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University of Southern California
Sol Price School of Public Policy

PPD 225 Public Policy and Management
Fall 2016
RGL 100 TU & TH 10:00 – 11:50

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Office Hours: by appointment

This course introduces students to basic theories and concepts in public policy and management. In addition to learning about the constitutional, social, and cross-sectoral contexts of public policy and management, students will study key aspects of the public policy process and dynamics in public organizations. Major course objectives include (1) helping students understand basic theories and concepts in public policy and management; (2) providing students with opportunities to apply theories and concepts to address specific policy and management problems; and (3) helping students acquire skills in public speaking and teamwork participation. Course objectives can only be attained with the active participation of everyone in class. Every participant will be required to make oral presentations, do in-class exercises, and participate in class discussion.

Course Requirements

1. **Class Participation:** You are required to attend every class session and to come prepared to participate in-class discussions and exercises. In order to have informed discussion, you **MUST** read all the assigned materials before each class.

2. **Team presentation:** Each team (2 persons each) will be responsible for one or two presentations. Each presentation provides an overview on a set of course readings and raises critical questions on the readings. Each presentation should last about **20 minutes** and include a short video. Please see Appendix I for further details.

3. **Group project:** Each group (2 persons each) will work on one of five possible topics. Each group will do a **20-minute presentation** on the topic in class. **Each student in the group must prepare an individual essay and submit it no later than one week after the presentation.** The essay should be 4-page, double-spaced, and draws on materials used in the presentation. Although team members may share information with each other, each student must independently prepare his or her own essay. Each essay will be evaluated according to the following four criteria: (1) whether it presents a coherent theme and clear arguments; (2) whether it successfully utilizes class materials; (3)

whether it provides a thoughtful response to the question; and (4) whether the writing is concise, coherent, and free of grammatical errors. You are allowed to do the presentation using PowerPoint, but the number of slides should not exceed ten. See Appendix II for the list of topics.

4.   **Quizzes:** There will be seven quizzes given at unannounced times. The quizzes will cover basic information from the readings. Only the top five scores from these quizzes will be counted. No make-ups will be given unless you have a pre-authorized and scheduled absence.

5.   **A mid-term and a final Exam**. The exams will include a combination of multiple choice, short, and essay questions.

6.   **In-class exercises:** There will be many in-class exercises. The class will be divided into groups to do these exercises, and bonus points may be assigned to winning groups.

Performance Evaluation

The final course grade will be computed as follows:

Class Participation	5%
Team presentation	10%
Group Project (10% for presentation; 10% for individual essay)	20%
Quizzes	15%
Mid-term Exam	25%
Final Exam	25%
In-class exercises	bonus points

Textbooks (Available for Purchase from USC Bookstore)

B. Guy Peters. *American Public Policy: Promise and Performance*, 10th Edition. Washington, DC: CQ Press, 2016

James Q. Wilson. *Bureaucracy: What Government Agencies Do and Why They Do It*. Scrantan, PA: Basic Books, 1989

Other Class Readings

Available from Blackboard.

Videos, Cases, and Instructions for Class-Exercises

They will be provided by the instructor in class.

Policy Regarding Disability Services and Programs

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.htmlprovides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information http://emergency.usc.edu/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Course Outline

Introduction

Aug 23

The Study of Public Policy and Management

Aug 25

James Q. Wilson, Chapter 1: "Armies, Prisons, Schools"

James Q. Wilson, Chapter 2: "Organization Matters"

In-Class Exercise: Think about this class (PPD 225) as an organization. Drawing on insights from James Q. Wilson, prepare a list of critical factors for the success of the class. Your list must reflect a good understanding of the principles of organization James Q. Wilson discusses in chapters 1 and 2 of his book.

