HIST 204 American Experience I
School of Distance Education

Self-Paced Format
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact
Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
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<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Description
A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations.

Required Text/Material
Note: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.


Other readings as assigned.
Credit Hour and Commitment
This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This course has 16 modules with 13 lessons, 3 exams, 3 papers, 13 quizzes, and 10 blog posts. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Institutional Outcomes:
1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems. The identified transferable skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.
2.b. Pursue enduring questions through study in core fields and explore the connections between those fields.

Student Learning Outcomes
After completing this course, students should be able to:
1. Demonstrate survey knowledge of principle events, people, religious movements, and historical themes in American history from European contact to Reconstruction;
2. Engage in thoughtful analysis of historical questions through the use of primary documents;
3. Apply knowledge of the past to better understand the present;
4. Consider connections, similarities, and differences between people across time and space;
5. Think more critically about their lives and the experiences of those around them;
6. Present their original ideas through the use of technology and text.

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, PowerPoint presentations, short essays and reflections on the reading, quizzes on the readings, primary source analysis, interactions with the instructor via discussion forums, and three exams. Regular participation in the course is essential to good performance.

Technical Requirements
- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer (Office 365 available here)
LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. If you need assistance, call or email us: (296) 471-6016 ormailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements
Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule
In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions
Quizzes (10 percent of course grade):
Quizzes will be given after each numbered section of the course (roughly at the end of each week). There is a total of 13 quizzes. Ten quizzes will count for 10 percent toward your final grade (12-13 quizzes will be posted; lowest grades will be dropped).

Writing Assignments (15 percent of course grade):
Each student will write three short document-based papers. The purpose of each writing assignment is to give students an opportunity to work with historical documents and to analyze history. Students should analyze their documents to answer several questions - of foremost interest: what do the documents tell us about the United States at that time?

Each paper should be typed, double-spaced, and spell-checked. In addition, papers should be clear, coherent, and precise as possible. Generally, that does not mean that the rough/first draft
is also the final draft of the paper. Bibliographic and citation references should follow standard historical practice. Several examples are placed on the class site; for a complete manual, see the latest editions of *The Chicago Manual of Style* or K. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

**Exams (40 percent of course grade):**
Two exams will be required (Exam #1 after modules 1-5; Exam #2 after modules 6-9). Each will count for 20 percent of your total course grade. Exams will include, but are not limited to, a combination of multiple choice, identifications, short answer, and essay questions.

**Final Exam (20 percent of course grade):**
The final will follow similar format to the previous exams and cover modules 10-13. One comprehensive question will be asked.

**Blog Posts**
Blogs will be posted at random intervals and students will compose thoughtful, clear, and concise answers to questions based on primary-source readings from *Going to the Source* and other reading. Discussion forums will count for 15 percent of your total grade.

**Rubrics**

### Writing Assignment Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional 90-100%</th>
<th>Very Good 80-89%</th>
<th>Acceptable 70-79%</th>
<th>Needs Improvement 60-69%</th>
<th>No Submission or Academic Dishonesty 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Superb analysis of primary sources with significance to US history; well-written; proper citations</td>
<td>Attempt at analysis of primary sources; proper citations, thesis not as clear</td>
<td>Summary of documents, no analysis; proper citations</td>
<td>Does not meet page and/or document requirement; no analysis; citations</td>
<td>No citations; plagiarism; no submission</td>
</tr>
</tbody>
</table>

### Blogs Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional 90-100%</th>
<th>Very Good 80-89%</th>
<th>Acceptable 70-79%</th>
<th>Needs Improvement 65-69%</th>
<th>Incorrect Submission (does not answer the questions asked) 60%</th>
<th>No Submission or Academic Dishonesty 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Answered question with introduction, clearly stated thesis, corresponding examples and detail, conclusion that includes significance in US History</td>
<td>Answers question with an attempted thesis statement, some examples and detail, conclusion includes some significance in US History</td>
<td>Answers question asked with a summarized, briefly stated answer; little attention to detail, and no analysis of significance in US History</td>
<td>Restates question asked, but does not include any additional detail or examples</td>
<td>Student chooses not to answer question correctly</td>
<td>Student copies answers from internet and/or textbook</td>
</tr>
</tbody>
</table>
**Exams**

