

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.						
a. Submitted by the College of: <u>Agriculture</u>		Today's Date: <u>09/09/2011</u>				
b. Department/Division: <u>Natural Resources and Environmental Science</u>						
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____						
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)						
e. Contact Person Name: <u>Craig Infanger</u>		Email: <u>craig.infanger@uky.edu</u>		Phone: <u>257-7274</u>		
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____						
2. Designation and Description of Proposed Course.						
a. Current Prefix and Number: <u>NRE 555</u>		Proposed Prefix & Number: <u>NRE 355</u>				
b. Full Title: <u>Geographic Information Systems and Landscape Analysis</u>		Proposed Title: <u>Introductory Geospatial Applications for Land Analysis</u>				
c. Current Transcript Title (if full title is more than 40 characters): _____						
c. Proposed Transcript Title (if full title is more than 40 characters): <u>Intro Geospatial Appl for Land Analysis</u>						
d. Current Cross-listing: <input type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): <u>LA 855</u>						
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____						
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____						
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.						
Current:	<u>2</u> Lecture	<u>4</u> Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____			
Proposed:	<u>2</u> Lecture	<u>4</u> Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____			
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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g.	Current number of credit hours: <u>3</u>	Proposed number of credit hours: <u>3</u>	
h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES: Maximum number of credit hours:</i> _____		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>An introduction to the concepts and methods of compilation, management, analysis, and display of spatially-referenced data. Lecture will be complemented with computer based laboratory exercises. Lecture, two hours. Laboratory, four hours per week.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>An introduction to the concepts and methods of compilation, management, analysis, and display of spatially-referenced and tabular data utilizing vector and raster data models. Lecture will be complemented with computer based laboratory exercises. Lecture, two hours. Laboratory, four hours per week.</u>	
j.	Current Prerequisites, if any:	<u>Fourth/fifth year LA major, junior/senior, or graduate student, CS 101, FOR 200, or GEO 415, or permission of instructor.</u>	
	<i>Proposed Prerequisites, if any:</i>	<u>Third year and above LA major, junior/senior NRES major, or permission of instructor.</u>	
k.	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale: _____		
5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, identify the depts. and/or pgms: <u>Department of Landscape Architecture</u>		
b.	Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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	400G or 500.	by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)
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COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: NRE 355

Proposal Contact Person Name: Craig Infanger Phone: 257-7274 Email: craig.infanger@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
NRES Steering Committee	9/26/11	Dr. Mary Arthur / 257-2852 / marthur@uky.edu	
Dept. of Landscape Architecture	9/12/11	Ned Crankshaw / 257-4691 / ned.crankshaw@uky.edu	
Undergraduate Curr Comm, COA	10/14/11	Larry Grabau / 7-3469 / larry.grabau@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	11/22/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Introduction to Geospatial Applications for Land Analysis

Listed as LA 855-001 / NRE 355-001

Department of Landscape Architecture

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Natural Resources and Environmental Science

College of Agriculture

Spring Term 2012

Instructor: Brian D. Lee, Ph.D.
Office Address: S305 Agricultural Science North
1100 Nicholasville Road
Lexington, Kentucky 4046-0091, United States of America
Office Phone: (859) 257-7205 (departmental voicemail is available)
Email: blee@uky.edu
Office Hours: (246 Barnhart Building or Office): Monday 10:00 - 11:00AM (Drop-in) or
by appointment at other time arranged with me.
Class Schedule: MWF 8:00–9:50 AM (Lecture, two hours; laboratory, four hours per
week.)
Class Location: 246 C. E. Barnhart Building
Credit Hours: 3

Course Description:

An introduction to the concepts and methods of compilation, management, analysis, and display of spatially-referenced and tabular data utilizing vector and raster data models. Lecture/readings will be complemented with computer based laboratory exercises. Lecture, two hours. Laboratory, four hours per week.

Prerequisites: Third year or above LA major, junior/senior NRES major, or permission of instructor.

Student Learning Outcomes:

A student at the moment of perfectly completing this course should be able to:

1. Discuss foundational knowledge related to key people, theories, methods introduced through readings, lectures, laboratory problems, and presentations.
2. Summarize different software applications and data types as well as the common and the changing environment of professional credentials such as GISP and ESRI Certification Programs.
3. Apply rudimentary geospatial processes and functionality for land analysis and evaluation.
4. Synthesize important issues, theories, and methods of geospatial application processes towards better understanding watersheds and other landscape-based features.
5. Compose a variety of written, tabular, and graphic/cartographic documents that describe geospatial analysis processes and/or outcomes in comparative and/or contrasting ways.