Aug 30

B. Guy Peters, Chapter 1: "What is Public Policy?"

Malcolm Gladwell (2006) "Million-Dollar Murray: Why problems like homelessness may be easier to solve than to manage" *The New Yorker*, Feb 13. (BLACKBOARD)

Case: "Pennies from Heaven"

Constitutional Contexts: 1: The Federal System

Sep 1

The Federalist Papers, No. 10 & No. 51 (BLACKBOARD)

B. Guy Peters, Chapter 2: "The Structure of Policymaking in American Government"

In-class Exercise: Intergovernmental Grant Exercise 1 (drafting the RFP)

Sep 6

Paul E. Peterson (1995) "Functional and Legislative Theories of Federalism," in his *The Price of Federalism*, Washington, DC: The Brookings Institution. (Available from Blackboard)

In-class Exercise: Intergovernmental Grant Exercise 2 (drafting proposals)

Constitutional Contexts: 2. Local and Regional Government

Sep 8

David R. Morgan, Robert E. England, and John P. Pelissero (2007) "Urban Political Structure" in their *Managing Urban America*, 6th edition, Washington, DC: CQ Press. (BLACKBOARD)

Case: "Serving at the Pleasure of the City Council"

Sep 13

Ronald J. Oakerson (2004) "The Study of Metropolitan Governance," in Richard C. Feiock, ed. *Metropolitan Governance: Conflict, Competition, and Cooperation*, Washington, DC: Georgetown University Press. (BLACKBOARD)

Paul Knox (2007) "Schlock and Awe: The American Dream, Bought and Sold," *The American Interest* March/April, pp. 58-67. (BLACKBOARD)

Case: "Shootout at the Zoning Commission: Megastore v. The Pharmacists"

Social Contexts: Social Capital, Civic Association, and Democracy

Sep 15

Robert D. Putnam (1995) "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* Vol. 6, No. 1, pp. 65-78. (BLACKBOARD)

Thomas H. Sander and Robert D. Putnam (2010) "Stilling Bowling Alone? The Post-9/11 Split" *Journal of Democracy* Vol. 19, No. 2, pp. 79-88. (BLACKBOARD)

Video: "Putnam on Social Capital"

Sep 20

Albert-Laszlo Barabasi (2003) ""Small Worlds" in his *Linked: How Everything is Connected to Everything Else and What It Means for Business, Science, and Everyday Life, New York: Plume.* (BLACKBOARD)

Malcolm Gladwell (2000) "The Power of Context (Part Two): The Magic Number of One Hundred and Fifty" in his *The Tipping Point*, New York: Little, Brown and Company. (BLACKBOARD)

Case: "Sharing the Donor List"

Sep 22

In-class Tournament: "Dirt Dog" Consulting

Cross-sectoral and Collaborative Contexts

Sep 27

Shui-Yan Tang and Daniel A. Mazmanian (2010) "Understanding Collaborative Governance from the Structural Choice Politics, IAD, and Transaction Cost Perspectives," Working Paper, USC Bedrosian Center on Governance and the Public Enterprise. (BLACKBOARD)

In-class Exercise: "Crashed landing on the moon"

Sep 29

Group Project 1: Identify an example of collaboration among public, private, and nonprofit organizations for solving a public problem. Explain the nature of the public problem in question, how the inter-sectoral collaboration is initiated and organized, major challenges faced by the collaboration, and its outcomes. Make sure that you draw on theories and concepts in the readings and class-lectures to develop your presentation and individual paper. All information sources must be fully documented.

Motivations and Decision-Making

Oct 4

William Poundstone (1992) "Prisoner's Dilemma," in his *Prisoner's Dilemma*, New York: Doubleday. (BLACKBOARD)

Malcolm Gladwell (2002) "The Power of Context (Part One): Bernie Coetz and the Rise and Fall of New York City Crime" in his *The Tipping Point*, New York: Little, Brown and Company. (BLACKBOARD)

Case: TBA

Oct 6

Charles Lindblom (1959) "The Science of 'Muddling Through," *Public Administration Review* Vol. 19, No. 2, pp. 79-88. (BLACKBOARD)

Malcolm Gladwell (2005) "Paul Van Viper's Big Victory: Blackboardeating Structure for Spontaneity," in his *Blink: The Power of Thinking without Thinking*, New York: Little, Brown and Company. (BLACKBOARD)