There are three exams in this course. Exam 1 covers material from Chapters 1-5 and is made up of multiple-choice and one essay question and is worth 100 points. You will be allowed 2.5 hours to take this exam. This exam is worth 20% of your grade. Exam 2 covers material from Chapters 6-9 and is made up of multiple-choice and one essay question and is worth 100 points. You will be allowed 2.5 hours to take this exam. This exam is worth 20% of your grade. The final exam covers material from Chapters 10-14, is made up of multiple-choice, essay and one comprehensive analytical question, and is worth 100 points. You will be allowed 2.5 hours to take this exam. This exam is worth 20% of your grade. All exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). The follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.
## Suggested schedule for completion in 8 weeks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| Intro  | These items will need to be completed before you will have access to the rest of the course | Orientation  
Course Overview  
Introductions  
Academic Integrity | Schedule  
Introduce Yourself  
Academic Integrity Quiz  
Academic Integrity Statement |  |
| 1      | Three Worlds Collide and Create a New, 1492-1600 | Norton et al., *A People and a Nation*, chapter 1  
Brown & Shannon, *Going to the Source*, chapter 1  
Video: People, Germs and Food in Colonial Americas | Quiz #1  
Blog#1 | SLO1, SLO2, SLO4, SLO6 |
|        | Europeans Colonize North America, 1600-1650 | Norton et al., *A People and a Nation*, chapter 2  
Brown & Shannon, *Going to the Source*, chapter 2  
PowerPoint lecture: Europeans Colonize North America, 1600-1650  
Articles in Module | Quiz #2  
Blog#2 | SLO1, SLO2, SLO4, SLO6 |
| 2      | North America, the Atlantic, and the Colonial World: Becoming America, 1650-1760 | Norton et al., *A People and a Nation*, chap 3 & 4  
Brown & Shannon, *Going to the Source*, chap 3 & 4 | Quiz #3  
Blog#3 | SLO1, SLO2, SLO3, SLO6 |
|        | The Ends of Empire, 1754-1774 | Norton et al., *A People and a Nation*, chapter 5  
Brown & Shannon, *Going to the Source*, chapter 5  
Video: American Revolutions | Quiz #4  
Paper #1: Enslaved People | SLO1, SLO2, SLO4, SLO6 |
| 3      | American Revolutions, 1775-1833 | Norton et al., *A People and a Nation*, chapter 6  
Brown & Shannon, *Going to the Source*, chapter 5  
Videos: American Revolutions; Bunker Hill: The City the Siege, the Revolution | Quiz #5  
Blog#4 | SLO1, SLO2, SLO3, SLO4, SLO6 |
|        | Proctored Exam 1 (Chapters 1-5) |  |  |  |
| 4      | Forging a Nation, 1783-1800 | Norton et al., *A People and a Nation*, chapter 7  
Brown & Shannon, *Going to the Source*, chapter 7  
Video: Independence | Quiz #6  
Blog#5 | SLO1, SLO2, SLO6 |
|        | Defining the Nation, 1801-1823 | Norton et al., *A People and a Nation*, chapter 8  
Brown & Shannon, *Going to the Source*, chapter 8 | Quiz #7  
Blog#6 | SLO1, SLO2, SLO4, SLO6 |
| 5      | The Rise of the South, 1815-1860 | Norton et al., *A People and a Nation*, chapter 9  
Brown & Shannon, *Going to the Source*, chap 9 & 10  
Video: Old Slave Mart; Slavery and Religion | Quiz #8  
Paper #2 | SLO1, SLO2, SLO3, SLO4, SLO5, SLO6 |
|        | The Restless North, 1815-1860 | Norton et al., *A People and a Nation*, chapter 10  
Brown & Shannon, *Going to the Source*, chap 10  
Video: Against the Grain | Quiz #9  
Blog#7 | SLO1, SLO2, SLO3, SLO4, SLO5, SLO6 |
| 6      | Proctored Exam 2 (Chapters 6-9) |  |  |  |
|        | The Contested West, 1815-1860 | Norton et al., *A People and a Nation*, chapter 11  
Brown & Shannon, *Going to the Source*, chap 11  
PowerPoint Lecture: The West  
Websites listed in Module  
Video: California Gold Rush | Quiz #10  
Blog#8 | SLO1, SLO2, SLO3, SLO4, SLO5, SLO6 |
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<tr>
<th>Module</th>
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| 7      | Politics and the Fate of the Union, 1824-1859 | Norton et al., *A People and a Nation*, chapter 12
Brown & Shannon, *Going to the Source*, chap 11
Video: A Wicked War | Quiz #11
Blog #9 | SLO1, SLO2, SLO3, SLO4, SLO5, SLO6 |
|        | Transforming Fire: The Civil War, 1860-1865 | Norton et al., *A People and a Nation*, chapter 13
Brown & Shannon, *Going to the Source*, chap 12
PowerPoint Lecture: Civil War
Abolition: Narrative of the Life of Frederick Douglass, American Slave. By Frederick Douglass, 1845.
Suffrage: Letters on the Equality of the Sexes, and the Condition of Woman. By Sarah Grimke, 1838. Source found on Google books:
Video: Capital Dames | Quiz #12
Paper #3 | SLO1, SLO2, SLO3, SLO4, SLO5, SLO6 |
| 8      | Reconstruction and beyond, post 1865 | Norton et al., *A People and a Nation*, chapter 14
Brown & Shannon, *Going to the Source*, chaps 13 | Quiz #13
Blog #10 | SLO1, SLO2, SLO3, SLO4, SLO5, SLO6 |