Required Materials:

The course has a required textbook and a government publication. The normal textbook stores on and around campus have ordered the textbook. In addition, there are several books you might find helpful but they are not required. They have not been ordered for this course by the typical bookstores here at UK.

Required

Bolstad, P. V. (2008). *GIS Fundamentals: A First Textbook on Geographic Information Systems*, 3rd edition. Eider Press. The third edition contains 620 pages organized in 15 chapters. Besides the normal bookstores, the book is available from www.atlasbooks.com, or 1 (800) 247-6553, for \$40 plus shipping. They accept major credit cards through phone or FAX orders. The book should also be in the normal bookstores for university classes. Known errors in the book can be found at <http://www.paulbolstad.net/gisbook.html>

Although not a standard college textbook, I am requiring you to request a document from the U. S. Environmental Protection Agency. *An Ecological Assessment of the United States Mid-Atlantic Region: A Landscape Atlas. November 1997 EPA Publication Number: 600R97130.* You can use the following site to request the publication.

<http://nepis.epa.gov/Exec/ZyNET.EXE?ZyActionL=Register&User=anonymous&Password=anonymous&Client=EPA&Init=1> or 1-800-490-9198 or nscep@bps-lmit.com. You should do this by the end of the week. There is also a website available to download the entire publication at <http://www.epa.gov/emfjulte/html/pubs/docs/groupdocs/landecol/atlas/atlas.html> if you prefer. It is possible that the hard copy of the report is no longer available.

Optional

There are a number of optional texts can be ordered through www.esri.com. If you would like some recommendations, I will be happy to provide suggestions beyond what I have provided in class.

Software Options

Obviously, we will rely heavily on Geospatial technology in this course. You will be gaining a basic understanding of how the ESRI – ArcGIS software environment works. You will be utilizing ArcGIS v. 10 (Arc/Info). A private company called Environmental Systems Research Institute (ESRI) in Redlands, California (www.esri.com) makes the Arc product line. This is one manufacturer of geospatial software. There are numerous other software packages available from a whole host of other companies and universities. ESRI does have a large portion of the market and is often found in many sectors of business and government, particularly in natural resources and environmental science. The founder of the company, Jack Dangermond, is trained as a landscape architect.

The software is available in Room 246 C. E. Barnhart Building. This room is primarily a training facility and does not have regular “lab” hours. There are several alternatives for access to the software. 1.) Because you are enrolled in this course, ESRI has enabled me to provide you a one-year fully functional Demo Evaluation version of the ArcGIS v. 10 (ArcInfo), Spatial Analyst, Geostatistical Analyst, Network Analyst, and 3D Analyst for academic use on your personal computer. Therefore, if you have a laptop I strongly encourage you to use your laptop rather than

the computers in the laboratory. If you have a computer and would like a copy please let me know. You will need to do the installation and activation. I intend to spend the second class period walking people through the setup process. There are often Service Patches/Updates and it is generally recommended to install them. The Service Patch is free and available at the ESRI webpage. I normally like to spend time in class doing the installation with everyone with a computer to avoid potential pitfalls with self-installation.

The software is also available in a number of student computing laboratory facilities across campus. I can help you find them if you are interested in using those facilities or you can find them on <http://www.uky.edu/SCS/>. In some cases, an older version may be installed. Your data will generally be able to be used but the Map Document (.MXD) file is likely not to work seamlessly.

Personal Locker Space:

Beyond backing up your data on removable media, I also encourage you to use your Student Locker Service storage space available at <http://locker.uky.edu>. The University offers "locker space" to the student community. The Locker space provides students with the ability to store several hundred megabytes of personal data on a server. Access to your locker is automatically available when you login at a Student Computing Services lab. I also encourage you to use a "thumb" or "jump" drive to store your data and .mxd files. Loss or corruption of digital data is not an excuse for late assignments.