In-class exercise: TBA

Mid-term Exam

Oct 11

The Policy Process 1: Explaining Policy Choices

Oct 13

    B. Guy Peters, Ch. 3: "Explaining Policy Choice"

    Case: "Prenatal Care of Illegal Immigrants"

Oct 18

    Group Project 2: Pick a policy issue and identify if an iron triangle (or a specific network of stakeholders) is at work in shaping policy choices for the issue. The issue you pick may be at the national, state, or local level. Make sure that you draw on theories and concepts in the readings and class-lectures to develop your presentation and individual paper. All information sources must be fully documented.

The Policy Process 2: Agenda Setting and Policy Formulation

Oct 20

    B. Guy Peters, Chapter 4: "Agenda Setting and Public Policy"

    Case: TBA

Oct 25

    Group Project 3: Pick an interest group or think tank, and identify how it affects agenda setting and policy formulation in a policy arena. Make sure that you draw on theories and concepts in the readings and class-lectures to develop your presentation and individual paper. All information sources must be fully documented.

The Policy Process 3: Policy Legitimation

Oct 27

    B. Guy Peters, Chapter 5: "Legitimating Policy Choices"

    Case: "A city-owned long-term care facility"

Nov 1

    Group Project 4: Compare and contrast the Republican versus Democratic approaches to

regulation (in a specific policy area of your choice: for example, the environment, occupation and safety, the financial sector, health care, or any other issue of your choice). How is each approach related to different constituencies? How do you evaluate the two approaches? Make sure that you draw on theories and concepts in the readings and class-lectures to develop your presentation and individual paper. All information sources must be fully documented.

<u>Organization and Management 1: Constraints</u>

Nov 3

James. Q. Wilson, Chapter 7: "Constraints"

James. Q. Wilson, Chapter 17: "Problems"

Case: "The Peter Principle"

Nov 8

Video and Discussion: The City of Bell Scandal

<u>Organization and Management 2: Motivations</u>

Nov 10

James. Q. Wilson, Chapter 4: "Beliefs"

Peter J. Robertson and Shui-Yan Tang (1995) "The Role of Commitment in Collective Action: Comparing the Organizational Behavior and Rational Choice Perspectives," *Public Administration Review* Vol. 55, No. 1, pp. 67-80. (BLACKBOARD)

In-class Exercise: "Comparing Values and Commitment of Employees in the Private, Public, and Nonprofit Sectors"

Nov 15

James. Q. Wilson, Chapter 9: "Compliance"

In-class Exercise: "Administrative vs. technical positions"
In-class Exercise: "Role Play: Chris vs. Brett"

<u>Organization and Management 3: Incentives</u>

Nov 17

James E. Swiss (2005) "A Framework for Assessing Incentives in Results-Based Management," *Public Administration Review*, Vol. 65, No. 5, pp. 592-602. (BLACKBOARD)

Case: "Maintaining Pay During Reduction in Force"

Nov 22

Group Project 5: Identify one or two incentives-for-performance systems and evaluate their effectiveness in either public or nonprofit organizations. Make sure that you draw on theories and concepts in the readings and class-lectures to develop your presentation and individual paper. All information sources must be fully documented.

Policy Evaluation and Organizational Change

Nov 29

B. Guy Peters, Chapter 8: "Evaluation and Policy Change"

James Q. Wilson, Chapter 20: "Bureaucracy and the Public Interest"

In-class exercise: "An 8-percent deposit on beverage containers"

Conclusion

Dec 1

Final Exam

Dec 8 (Thursday) 11:00 a.m. to 1:00 p.m.

Appendix I

Guidelines for Preparing Team Presentations

1. Each member of the team should read all the assigned readings for the week.

2. The team should meet only after every member has done his/her reading.

3. The team should collectively decide on 5 to 7 key ideas it has about the readings. Each key idea should be spelled out in no more than 2 or 3 (complete) sentences. While the team may elaborate on and add examples to each idea verbally during the presentation, all 5 to 7 key ideas must be fitted into one printed page. Each team is responsible for making copies for the entire class.