**Suggested schedule for completion in 16 weeks:**

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<thead>
<tr>
<th>Module</th>
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Academic Integrity | Schedule
Introduce Yourself
Academic Integrity Quiz
Academic Integrity Statement | SLO1, SLO2, SLO4, SLO6 |
| 1      | Three Worlds Collide and Create a New, 1492-1600 | Norton et al., *A People and a Nation*, chapter 1
Brown & Shannon, *Going to the Source*, chapter 1
Video: People, Germs and Food in Colonial Americas | Quiz #1
Blog #1 | SLO1, SLO2, SLO4, SLO6 |
| 2      | Europeans Colonize North America, 1600-1650 | Norton et al., *A People and a Nation*, chapter 2
Brown & Shannon, *Going to the Source*, chapter 2
PowerPoint lecture: Europeans Colonize North America, 1600-1650
Articles in Module | Quiz #2
Blog #2 | SLO1, SLO2, SLO4, SLO6 |
| 3      | North America, the Atlantic, and the Colonial World: Becoming America, 1650-1760 | Norton et al., *A People and a Nation*, chaps 3 & 4
Brown & Shannon, *Going to the Source*, chaps 3 & 4 | Quiz #3
Blog #3 | SLO1, SLO2, SLO3, SLO6 |
| 4      | The Ends of Empire, 1754-1774 | Norton et al., *A People and a Nation*, chapter 5
Brown & Shannon, *Going to the Source*, chapter 5
Video: American Revolutions | Quiz #4
Paper #1: Enslaved People | SLO1, SLO2, SLO4, SLO6 |
| 5      | American Revolutions, 1775-1783 | Norton et al., *A People and a Nation*, chapter 6
Brown & Shannon, *Going to the Source*, chapter 5
Videos: American Revolutions; Bunker Hill: The City the Siege, the Revolution | Quiz #5
Blog #4 | SLO1, SLO2, SLO3, SLO4, SLO6 |
<p>| 6      | Proctored Exam 1 (Chapters 1-5) | | | |</p>
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<tbody>
<tr>
<td>7</td>
<td>Forging a Nation, 1783-1800</td>
<td>Norton et al., <em>A People and a Nation</em>, chapter 7&lt;br&gt; Brown &amp; Shannon, <em>Going to the Source</em>, chapter 7&lt;br&gt; Video: <em>Independence</em></td>
<td>Quiz #6&lt;br&gt; Blog#5</td>
<td>SLO1, SLO2, SLO6</td>
</tr>
<tr>
<td>8</td>
<td>Defining the Nation, 1801-1823</td>
<td>Norton et al., <em>A People and a Nation</em>, chapter 8&lt;br&gt; Brown &amp; Shannon, <em>Going to the Source</em>, chapter 8</td>
<td>Quiz #7&lt;br&gt; Blog#6</td>
<td>SLO1, SLO2, SLO4, SLO6</td>
</tr>
<tr>
<td>9</td>
<td>The Rise of the South, 1815-1860</td>
