Urban and Community Development (MPAD-6328)

SYLLABUS

Instructor:	Joanne G. Carman, Ph.D.
Office:	Fretwell 445D (Note: working from home during the summer)
Telephone:	(704)724-9367 (Cell is preferred over the summer; feel free to text or call me) (704)687-7208 (Office)
Email:	jgcarman@uncc.edu
Office Hours:	By appointment via phone or WebEx
Class Schedule:	Thursdays, synchronous WebEx meetings (5:30 pm to 8:30 pm)

MPAD 6328 (C90): Urban and Community Development (3 credits)

The course examines the policies and programs designed to reduce social and economic distress in U.S. communities and focuses on local and neighborhood-based efforts to address problems of inadequate housing, unemployment, lack of community services and facilities, crime etc. This course also considers the various roles that government, the private sector, and nonprofit organizations play in community revitalization.

Required Text

Green, G. P. & Haines, A. (2016). *Asset building and community development*. (4th Edition). Thousand Oaks, CA: Sage Publications.

Additional Required Readings

Students will need to access additional readings on Canvas as noted on the syllabus.

Learning Outcomes and Competencies

At the end of this class, students should be able to understand the complexities associated with urban and community development. .

Learning Outcomes	NASPAA Competencies	Assignments
Core Knowledge - knowledge and understanding of issues relating to urban and community development.	4) To articulate and apply a public service perspective	Assignments Discussion Midterm Exam Final Exam
Applied Critical Thinking - the ability to use theory to examine the issues relating to urban and community development.	1) To lead and manage public governance 4) To articulate and apply a public service perspective	Assignments Discussion Midterm Exam Final Exam

Research Ability - the ability to find related research, and to read, analyze, and understand the research at a basic technical level.	3) To analyze, synthesize, think critically, solve problems and make decisions	Presentations Assignments
Communications Skills - the ability to present information to others in both professional and informal environments in an effective manner, whether in written, verbal, or other formats.	2) participate and contribute to the public policy process 5) To communicate and interact productively with a diverse and changing workforce and citizenry	Discussion Presentations

Format

This course is a graduate seminar. Class sessions are based upon the assigned readings, lectures, and we will discuss them. My philosophy is that **each individual member of the seminar brings ideas, insights, and a unique perspective** – all of which contributes to the dialogue and learning experience. **If you are not interested in learning from your peers, in addition to the instructor, this is NOT the class for you.** Attendance and participation will be considered in overall evaluations of performance. ***Missing more than 1 class will automatically result in an Unsatisfactory Grade (U).***

Please note that this is a 5-week, 100% online class. It has been designed to ensure that we meet the required 7.5 hours of instructional contact hours each week and 18 hours of homework time per the university guidelines. See: https://summerschool.uncc.edu/sites/summerschool.uncc.edu/files/media/credit-hour-f2f-hybrid-and-online.pdf

Grades

As noted in the UNCC Graduate Handbook, letters are used to designate the quality of student academic achievement: A Commendable (4.0); B Satisfactory (3.0); C Marginal (2.0); U Unsatisfactory (0.0). Grades will be assigned as follows: 90.00 to 100 = A; 80.00 to 89.99 = B; 70.00 to 79.99 = C; below 70.00 = U. *Please note: I will not round your grade up or down.*

Resources for Students

UNC Charlotte offers a number of services and supports to its students, including: the Center for Graduate Life, the Writing Resources Center, a Counseling Center, a Career Center, and many others. Students are encouraged to utilize these resources, as needed, and may access additional information about these services and supports on the university website (www.uncc.edu). Of particular interest and importance:

- The Center for Graduate Life offers an array of very useful workshops and resources for graduate students. See: http://gradlife.uncc.edu/

- The Writing Resources Center (WRC) offers a variety of free services and materials to help students to become more effective writers, including: one-on-one writing tutorials; in-class presentations; online research assistance; peer revision groups; online writing tutorials; and a print library of writing resources. Students are strongly encouraged to utilize the Writing Resources Center, as needed. See: http://wrc.uncc.edu/

- The Library offers a variety of services for students, including assistance with research, reference, inter-library loan services and presentation support. The library also has a librarian dedicated to helping students in the Social Sciences: Amanda Binder, 704-687-1771, abinder3@uncc.edu.

