeks to designate ARCH 2020 as a writing intensive course.

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CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 15-16-12

School/Department/Program: Technology/Architecture

Preparer/Contact Person: Kirk Morphew/Robert Kelly

Telephone Extension: x4628/x4640

Date Originally Submitted: January 15, 2016

**Revision (Indicate date and label it
Revision #1, #2, etc.):** February 26, 2016 Revision #1

Implementation Date Requested: Fall 2016 (Course is next offered Spring 2017)

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

Remove Writing Intensive Course designation from ARCH 4050 Design VI.

Designate ARCH 2020, Architectural History II, as a Writing Intensive Course.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. 0

- B. Addition of course(s) or credit(s) from program(s)

Total hours added. 0

- C. Provision for interchangeable use of course(s) with program(s)

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

NA

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

NA – ARCH 2020, Architectural History II already is a required course for an Architecture major.

- F. Creation of new course(s). For each new course **NA**

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix B

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix C

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix C

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

No changes. None

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

None. See below.

B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

This is a pragmatic shift in the Program's Curriculum. ARCH 2020, Architectural History II, requires significant writing by its standard practice of instruction and will be a better course to achieve the requirements and the intent of Writing Intensive Courses set forth by the University.

No new faculty, facilities, equipment or library material will be required.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature

NA

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

NA

VI. **ADDITIONAL COMMENTS.**

**Appendix A: Writing Intensive Courses (WIC) Description
(included for the convenience of the reviewers).**

Appendix B: Catalog Course Description

Appendix C: Detailed Course Description including Outcomes & Assessment Criteria

Appendix D: Draft Syllabus – Spring 2017

Appendix A

Writing Intensive Courses (WIC) Description

Writing Intensive Courses (WIC)

The Fairmont State General Studies Program indicates that "students will be required to complete at least one designated writing intensive course as part of their liberal studies program or their major field of study. This course will not be in addition to their other courses, but rather a course from those approved as liberal studies or majors courses."

Rationale for WIC

Writing intensive courses benefit students by:

- 1) improving writing skills as a means of self-expression
- 2) increasing knowledge and understanding of course content
- 3) enhancing critical thinking skills
 - Evaluation
 - Analysis
 - Interpretation
 - Inference
 - Explanation
 - Self-regulation

Criteria for WIC

1. A minimum of twenty pages of written work will be assigned in a variety of formal and informal writing assignments and formats throughout the semester. This might include, but is not limited to: research reports, critical essays, laboratory reports, logs, journals, or short in-class responses.
2. The instructor will provide opportunities for substantial revision in which the student responds to instructor feedback as well as discipline-specific writing instruction.
3. At least 30% of the course grade must be based on writing assignments.
4. Prerequisites- English 1101 and English 1102
5. An enrollment cap of twenty students

Appendix B

Catalog Course Description

ARCH 2020 Architecture History II.....3 hrs.

Writing Intensive

An overview of the key themes, historical developments, significant structures, and the personalities involved in shaping the world view and built environment from the 14th Century to the present. Emphasis will be given to the trajectory of Western culture while surveying and comparing the diverse thoughts and achievements of other cultures from across the globe during the same time period. PR: ENGL 1102 and ARCH 2010.

Appendix C
Detailed Course Description

Number and Title of Course:

ARCH 2020 Architectural History II

3 hrs

Course Description:

An overview of the key themes, historical developments, significant structures, and the personalities involved in shaping the world view and built environment from the 14th Century to the present. Emphasis will be given to the trajectory of Western culture while surveying and comparing the diverse thoughts and achievements of other cultures from across the globe, and across time.

Course Goals:

- Begin to understand, identify, analyze, and explain major architectural works and theories in both Western and non-Western global cultures from the 14th to the 21st centuries in their urban and broad cultural contexts.
- Acquire a familiarity with the names, works, locations, chronology, and terminology of architecture to begin to enable descriptive, critical, and coherent thinking, speaking, and writing about architecture.
- Utilize descriptive and analytical drawing skills to aid in the understanding of the spatial ideas of significant structures and urban spaces.
- Develop a sense of how an understanding of the past (spatial/theoretical precedents) might influence and guide the making of architecture today.