4. When developing these key ideas, the team may consider these issues:
    a. What are some common themes that come across in most or all of the readings for the week?
    b. How do some of the theories/examples you learned from the readings relate to your own professional experience?
    c. Can you think of other examples/cases that may support or contradict the arguments raised in the readings?
    d. If you want to remember only 3 or 4 key things from the set of readings, what would they be?
    e. Are there any gaps, inaccuracies, or other problems you see in any of the readings?

5. When developing your 5 to 7 key ideas, remember to avoid making your presentation a mechanical summary of each reading, one at a time. Each team member should be responsible for part of the presentation, but make sure that you avoid having each member summarize one particular reading. The key point of the presentation is not to do a mechanical and exhaustive summary of all the readings. Each team should spend no more than **20 minutes** presenting the ideas.

6. After presenting the 5 to 7 key ideas, the team should raise 2 to 3 questions for discussion. Each team should develop questions that can trigger fruitful discussion in class. You are encouraged to use creative ways to organize the discussion.

7. **Include an appropriate video (no more than 5 minutes long) in your presentation.**

8. The evaluation of your team presentation will be based on the following criteria:
    a. Thoughtfulness: creativity, insights, etc. (the key is to go beyond any mechanical summary) (4 points)
    b. Delivery, i.e., whether each team member explain the ideas clearly and effectively; whether presentation guidelines are followed (3 points)
    c. Quality of the discussion questions, and whether they trigger fruitful discussion (3 points).

Appendix II

Group Project

Each group (2 persons each) will work on one of five possible topics. Each group will do a **20-minute presentation** on the topic in class. Each student in the group must prepare an individual essay and submit it at the time of the presentation. The essay should be 4-page, double-spaced, and draw on materials used in the presentation. Although team members may share information with each other, each student must independently prepare his or her own essay. Each essay will be evaluated according to the following four criteria: (1) whether it presents a coherent theme and clear arguments; (2) whether it successfully utilizes class materials; (3) whether it provides a thoughtful response to the question; and (4) whether the writing is concise, coherent, and free of grammatical errors. You are allowed to do the presentation using PowerPoint, but the number of slides should not exceed ten.

In preparing your essay, make sure that you use credible sources, fully document them, and avoid plagiarism according to the guideline listed in Appendix III. You will be held accountable to that guideline.

The following is the list of project topics. Each topic can accommodate up to 4 to 5 groups.

Group Project 1: Identify an example of collaboration among public, private, and nonprofit organizations for solving a public problem. Explain the nature of the public problem in question, how the inter-sectoral collaboration is initiated and organized, major challenges faced by the collaboration, and its outcomes **(Sep 29)**.

Group Project 2: Pick a policy issue and identify if an iron triangle (or a specific network of stakeholders) is at work in shaping policy choices for the issue. The issue you pick may be at the national, state, or local level **(Oct 18)**.

Group Project 3: Pick an interest group or think tank, and identify how it affects agenda setting and policy formulation in a policy arena **(Oct 25)**.

Group Project 4: Compare and contrast the Republican versus Democratic approaches to regulation (in a specific policy area of your choice: for example, the environment, occupation and safety, the financial sector, health care, or any other issue of your choice). How is each approach related to different constituencies? How do you evaluate the two approaches? **(Nov 1)**

Group Project 5: Identify one or two incentives-for-performance systems and evaluate their effectiveness in either public or nonprofit organizations **(Nov 22).**

Appendix III
GUIDE TO AVOIDING PLAGIARISM
(Source: USC Office for Student Conduct)

Introduction

The following information, with minor modifications, is excerpted from the *Student Guide to the Expository Writing Program* (1996-97). Students should assume these general principles apply to all courses at USC unless an individual instructor gives explicit alternate instructions for his or her assignment.