- The University Career Center for Work, Service and Internships also provides a variety of services to help students prepare for their careers and participate in experiential learning. See: http://career.uncc.edu/

- The Counseling Center offers individual counseling, group counseling, couples counseling, and consultative services at no charge to students. Students come to counseling to get help for a variety of concerns, including anxiety, symptoms of depression, and relationship issues. To make an initial appointment with a counselor, call 704-687-0311 or stop by the center at 158 Atkins. This first session will help you assess your needs with a counselor and make a plan for how best to address your concerns. The Counseling Center also offers outreach programs including prevention, awareness, and education about mental health treatment:
  - http://counselingcenter.uncc.edu/counseling-and-consultation-services

- UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040.

Communication

- This is an online class. By virtue of registering for this course, all students will have access to the Internet, an email account, and Canvas (the learning management software). Please check your UNCC email account regularly, as well as the Canvas website. During the semester, if you have questions or concerns about anything, please do not hesitate to contact me – just send me an email or give me a phone call, and I will get back to you as soon as I can.. Finally, in the event that you will not be attending class, please send me an email or text me beforehand so that I don't keep the class waiting for you to login.

Assignments

(1) Exam 1 (25%)
Exam 1 – you may choose when to take this exam. These are the options:
Friday, May 29th (9:00 AM, 1:15 PM, 5:30 PM); Saturday, May 30th (9:00 AM, 1:15 PM, 5:30 PM); Tuesday, June 2nd, (9:00 AM, 1:15 PM, 5:30 PM)

(2) Exam 2 (25%)
Exam 2 – we will follow the Final Exam Schedule for this exam. Our time, according to the Registrar, is Tuesday, June 23rd. (6:30 pm to 9:00 pm)

(3) Discussion Boards (10%). There will be three discussion boards: a) CDCs (Week 2: May 26th to May 29th); b) Foreclosure Crisis (Week 3: June 1st to June 5th); c) Gated Communities and Privatization (Week 4: June 10th to June 14th).

(4) Learn More about Issues in Urban and Community Development (10%)
Each week, we will hear from students who will conduct research and give a 5-minute presentation to help us "learn more" about their topic during the synchronous class time. Students will sign up for topics during the first week of class. The due date will depend upon the topic. More information will be provided in class.

(5) Learning Communities (25%)
Students will work together in small groups as a learning community and gather research and information about one of the course topics: a) arts and creative placemaking; b) economic development, business clusters, opportunity zones; c) food desserts/solutions; d) affordable housing, gentrification, homelessness e) education, social, and/or human capital; f) community-based responses to COVID-19.

The purpose of the learning community is for students to learn more about a topic and share that information with the class. Each learning community will use some type of platform to store the materials they find (e.g., Google drive), create a 10-minute presentation with references (in PowerPoint or Canva), and give a presentation in class on Thursday, June 18th. Each student is responsible for contributing their fair share to the project. Students will then write an individual 2-page single spaced reflection paper about their contributions to the learning community, as well as discuss what they learned from the other presentations (due June 21st). Additional information about this assignment will be provided in class.

(6) Curate Additional Content (5%)
For this assignment, students will "curate" additional content for the class to Canvas. Students can post/curate as many times as they would like, but they must post/curate a minimum of two items of interest. This might include sharing an article or news report; sharing a podcast or TedTalks link; or even suggesting a popular video or movie to watch. Additional information about this assignment will be provided in class.

Unless otherwise specified, please email me electronic copies of your assignments (in Word) and presentations (in PowerPoint). Assignments will be marked down a full letter grade for each day they are late. Unless otherwise noted, please use Times New Roman 12 point font, 1 inch margins, single spacing, and number the pages (See my "Do not" list).

Class Schedule
Items in Blue - Please note the times and day, they are important.
Dates in Gray – These are the dates Dr. Carman will follow. That said, you can adjust the readings, videos, and asynchronous lectures to your schedule (e.g., complete the work on the weekends). Just be sure to complete everything in a given week).
Weeks are highlighted in yellow.