Course Objectives: Upon completion of the course, students should be able to:

- Compile, analyze, and apply investigative research into architectural history and theory.
 - *Assessed through weekly essays, drawings, and the compilation of a glossary and timeline.*
- Explain and compare significant architectural movements and structures.
 - *Assessed through weekly essays, drawings, and the compilation of a timeline.*
- Utilize historical and contemporary architectural terminology verbally and in writing.
 - *Assessed through weekly essays and the compilation of a glossary.*
- Demonstrate strategic ordering skills and an overall understanding of the course goals and objectives.
 - *Assessed through the compilation of all coursework organized and presented in binder form.*

Student Performance Criterion/a addressed (NAAB):

A.1 Professional Communication Skills

A.5 Ordering Systems

A.3 Investigative Skills

A.7 History and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):

Review of Ancient/Classical/Medieval/Gothic; Renaissance & Baroque Europe; World architecture of the 15th – 17th C; The American Colonies; Enlightenment Europe; Industrial Revolution; Urban Paradigms; Beaux-Arts; Art Nouveau; 20th C.–isms; International Style; Counter-Culture; Post-Modernism; Regionalism; Multi-national Practices; Current Events.(100%).

Assessment: Written Essays, Drawings, Reading and Lecture Notes, Timeline Construction, and Glossary Compilation.

Grading Scale: A=100-90, B=89-80, C=79-70, D=69-60, F=Below 60.

Grade A Excellent to outstanding: among the best work produced at this institution.

Grade B Above average: Good to very good work beyond the basic requirements.

Grade C Satisfactory: fulfills basic requirements without additional initiative, effort, or exploration.

Grade D Unsatisfactory: partially fulfilling the basic requirements; minimally passing.

GradeF Failure: does not satisfy minimum course requirements.

Prerequisites: ENGL 1102, successful completion of ARCH 2010, and sophomore standing or consent of the instructor.

Textbooks/Learning Resources: *Buildings Across Time: An Introduction to World Architecture*, 4th Edition, (Fazio, Moffett, Wodehouse - McGraw-Hill), ISBN: 978-007-337929-6. *Additional readings from a variety of sources beyond this text will be assigned and posted on Blackboard.*

Offered (semester and year):

Spring, Annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Robert L. Kelly, PhD, AIA, NCARB, Associate Professor of Architecture

Appendix D

Draft Copy of ARCH 2020 Course Syllabus

Fairmont State University - Architecture Program – Course Syllabus

ARCH 2020 – Architectural History II (3 credits) – Spring Semester 2017

Course Description

An overview of the key themes, historical developments, significant structures, and the personalities involved in shaping the world view and built environment from the fourteenth century to the present. Emphasis will be given to the trajectory of Western culture while surveying and comparing the diverse thoughts and achievements of other cultures from across the globe, and across time. Additionally, this is a **Writing Intensive Course (WIC)** – see details below. The class will be in the form of (2) 75 minute lectures with accompanying images on Mondays and Wednesday, from 11:00am – 12:15pm.

Course Goals & Objectives:

- Develop an understanding, and begin to be able to identify, analyze, and explain the development of major architectural works and theories in both Western and non-Western global cultures from the 14th to the 21st centuries in their urban and broad cultural contexts through written exercises.
- Begin to acquire a familiarity with the names, works, locations, chronology, and terminology of architecture to begin to enable descriptive, critical, and coherent thinking, speaking, and writing about architecture.
- Develop analytical drawing skills necessary to understanding the spatial ideas and qualities of significant structures.
- Develop a sense of how an understanding of the past (spatial/theoretical precedents) might influence and guide the making of architecture today and express that understanding in written exercises.

NAAB Student Performance Criteria Addressed:

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.7 History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

Topical Outline: Review of Ancient/Classical/Medieval/Gothic; and introduction to Renaissance & Baroque Europe; The Ottoman Empire; The American Colonies; Enlightenment Europe; Industrial Revolution; Urban Paradigms; Beaux-Arts; Art Nouveau; 20th C.–isms; International Style; Counter-Culture; Post-Modernism; Regionalism; Multinational Practice; Current Events.(100%).

Prerequisites: Successful completion of ARCH 2010, sophomore / 2nd year standing or consent of the instructor.

Textbooks: *Buildings Across Time: An Introduction to World Architecture*, 4th Edition, (Fazio, Moffett, Wodehouse - McGraw-Hill), ISBN: 978-007-337929-6. *Additional readings from a variety of sources beyond this text will be assigned and posted on Blackboard.*

Additional References:

Lecture images will be posted on Blackboard following each weeks' lecture. For additional images, plans, sections, definitions, etc., consider owning any of the following as reference texts: *World Architecture: A Cross-Cultural History*, (Ingersoll, Oxford University Press); *A Global History of Architecture*, (Ching, Jarzombek, Prakash – Wiley); *Sir Banister Fletcher's History of Architecture*, Butterworth; *Key Monuments of the History of Architecture*, Millon and Frazer; *The Penguin Dictionary of Architecture*, (Fleming, Honour, Pevsner, Penguin Books); *Illustrated Dictionary of Historic Architecture*, (Harris, Dover Publications). You may also want to consult: www.greatbuildings.com