By its very nature, writing involves both individual and collaborative activity. Even when a piece of writing has but one author, that author employs a language system that is shared with others and draws upon ideas and values that are not his or hers alone. Indeed, one of the most important parts of becoming a writer within the academic community is learning how to balance the obligations of individuality and collaboration. As a college writer, you are expected to use writing to develop and assert your own ideas and beliefs -- to think for yourself. But at the same time you are expected in college writing to engage the thinking of others, to place your own writing within the context of academic discourse by using or criticizing arguments from that discourse. This double obligation provides a framework in which to discuss plagiarism.

Plagiarism

Plagiarism is the unacknowledged and inappropriate use of the ideas or wording of another writer. Plagiarism undermines the intellectual collaboration -- the exchange of ideas -- that should mark academic discourse because it permits the writer to avoid any genuine involvement with the concepts or opinions of others. Because the false discourse of plagiarism corrupts values to which the university community is fundamentally committed -- the pursuit of knowledge, intellectual honesty -- plagiarism is considered a grave violation of academic integrity and the sanctions against it are correspondingly severe (sanctions recommended by the university range from a grade of "F" in the course to suspension from the university). Most simply, plagiarism can be characterized as "academic theft."

As defined in the University Student Conduct Code (published in the current *SCampus*), plagiarism includes:

- "The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near verbatim form;"

- "The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style;" and

- "Improper acknowledgment of sources in essays or papers." (§11.11)

Avoiding Plagiarism

Because of the serious penalties for plagiarism, you should insure that any writing you submit represents your own assertions and abilities and incorporates other texts in an open and honest manner. The best way to avoid plagiarism is to be careful to document your sources, even when you are only making use of data or ideas rather than an actual quotation. In academic assignments, writing is assumed to be the original words and thoughts of the student unless told otherwise (i.e.: material from other sources is clearly and properly cited).

When to Document Outside Sources

Example 1
Repeating Another's Words Without Acknowledgment
Original Source
(From Neil Postman. *Amusing Ourselves to Death*. New York: Penguin, 1985. 127-128.)
The television commercial is the most peculiar and pervasive form of communication to issue forth from the electric plug....The move away from the use of propositions in commercial advertising began at the end of the nineteenth century. But it was not un til the 1950's that the television commercial made linguistic discourse obsolete as the basis for product decisions. By substituting images for claims, the pictorial commercial made emotional appeal, not tests of truth, the basis of consumer decisions.
Plagiarized Version
(essentially verbatim)
Television commercials have made language obsolete as a basis for making decisions about products. The pictorial commercial has substituted images for claims and thereby made emotional appeal, rather than tests of truth, the basis of consumer decisions.

*Although the writer has changed, rearranged, and deleted words in the version above, the text is essentially the same as the original source. In paraphrasing, you take the writer's ideas and put them in your own words. It is **not** a process of s ubstituting*

synonyms or rearranging the order of words. Even if the version above gave credit to Postman for his ideas, the passage would be considered plagiarized.

Correctly Paraphrased and Documented Version
Postman argues that television commercials do not use language or "test of truth" to help viewers decide whether to buy a product. Instead, they relay on images to create an emotional appeal that influences consumers' decisions (127-128).

*In the correctly paraphrased and documented version above, **most of the ideas** have been paraphrased or restated in the writer's own words. Quotation marks have been placed around a key phrase that is taken directly from the original source. In addition, the name of the author refers readers to a corresponding entry in the Works Cited page, and the page number indicates the location of the information in the source cited.*