WEEK 1   (May 18th to May 24th)

1a. Asset-Based Community Development

Readings (May 18th)
- Chapter 1 in Green & Haines (2016).
- Kretzmann, J. P. & McKnight, J. L. (1993). Building communities from the inside out: A path toward finding and mobilizing a community's assets. Retrieved from https://resources.depaul.edu/abcd-institute/publications/Documents/GreenBookIntro.pdf
- Lemann, N. (January 09, 1994). The myth of community development. Retrieved from http://www.nytimes.com/1994/01/09/magazine/the-myth-of-community-development.html?pagewanted=all
- Ford Foundation (2002). Building assets to reduce poverty and injustice. Retrieved from: https://www.fordfoundation.org/work/learning/research-reports/building-assets-to-reduce-poverty-and-injustice/

Asynchronous Lectures (May 18th)
- Class Framework
- Asset Based Community Development
- Examples of Asset Based Community Development

Video (May 19th)
- Holding Ground: The Rebirth of Dudley Street - New Day Digital - UNC Charlotte Access

Asynchronous Lecture (May 19th)
- Examples of the Players

1b. Community Organizing, The Process, and The Players

Readings (May 20th)
- Chapter 4 in Green & Haines (2016)
- Chapter 5 in Green & Haines (2016)
- Valley, C. (2008). *Alinsky at 100. Journal of Community Practice, 16*(4), 527-532.
- Eichler, M. (1995). *Consensus organizing. National Civic Review,* 84(3)3, 256-261.
- Beck, E. L. & Eichler, M. (2000). Consensus organizing: A practice model for community building. *Journal of Community Practice, 8*(1), 87-102.

Asynchronous Lectures (May 20th)
- Community Development Process

Video (May 21st)
- The Democratic Promise: Saul Alinsky & His Legacy

  https://www.youtube.com/watch?v=0WEeVGSz-qo (part 1)
  https://www.youtube.com/watch?v=6l28pS59aRs&t=131s (part 2)
  https://www.youtube.com/watch?v=tmcz53VCOKk (part 3)
  https://www.youtube.com/watch?v=HtariEC7hIo (part 4)
  https://www.youtube.com/watch?v=RChxrFFTrKk (part 5)
  https://www.youtube.com/watch?v=xjzC9soza5Q (part 6)

Synchronous Meeting 1: (May 21st)
- 5:30 to 8:30, WebEx Link and Discussion Questions forthcoming

WEEK 2 (May 25th to May 31st)   (May 25, 2020, Memorial Day, University Closed)

2a. CDCs – A Critique

Readings (May 26th)
- Stoecker, R (1997). The CDC model of urban redevelopment: A critique and an alternative. *Journal of Urban Affairs, 19*(1) 1-22.
- Bratt, R. (1997). CDCs: Contributions outweigh contradictions, a reply to Randy Stoecker. *Journal of Urban Affairs, 19*(1) 23-28.
- Keating, W. D. (1997). The CDC model of urban development, a reply to Randy Stoecker. *Journal of Urban Affairs 19*(1) 29-34.
- Stoecker, R. (1997). Should we…could we…change the CDC model? A Rejoinder. *Journal of Urban Affairs, 19*(1) 35-44.

Asynchronous Lectures (May 26th)
- CDCs: Review and Critique
- Intermediaries

2b. History, Theories, & Critique

Readings (May 27th)
- Chapter 2 in Green & Haines (2016)

- Teitz, M. B. & Chapple, K (1998). The causes of inner-city poverty: Eight hypotheses in search of reality. Cityscape: A Journal of Policy Development and Research, 3(3), 33-69.

Discussion Board –a) CDCs (May 27th to May 29th)
- After reading Stoecker and colleagues (1997), what do you think about CDCs?
- Whose arguments do you find most compelling, and why?
- What do you want to add to the conversation? (Discussion Boards
- #1 Closing tomorrow, May 29th at 11:59 pm (posted under Week 2 Lectures and Other Information)
- #2 Begins on June 1st at 7:00 am (posted under Week 3 Lectures and Other Information, closes June 5th 11:59 pm)
- Week 3 Topics
- Housing Policies and Programs; Human, Social, and Political Capital
- Readings and videos are on the syllabus
- Learn More, Week 3
- Please coordinate to avoid duplication: Social capital (Lauren & Krystle), Education (Margaret, Tanya & Emily), Workforce development programs (Samuel, Linette & Wendy) Political capital (Yesenia)
- Learning Communities
- Questions or comments? Please be sure to get started soon….)