Offered: Spring, Annually

Faculty Assigned: Robert L. Kelly, PhD, AIA, Associate Professor of Architecture

Contact Information:**Prof. Robert L. (Bob) Kelly, PhD, AIA, NCARB**

Office Hours: M/W 12-1:30, Tu. 3:30 – 5:00, Fri. by appointment, Room 217a, Hardway Hall

Email: robert.kelly@fairmont.state.edu

Telephone: office: 304.367.4640 cell: 859.327.4735

Communication: Any communication by the instructor to the class outside of our regular meeting time will be through your official FSU email address. These communications should be saved electronically at a minimum. Consider printing out important email updates and placing them in your course notebook for easy reference. Likewise any communication by students to the instructor beyond speaking in person, or by phone, should be sent via my official FSU email address.

Grading Basis

Grade A (90-100%)	Excellent to outstanding: among the best work produced at this institution.
Grade B (80-89%)	Above average: Good to very good work beyond the basic requirements.
Grade C (70-79%)	Satisfactory: fulfills basic requirements without additional initiative, effort, or exploration.
Grade D (60-69%)	Unsatisfactory: partially fulfilling the basic requirements; minimally passing.
Grade E (0-59%)	Failure: does not satisfy minimum course requirements.

Evaluation Criteria for Grading - Total Possible Points = 1000. The student's point total will be rounded to the nearest percent and assigned a letter grade based on the University's Grading Basis as described above. The points for this course will be computed in the following manner:

Weekly Essays (15 x 20 pts each = 300 points total) – Essays will be assigned as weekly homework on Wednesdays and will each be due the following Monday. Each will address a topic covered in that week's lecture and/or readings. Essays will be approximately (1-2) pages, double-spaced, 12pt. type. Essays will be evaluated on the clarity of their intellectual arguments, the accuracy of their content, and their organization, spelling, and grammar. **Students will revise and resubmit (5) of these essays in response to the instructor's feedback and instructions.** Nota Bene: Any direct quotations from the assigned readings or any other sources should be indicated with quotation marks, with the source noted in parenthesis following the quote. These exercises are to help you synthesize the course content into your own thoughts. Label with your name, essay number, date, and title – **The essay topic/question should be written at the top of the page, preceding the essay.**

Weekly Drawings (15 x 20pts each = 300 points) – Drawings will be assigned as weekly homework on Wednesdays and will each be due the following Monday. Each will address a building, etc. covered in that week's lecture and/or readings. These drawings will be on unlined 8 1/2 x 11 sheets (bond or vellum) clearly labeled with the work title, architect, date, and your name. These drawings are not to be traced, mechanically reproduced, or re-used from other assignments, etc. Rulers and/or a compass may be employed to provide guidelines. These exercises will help you to remember and understand key buildings across time. Drawings will be evaluated on accuracy, clarity, and thoroughness.

Course Notebook / Binder: The following four (4) items will be turned-in for a grade at the end of the semester during the official final exam time. These four (4) items, along with your printed syllabus, and the weekly essays and drawings, should be arranged in a 3-ring binder and separated by labeled index tabs. The binders should be labeled with your name on both the cover and on the spine. Binders may be returned following grading at the end of the semester. All individual pages should include your name and the date of the work at the top. Notebooks should also include all course handouts. The (4) items below, along with your completed binder, will be graded based on the thoroughness of content, organization, and clarity. Grading criteria will also include a comparative and subjective judgment of the quality of a student's work with respect to the highest quality work produced in the class and by using the descriptive qualities noted in the Grading Basis above. An evaluation of your notebook at any point during the semester to assess your standing may be arranged by appointment. The completed binder must also be submitted as a single PDF document.