<td>Norton et al., <em>A People and a Nation</em>, chapter 9&lt;br&gt; Brown &amp; Shannon, <em>Going to the Source</em>, chaps 9 &amp; 10&lt;br&gt; Video: Old Slave Mart; Slavery and Religion</td>
<td>Quiz #8&lt;br&gt; Paper #2</td>
<td>SLO1, SLO2, SLO3, SLO4, SLO5, SLO6</td>
</tr>
<tr>
<td>10</td>
<td>The Restless North, 1815-1860</td>
<td>Norton et al., <em>A People and a Nation</em>, chapter 10&lt;br&gt; Brown &amp; Shannon, <em>Going to the Source</em>, chap 10&lt;br&gt; Video: Against the Grain</td>
<td>Quiz #9&lt;br&gt; Blog#7</td>
<td>SLO1, SLO2, SLO3, SLO4, SLO5, SLO6</td>
</tr>
<tr>
<td>11</td>
<td>Proctored Exam 2 (Chapters 6-9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The Contested West, 1815-1860</td>
<td>Norton et al., <em>A People and a Nation</em>, chapter 11&lt;br&gt; Brown &amp; Shannon, <em>Going to the Source</em>, chap 11&lt;br&gt; PowerPoint Lecture: The West&lt;br&gt; Websites listed in Module&lt;br&gt; Video: <em>California Gold Rush</em></td>
<td>Quiz #10&lt;br&gt; Blog#8</td>
<td>SLO1, SLO2, SLO3, SLO4, SLO5, SLO6</td>
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<td>13</td>
<td>Politics and the Fate of the Union, 1824-1859</td>
<td>Norton et al., <em>A People and a Nation</em>, chapter 12&lt;br&gt; Brown &amp; Shannon, <em>Going to the Source</em>, chap 11&lt;br&gt; Video: <em>A Wicked War</em></td>
<td>Quiz #11&lt;br&gt; Blog#9</td>
<td>SLO1, SLO2, SLO3, SLO4, SLO5, SLO6</td>
</tr>
<tr>
<td>15</td>
<td>Reconstruction and beyond, post 1865</td>
<td>Norton et al., <em>A People and a Nation</em>, chapter 14&lt;br&gt; Brown &amp; Shannon, <em>Going to the Source</em>, chaps 13</td>
<td>Quiz # 13&lt;br&gt; Blog#10</td>
<td>SLO1, SLO2, SLO3, SLO4, SLO5, SLO6</td>
</tr>
</tbody>
</table>

**Completing Assignments**
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed within **180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.
Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Quizzes</td>
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<tr>
<td>15</td>
<td>Discussion Forums</td>
</tr>
<tr>
<td>15</td>
<td>Writing Assignments</td>
</tr>
<tr>
<td>40</td>
<td>Exams (2)</td>
</tr>
<tr>
<td>20</td>
<td>Final Exam</td>
</tr>
<tr>
<td><strong>100</strong></td>
<td><strong>Total Percent Possible</strong></td>
</tr>
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</table>

Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.
Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.