Asynchronous Lectures (May 27th)
- History of Urban Development
- Federal Opportunity Zones
- 8 Theories

Videos (May 28th)
- LBJ: The Poverty Tours (April-May 1964) MP791
        https://www.youtube.com/watch?v=0VyZ_vKuY-M
- LBJ: State of Union War on Poverty
        https://www.youtube.com/watch?v=qfT03Ihtlds
- LBJ: Declares War on Poverty
        https://www.youtube.com/watch?v=f3AuStymweQ
- LBJ: The Great Society
        https://www.youtube.com/watch?v=kx0K637mBVE

Synchronous Meeting 2: (May 28th)
- 5:30 to 8:30, WebEx Link and Discussion Questions forthcoming

Asynchronous Lectures (May 29th)
- Changing Geography of US Poverty
- Chetty report
- Charlotte Mecklenburg Opportunities Task Force

EXAM 1: You have four hours to take the exam. You may choose when to take this exam. These are the options:
1. Friday, May 29th (9:00 AM, 1:15 PM, 5:30 PM)
2. Saturday, May 30th (9:00 AM, 1:15 PM, 5:30 PM)
3. Tuesday, June 2nd, (9:00 AM, 1:15 PM, 6:30 PM)

WEEK 3 (June 1st to June 8th)

3a. Housing Policies and Programs

Readings (June 1st)
- Chapter 8 in Green & Haines (2016)
- Chapter 9 in Green & Haines (2016)
- Nelson, A. A. (2011). The Foreclosure Crisis: Causes and Consequences (Point/Counterpoint). Journal of Policy Analysis and Management, 30(2), 381–400.
- Housing First Fact Sheet. Available at: http://endhomelessness.org/wp-content/uploads/2016/04/housing-first-fact-sheet.pdf

Discussion Board: b) Foreclosure Crisis (June 1st to June 5th)
- After reading Nelson and colleagues (2011), what do you think about the past forclosure crisis and the possibility of having another one because of COVID-19?
- Whose arguments do you find most compelling, and why?
- What do you want to add to the conversation? (add citations as appropriate)

Asynchronous Lectures (June 1st)
- Physical Capital
- Financial Capital
- Foreclosure Crisis
- Homelessness

3b. Human, Social, and Political Capital

Readings (June 3rd)
- Chapter 6 in Green & Haines (2016)
- Chapter 7 in Green & Haines (2016)
- Chapter 11 in Green & Haines (2016)
- Putnam, R. (1995). Bowling alone. Journal of Democracy, 6(1) 65-78. Available at: http://muse.jhu.edu/journals/journal_of_democracy/toc/jod6.1.html

Videos (June 4th)
- Building Social Capital
    https://www.youtube.com/watch?v=dD_ioCyY5as
- Rural Ontario Institute: Newcomer Engagement Summary Report
    https://www.youtube.com/watch?v=5-ZZC2awtmA
- Transformative Placemaking
    https://www.youtube.com/watch?v=bwIqVS7KGd8

Asynchronous Lectures (June 3rd)
- Workforce Development
- Human Capital
- Industries and Occupations
- Social Capital
- Social Networks

Synchronous Meeting 3: (June 4th)
- 5:30 to 8:30, WebEx Link and Discussion Questions forthcoming

WEEK 4 (June 8th to June 14th)

4a. Gentrification, Creative Class, and the Arts

Readings (June 8th)
- Kennedy, M.& Leonard, P. (April, 2001). Dealing with neighborhood change: A primer on gentrification and policy choices. A discussion paper prepared for the Brookings Institution Center and Metropolitan Policy.
- Chapter 12 in Green & Haines (2016)
- Chapter 10 in Green & Haines (2016)
- Storring, N. & Benz, C. (November, 2018). Opportunities for transformative placemaking, Chattanooga Innovation District, Tennessee.