Binder Contents will include the following in this order:

- 1. Syllabus**
- 2. Lecture Notes (150 points)** - Note-taking focuses your attention. Research demonstrates that note taking by hand increases retention of information and helps you to remain alert while listening to a lecture. Notes should exhibit a high level of personal engagement and understanding of the lecture material. You may review, revise, and add to your notes over time: highlight, color, circle, underline, add, correct, change, improve, etc. Thumbnail sketches and diagrams that record and explain pertinent ideas from the lecture are welcome additions to the notes.
- 3. Reading Notes (150 points)** – The notes for each reading should: include day/date, author, book/chapter/article title, & page numbers; an outline of the reading, with sketches and key data (who/what/where/when); and highlight primary topics, ideas, arguments, theories, meanings, and your commentary – both written and drawn if applicable.
- 4. Glossary (50 points)** – An ongoing alphabetical list of people, works, events and architectural terms followed by a brief bio, description, or definition in your own words. The glossary may be executed via word processing and printed out. You should add to this list following each lecture and reading.
- 5. Chronology/Timeline (50 points)** – Major events, works, and people arranged by date, spanning from pre-history to 1400 AD. This may take the form of a list or a time line and may be word processed, drawn digitally/mechanically, and/or illustrated with thumbnail images or sketches. This too is an ongoing exercise that should be added to as the semester unfolds.
- 6. Essays (300 points)** – You must include the (15) collected essays that have been graded weekly and returned to you.
- 7. Drawings (300 points)** – You must include the (15) collected drawings that have been graded and returned to you.

Attendance: Attendance is required and will be taken via a sign-in sheet distributed at the beginning of each class. Three (3) unexcused absences will lower your grade one level. Seven (7) unexcused absences will result in automatic failure of the course. Absences, excused or un-excused, do not free the student from being responsible for the material covered during the absence. Tardiness: 10 minutes or more will be marked as 1/2 absence. 30 minutes or more will count as a full absence.

Professional Behavior

- Please arrive for class on time: late arrivals (and early departures) disrupt your classmates and the instructor.
- Questions are welcomed during class – private discussions with your classmates are not.
- **Laptops, tablets, cell phones, or any other electronic paraphernalia may not be used during class time. These items should be silenced and stowed away, out of sight. Taking notes and making sketches *by hand* is part of the learning experience in this course.**
- A positive atmosphere of respect and courtesy will be maintained in the classroom towards the instructor, your classmates, their personal space, and their personal property, at all times.
- The discussion of issues, ideas, and assignments among your classmates is strongly encouraged. All the work in your course binder, however, must be your own. And on your exams you may only refer to your own notes. Any form of cheating or plagiarism, as defined in the **ACADEMIC INTEGRITY** paragraph at the end of the syllabus, will result in a failing grade for the class.

**Please contact me if you have questions, concerns, or need any kind of help.
My goal is for you to do well and succeed in this class;
and in the pursuit of your architectural degree!**

Course Schedule **Changes in lectures, readings, + additional readings will be posted on Blackboard.*

Week 1

Wed	Jan	19	Lecture 1: Intro/Naissance	Reading: N/A
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Week 2

(Mon Jan 23 Last day to add/drop)

Mon	Jan	23	Lecture 2: The Rise of Florence	Reading: Trachtenberg pp. 272-277. (BB)
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Wed	Jan	25	Lecture 3: Brunelleschi	Reading: <i>Buildings Across Time</i> , pp. 287-294. Vasari, pp. 133-160 (goes to 173) (BB)
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Week 3

Mon	Jan	30	Lecture 4: Alberti/column/wall	Reading: <i>Buildings Across Time</i> , pp. 294-300. Wittkower, pp. 29-49. (BB)
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Wed	Feb	1	Lecture 5: Leonardo/Bramante/etc.	Reading: <i>Buildings Across Time</i> , pp. 300-306. Wittkower, pp. 1-20. (BB)
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Week 4

Mon	Feb	6	Lecture 6: Michelangelo	Reading: <i>Buildings Across Time</i> , pp. 306-317.
Wed	Feb	8	Lecture 7: Venice	Reading: Rowe, pp. 158-167. (BB)

Week 5

Mon	Feb	13	Lecture 8: Villas	Reading: <i>Buildings Across Time</i> , pp. 317-328.
Wed	Feb	15	Lecture 9: Palladio	Reading: Wittkower, pp. 51-68, 80-88. (BB)

Week 6

Mon	Feb	20	Lecture 10: Ottoman/Iran/India	Reading: <i>Buildings Across Time</i> , pp. 160-175.
Wed	Feb	22	Lecture 11: Baroque I - Rome	Reading: <i>Buildings Across Time</i> , pp. 341 – 352. Smyth-Pinney, 632-635. (BB) Smart, 637-640. (BB)

Week 7

Mon	Feb	27	Lecture 12: Baroque II – Rome to France	Reading: <i>Bldgs Across Time</i> , pp. 352-59, 328-32.
Wed	Mar	1	Lecture 13: Baroque III - Europe	Reading: <i>Buildings Across Time</i> , pp. 359-70,

Week 8

Mon	Mar	6	Lecture 14: England 17 th -18 th C.	Reading: <i>Bldgs Across Time</i> , pp. 333-339, 371-79.
Wed	Mar	8	No Class – FSU Trip Abroad	

Fri Mar 10 Mid-tem of Semester – grades will be posted

Spring Break – March 13 through 17

Week 9

Mon	Mar	20	Lecture 15: Boullee/Ledoux/Neo-classicism	Reading: <i>Buildings Across Time</i> , pp. 381-409.
Wed	Mar	22	Lecture 16: Industrial Revolution & Counter	Reading: <i>Buildings Across Time</i> , pp. 411-421.