Example 2
Presenting Another Writer's Argument or Point of View Without Acknowledgment
Original Source
(From Arlene Skolnick. *Embattled Paradise*. New York: Basic Books, 1991. 11.)
The changes in larger society, as well as their reverberations in the family, call into question basic assumptions about the nature of American society, it family arrangements, and Americans themselves. A "Cultural struggle" ensues as people debate the m eaning of change. One of these periods of cultural upheaval occurred in the early decades of the nineteenth century; a second occurred in the decades just before and after the turn of the twentieth century. For the last thirty years, we have been living through another such wave of social change.
Three related structural changes seem to have set the current cycle of family change in motion: first, the shift into a "postindustrial" information and service economy; second, a demographic revolution that not only created mass longevity but reshaped the individual and family life course, creating life stages and circumstances unknown to earlier generations; third, a process I call "psychological gentrification," which involves an introspective approach to experience, a greater sense of one's own individuality and subjectivity, a concern with self-fulfillment and self-development. This is the change misdiagnosed as narcissism.
Plagiarized Version
Three periods of cultural upheaval in the nineteenth and twentieth centuries have caused major changes in American society. The first occurred during the beginning of the nineteenth century, the second during the decades before and after 1900, and the third has been underway for the last thirty years. Three structural changes occurring during the current upheaval are primarily responsible for changes in American families. These include the development of a postindustrial information and service economy, demographics changes (including longer life spans that have created new and different life stages), and an increased sense of individuality including a desire for self-fulfillment and self development.

The writer of the passage above correctly paraphrases Skolnick's ideas but does not give her credit for her ideas or line of argument. The version below eliminates the plagiarism by attributing the ideas to Skolnick.

Correctly Documented Version
According to Skolnick, three periods of cultural upheaval in the nineteenth and twentieth centuries have caused major changes in American society. The first occurred during the beginning of the nineteenth century, the second during the decades before and after 1900, and the third has been underway for the last thirty years. Three structural changes occurring during the current upheaval are primarily responsible for changes in American families. These include the development of a postindustrial information and service economy, demographics changes (including longer life spans that have created new and different life stages), and an increased sense of individuality including a desire for self-fulfillment and self development (11).

In the version above, a reader would be able to locate the source by finding the title of Skolnick's book in the Works Cited page and looking on page 11, the number indicated at the end of the paragraph.

Example 3
Repeating Another Writer's Particularly Apt Phrase or Term Without Acknowledgment
Original Source
(From Arlene Skolnick. *Embattled Paradise*. New York: Basic Books, 1991. 11.)
Three related structural changes seem to have set the current cycle of family change in motion: first, the shift into a "postindustrial" information and service economy; second, a demographic revolution that not only created mass longevity but reshaped the individual and family life course, creating life stages and circumstances unknown to early generations; third, a process I call "psychological gentrification," which involves an introspective approach to experience, a greater sense of one's own individuality and subjectivity, a concern with self-fulfillment and self-development. This is the change misdiagnosed as narcissism.
Plagiarized Version
The large number of "self-help" books published each year attest to Americans' concern with self-improvement and achieving more fulfilling lives. This process might be described as "psychological gentrification."

Correctly Documented Version

The large number of self-help books published each year attest to Americans' concern with self-improvement and their desire to have a more fulfilling life. Skolnick labels this process as "psychological gentrification" (11).

As the example above illustrates, putting quotation marks around a borrowed word or phrase is not sufficient documentation. You must also acknowledge the author and give the page numbers so a reader would be able to consult the original source and loc ate the word or phrase. In the original source, Skolnick takes credit ("a process I call") for coining the term "psychological gentrification." Quotation marks in the original appear to be used for emphasis. Phrases in quotations should be cited unless they have become common usage (e.g., "postindustrial" in the original source above).

Summary

Students should be aware that the above information addresses general standards taught by the Expository Writing Program concerning plagiarism and citation of sources. Individual instructors in all university courses may specify additional requirements for their assignments, and the instructor responsible for an assignment should be consulted when students have questions regarding standards for that assignment.

Resources

Your professor.

> Instructors may require more specific standards for documenting source materials in written assignments. Any questions or uncertainty about citation should be addressed to the instructor for the course, either during established office hours or by arrangement.

The Writing Center.

> Part of the Expository Writing Program, the Writing Center (THH-310, 740-3691) offers tutoring for writing papers and improving writing skills for students at all levels.

SCampus.

> All students should have received a copy of this student guidebook which contains the Student Conduct Code, other policies applicable to students, and information about university resources available to assist students in their pursuit of academic success. The *SCampus* is available in printed form at Topping Student Center.

> *Return to Student Conduct homepage*

> Office for Student Conduct
> FIG-107
> 740-6666

last modified 1/21/98
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