Asynchronous Lectures (June 8th)
- Financial Capital
- Transit Oriented Development
- Gentrification
- Cultural Capital

Video (Airtalk) (June 9th)
> Richard Florida talk "The Rise of the Creative Class" and "The New Urban Crisis" on KPCC
> https://www.youtube.com/watch?v=Ldwy_AtI2JM

4b. Gated Communities, Community Policing, and Privatization

Readings (June 10th)
- Low, S. M. (2008). Incorporation and gated communities in the greater Metro-Los Angeles region as a model of privatization of residential communities. Home Cultures, 5(1), 85-108.
- Traino, D. J. (2010). Broken windows theory and community policing in counter terrorism. Journal of Counterterrorism & Homeland Security International. 16(3), 13-14.
- Acosta, J. & Chavis, D. (2007). Build the capacity of communities to address crime. Crimonology and Public Policy, 6(4), 651-661.

Discussion Board: b) Foreclosure Crisis (June 10th to June 14th)
- After reading Nelson and colleagues (2011), what do you think about the past forclosure crisis and the possibility of having another one because of COVID-19?
- Whose arguments do you find most compelling, and why?
- What do you want to add to the conversation? (add citations as appropriate)

Asynchronous Lectures (June 10th)
- Gated Communities
- Community Policing
- Historical Preservation
- Using Data for Community Development

Synchronous Meeting 4: (June 11th)
- 5:30 to 8:30, WebEx Link and Discussion Questions forthcoming

WEEK 5 (June 15 to June 21)

5a. Food and Energy

Readings (June 15th)

- Chapter 13 in Green & Haines (2016)
- Taylor, D. F. & Miller, R. (2010). Rethinking local business clusters: the case of food clusters for promoting community development. *Community Development, 41*(1), 108-120.
- McClintock, N. (2011). From industrial garden to food desert: Demarcated devaluation in the flatlands of Oaklnad, California. In A. H. Alkon & J. Agyeman (Eds.). Cultivating good justice. Cambridge, MA: MIT Press.

Asynchronous Lectures (June 10th)
- Food Insecurity
- Food Justice
- Business Clusters

5b. Sustainability, Natural Disasters and the Future of Community Development

Readings (June 17th)

- Chapter 3 in Green & Haines (2016)
- Chapter 14 in Green & Haines (2016)
- Chapter 15 in Green & Haines (2016)
- Gutman, J. & Patel, N. (2016). Is better access key to inclusive cities. A report prepared for Brookings Institution. Retrieved from: https://www.brookings.edu/research/is-better-access-key-to-inclusive-cities/

Asynchronous Lectures (June 17th)
- Sustainability
- Natural disasters and Climate Change
- Inclusiveness
- The Future of Community Development

Synchronous Meeting 5: (June 18th)
- 5:30 to 8:30, WebEx Link and Discussion Questions forthcoming
- LEARNING COMMUNITIES - PRESENTATIONS

Video (June 19th)
- Gaining Ground: Building Community on Dudley Street - New Day Digital - UNC Charlotte Access

WEEK 6 (June 22 and June 23)

- **Review Study Guide, June 22nd**

Final exam, June 23rd, 6:30 pm to 9;00 pm.

Summer Schedule

Date	Events
May 18, 2020	First Day of Classes
May 19, 2020	Last Day to Add or Drop a Class with no grade *
May 19, 2020	Last Day to change Grade Type (P/NC or Audit)
May 19, 2020	Last day to submit a Grade Replacement Request * Policy Information
May 19, 2020	Payment Due Date/Cancellation for Non-payment */** Payment Information
May 25, 2020	Memorial Day (No Classes)
June 08, 2020	Last day to withdraw from course (s); grade subject to Withdrawal Policy
June 12, 2020	Grading Available to Instructors
June 22, 2020	Last Day of Classes
June 23, 2020 to June 24, 2020	Final Examinations
June 29, 2020	Final Grades due for First Half Term by 5:00 PM
June 30, 2020	Last day to apply for Summer graduation *

<div align="center">**University Policies**</div>

Regarding classroom expectations:

- This syllabus contains the policies and expectations I have established for MPAD 6328. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

Regarding orderly and productive classroom conduct:

- I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Regarding changes to the syllabus and requirements:

- The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class email notice or by changes to this syllabus posted on the Canvas website.