Week 10

Mon	Mar	27	Hold for makeup Lecture	Reading: Review/Catch up
Wed	Mar	29	Lecture 17: Arts&Crafts/Art Nouveau	Reading: <i>Buildings Across Time</i> , pp. 422-435.

Week 11

Mon	Apr	3	Lecture18: Richardson/Sullivan/Chicago	Reading: <i>B.A.T.</i> , pp. 435-53.
Wed	Apr	5	Lecture 19: Wright	Reading: <i>B.A.T.</i> , pp. 459-66, 500-505. Frampton, pp. 186-191. (BB)

Week 12

Mon	Apr	10	Lecture 20: 20 th C. isms	Reading: <i>Bldgs Across Time</i> , pp. 455-476, 480-81,
Wed	Apr	12	Lecture 21: Le Corbusier	Reading: <i>Bldgs Across Time</i> , pp. 476-79, 507-10. Frampton, pp. 149-160. (BB)

Week 13

Mon	Apr	17	Lecture 22: International Style	Reading: <i>Bldgs Across Time</i> , pp. 482-500, 510-13. Frampton, pp. 231-237. (BB)
Wed	Apr	19	Lecture23: Aalto/Kahn/Scarpa	Reading: <i>B.A.T.</i> , pp. 515-24, 535-42, 554-56.

Week 14

Mon	Apr	24	Lecture 24: Counter-currents	Reading: <i>B.A.T.</i> , pp. 559-65.
Wed	Apr	26	Lecture 25: Po-Mo/Neo-Trad.	Reading: <i>B. A. T.</i> , pp. 524-34, 556-58.

Week 15

Mon	May	1	Lecture 26: New Expressions	Reading: <i>Buildings Across Time</i> , pp. 534, 543-53.
Wed	May	3	Lecture 27: Current Events	Reading: <i>Buildings Across Time</i> , pp. 566-81.

Week 16

Mon	May	8	<u>Final Exam: (10:00 am – 12 noon) = Turning in your Completed Binder</u>	
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Final writing and drawing assignments and the completed Course Binder are due no later than 12:00 noon. To be turned into Room 217A, Hardway Hall.

Standard Fairmont State University Syllabus Statements

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- the obtaining of information during an examination;
- the unauthorized use of books, notes, or other sources of information prior to or during an examination;
- the removal of faculty examination materials;
- the alteration of documents or records; or
- actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Assessments, Surveys, and Course Evaluations

Fairmont State University values students' opinions. Your participation in special assessments, surveys and course evaluations assists us in improving the services of the institution and the effectiveness of classroom instruction. These are to be viewed as course requirements and completed to the best of your ability and with full attention.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Disability Services

Disability services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for disability services and to provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Disability Services must cooperate to ensure the most effective provision of accommodations for each class.

The Office of Disability Services is located in suite 316 of the Turley Student Services Center 333-3661. For additional information, please visit the Fairmont State University Office of Disability Services webpage at www.fairmontstate.edu/access or call (304) 333-3661.

Copyright Notice - Material presented in this course may be protected by copyright law.

Expectations

Students are expected to be:

Present and attentive in class; aware of official university communication via email

Prepared for university life; prepared for class

Participating in class and in extra- and co-curricular activities

Polite and respectful to everyone in our academic community.

Fairmont State's Core Values:

Scholarship

Opportunity

Achievement

Responsibility

SOAR with Fairmont State

FSU is a tobacco and vapor-free campus.

Title IX makes it clear that violence and harassment based on sex, gender and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.fairmontstate.edu/adminfiscalaffairs/human-resources/title-ix...>; by calling 304.367.4386; or by emailing HR@fairmontstate.edu. Students may also contact the Office of Counseling & Disability Services for help, located at 316 Turley Center, (304) 367-4792.

Additional information about all policies can be found online at: [/publications/CampusHandbooks/studenthandbook/default.asp](http://publications/CampusHandbooks/studenthandbook/default.asp) Additional student resources can be found online at: [/studentresources/default.asp](http://studentresources/default.asp)