If I am late or absent:

- If I am late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.

Regarding disability accommodations:

- Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

Regarding preferred gender pronoun:

- This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

To prevent academic integrity violations, including plagiarism:

- All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online: http://legal.uncc.edu/policies/up-407

- Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Regarding Title IX reporting obligations re: incidents of sexual harassment, sexual assault, dating violence, domestic violence, or stalking:

- UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

- Please be aware that many UNC Charlotte employees, including all faculty members, are considered Responsible Employees who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

- If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the "Students" tab.

Regarding University policy on withdrawals:

- Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Regarding University policy on preventing sexual harassment in web-based or web-assisted courses:

- All students are required to abide by the UNC Charlotte Sexual Harassment Policy and the policy on Responsible Use of University Computing and Electronic Communication Resources. Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Regarding University policy on the use of cell phones, smart phones, or other mobile communication devices in the classroom:

- The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Regarding University policy on computer use in the classroom:

- Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Regarding absenteeism or tardiness:

- Students are expected to attend every class and remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is a responsibility for all the work of class meetings, including tests and written tasks. Any unexcused absence or excessive tardiness may result in a loss of participation points.

- Class Absence(s): The authority to excuse a student's class absence(s) and to grant a student an academic accommodation (turn in a late assignment(s), provide extra time on an assignment, reschedule an exam(s) etc.) sits with the individual instructor. Students are encouraged to work directly with their instructors regarding their absence(s). Note: The Dean of Students Office can assist faculty members in the verification a student's class absence(s) for documented situation related to medical, psychological, personal crisis, or military absences.

<h1 style="text-align:center">Dr. Carman's "DO NOT" List</h1>

Welcome to a new semester! As your professor, I have decided that it might be helpful for me to begin our work together by pointing out some things to remember "not to do" during the semester. **(January 1, 2018)**

Communication

1. Please do not send emails to me without some type of introductory greeting (try to spell my name right), such as:
   - Dear Dr. Carman: Hello Dr. Carman: Dr. Carman: Dear Joanne:

2. Unless there has been some family or serious emergency, please do not add "!" or "extremely high importance" to your emails. This won't make me read or respond to them any quicker.

3. Do not email me questions about APA format without having at least tried to figure out the answer.

4. Do not just assume that I will write you a letter of recommendation. Please ask me first.

In Class

5. Do not miss class and think it doesn't matter.

6. Expanding up this point -- just because you have told me that you are missing class, doesn't mean this is an 'excused absence.' An absence is an absence (unless you have some serious extenuating circumstances).

7. Do not come to class late, repeatedly. This is disruptive for me and for your classmates.

8. Do not ask me if you "missed anything important" from class (It is all important).

9. Do not come to class and complain that the bookstore doesn't have the books. Be resourceful – try the library, inter-library loan, amazon.com, or even the publisher (Just like at work, you need to be prepared and do what it takes to get the job done - so buy your books early).

10. Do not use your phone during class to send text messages, check email, etc. Also, do not use your laptop for purposes other than class-related things.

11. Do not act unprofessionally – in class and outside of class – with both your professors and classmates. Whether you realize it or not, you actually networking at all times (you can either do a good job or a bad job).

Assignments

12. Do not hand in (or include sections from) a paper you wrote for a different class. I can usually figure this out.

13. Do not email me drafts of your paper, memo or assignment within hours or days before it is due, and expect me to give you feedback. Related to this, if I go out of my way to give you advanced feedback, please pay attention to it.

14. Do not cut and paste entire sections from internet web pages (or figures or other content) and put them in the body of your paper – even if you do cite the website properly. The purpose of most assignments is for you to do the work – not copy and paste the work of someone else.

15. Do not cut and paste very long quotations into your paper.

16. Do not just insert a quotation into your paper without 'setting it up' and attributing it to the author.

17. Do not just string together quotations from different sources and call this a 'research paper.' A research paper involves conducting research, figuring out the main themes or points, and conveying what you found to the reader in your own words (while attributing and citing your sources appropriately) in a clear and organized way.

18. Do not forget to cite. Be sure to actively attribute any quotations that you do use. In graduate school, it is not appropriate to just insert a quotation in the middle of your paper without giving the reader some context for why it is there.

19. Don't use too many bullets. While bullets can be helpful and appropriate, be thoughtful in how you use them. Same with figures and tables. When done well, they add to an assignment. When done poorly, they detract.

20. Do not use Wikipedia or a Dictionary as a source.

21. Do not use complicated sentence structure. If you are using semi-colons, this is a sign you should probably just break your sentence up into shorter complete sentences.

22. Do not use these words:
    - thru (this is not a real word; "through" is the word you probably want to use); amongst (use 'among'); irregardless (use 'regardless'); unbeknownst (this is just bad word all around);and impactful (or any other jargon-like work)

23. Do not use lots of flowery descriptions. Refer to the same concepts in the same way. Avoid using lots of pronouns (i.e., it). Use simple sentences. Be clear and be specific. Don't use jargon or try to impress me with an extensive vocabulary. Don't make the same points repeatedly in an assignment. Avoid passive writing (sentences that start with 'it is', 'it can'). See chapter 2 in the APA style guide for assistance.

24. Do not assume that I won't give you a C or a U.
    - At the end of the semester, your final grade will be exactly what you have earned.
    - I do not "round up" or "round down." So, a 79.75 is a C, and a 89.75 is a B
    - If you are the recipient of a C or a U, please do not email after the class is over and ask what you can do change your grade. The time to come and see me about making a plan to improve your work is during the semester.
    - If you are a recipient of a C or a U, please do not ask me to give you an incomplete instead. You have already completed the work and unfortunately it was unsatisfactory.
    - Do not expect that I will support an appeal or a suspension.

25. Do not ask me to give you "extra credit" so you can improve your grade.

26. Do not print an assignment and just hand it in. Pay attention to the way your written assignment looks when it is printed. Make sure you: use Times Roman font; use page numbers; put your name on your assignments; indent your paragraphs by ½ inch; and break up long paragraphs (if your paragraph spans more than half a page, this is a sure sign it is too long). Do not use fancy binders or fancy cover sheets; don't use a larger font size for your headings or subheadings; and don't start a new section with a heading that shows up on the last row of the page.

27. Do not set up different sections or organize your text by using sentences within the text, such as "Later on, in the fourth section of the paper, I will review XXX but right now I will discuss XYZ" (This comes across to the reader as 'trying to waste space' and 'you are wasting my time, just say what you have to say'). Just be clear and logical in your writing; organize your ideas in a way that makes sense. Use headings and subheadings to guide the reader along. The assignments in this class are not long enough to merit these types of sentences.

28. Similarly -- unless you are referring to material in an Appendix, try not to use phrases within the body of your paper, such as: This was discussed in the previous section; This will be discussed further below; or This will be discussed later.

29. When citing, please don't forget the space after the page abbreviation: For example: (Carman, 2007, p. 63)

30. Do not label your reference page "Bibliography" or "Works Cited" – label it "References"

31. Do not wait until page 2 or 3 to tell me what your paper is about. In your first paragraph (or in some, rare cases, the second paragraph), tell the reader the purpose of the document and tell the reader what to expect (i.e., how it is organized).

32. While there are lots of ways to spell and refer to this concept (i.e., not-for-profit, non profit, non-profit), use "nonprofit."

33. Spell out a number if you are beginning a sentence with a number. (e.g., Three courses were offered…..)

34. Pay attention to the tone of your writing. Don't be too casual or conversational.

35. Do not rely primarily on the assigned readings foyour research assignments. A major part of doing research is for you to go out and find additional information and build upon what we have reviewed in class.

36. Similarly, do not rely on just one or two sources for entire sections (and pages) of your research papers. Again, a major part of doing a research paper is gather lots of information, sort through it, and figure out how it all relates (or doesn't relate) to each other. Simply regurgitating what a single author has said about something is not sufficient.