A key source of assistance with all account questions, including password problems please check with the UK's [IT Customer Service Center](#) (111 McVey Hall, 7am-6pm weekdays, 859-257-1300, helpdesk@uky.edu). I also use the email feature in Blackboard to occasionally send you information when the information can not be disseminated most effectively during the scheduled class times. Blackboard uses whatever your email address is associated with your student record. Therefore, be sure the email address you have on file with the University Registrar is the email you are checking regularly. You may be able to update your information through webUK. I do not intend to send regular emails to you; I use the feature if I quickly have to get a message to you or if I see something that might be of interest to you related to the course. Class meetings are the primary place for communication for this course.

Description of Course Activities and Assignments

This introductory geospatial applications course focus on landscape analysis involving the concepts and methods of compilation, management, analysis, and display of spatially-referenced and tabular data. The course will utilize geographic information systems (GIS), remote sensing, and global navigation satellite systems. Readings/lectures will be complemented with computer based prescriptive and descriptive laboratory exercises. At the end of this course, you should be capable of producing basic cartographic products showing your knowledge and comprehension of GIS applied through a series of landscape based analyses. You should be able to synthesize several analyses, draw conclusions from those analyses, and communicate them through graphic/written works. All of your assignments should be compiled in a 3-ring binder for easy retrieval for personal learning portfolio development or clarifying grade book discrepancies should they occur by the odd chance. Absence of a graded assignment will receive no credit if there is a discrepancy.

This course is generally not structured as “point and click” or “cookbook” exercises although there maybe a few of those types of exercises. This course is a beginning step to understanding and applying essentially a geospatial language and thought process. I do not expect participants to have prior knowledge of any GIS. I expect familiarity with the Microsoft Windows operating system (OS). I will not spend class time reviewing basic file and OS management as well as hardware and software components. It is also expected that you have experience using Microsoft Office productivity software applications such as Word and Microsoft Excel.

Grading Policies:

There will be multiple assignments with a relatively low value of available points for each assignment. The course is based on a system that rewards points for doing good work. The better work you do the more points you earn. You will be able to demonstrate most of what you learned in this course during the final examination. There is no “**curve**” in the grading of this class. The class grading is based on 100 points. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

In-class/Homework Assignments: (40%)

Several projects are at the heart of this course and each project is intended to do different things relative to learning about and using geospatial applications for land analysis. In order to reinforce what was covered in lecture/reading, in-class/homework assignments will be given. The early part of the semester typically does not contain many graded assignments because we are simply in a mode of getting you comfortable with the software first. I have generally found it better to have you comfortable with the software before many graded assignments occur. The flip side to his approach is that the second half of the semester typically has more graded assignments due. A due date and time for each in-class/homework assignment will be given when the assignment is handed out as well as the expected submission format. An exact homework grade value will also be included when the assignment is distributed. Late homework will not be accepted for a grade. If your homework is late, I will be happy to review the homework but you will not receive credit for the assignment. In keeping with departmental policy, equipment failure is not typically an excuse for not completing work when it is due. There is a printer in the classroom but you should not plan to print your homework when you get to class. The backlog in the printer queue will provide a disruption to the topics that need to be covered in class that day. If I do not have the homework in my hands, having it in the queue is not an alternative. In general, homework needs to be handed to me. Leaving the homework in my mailbox, in the departmental office, or emailing me is generally not sufficient for turning in the assignment.

Keyboard Exam during the Scheduled Final Exam Period: (40%)

This will be an open notes/book/help file exam keyboard/mouse final on the University owned computer. You will NOT be able to utilize any help from other people. You will be given a problem or a series of problems, data, and time to produce a product or a series of products based on concepts and approaches we have covered through the course. There are typically short answer, true/false, fill in the blank, etc. types of questions as well. The exam is scheduled for May X, 2012, at TIME.

I also recognize that some people might not like to have a final exam worth 40% of the final grade. Therefore, I am providing the option for a student to choose to have 20% of the final grade (half the value of the final exam) be scored based on daily on-time class attendance when class is held. If you decide to use this option, your attendance in class is expected and is 20% of your final course grade. When you come to class on time, you will earn credit for each class attended. Attendance will be taken at the beginning of each class. It is to your advantage to not be late for class. If you are not present when I finish the attendance procedure, you will receive no credit for attendance on that day. If you miss a class entirely, you will not earn any credit for the class that day. If you leave the classroom before the class has ended, you will not earn attendance points for the class on that day. Attendance will start counting on the first day of class following the end of the Drop/Add period. University closures will prevail. I use www.time.gov to set my watch. In order to work with geographic information systems it is important that you work with them on a regular basis. I also recognize that it might be difficult for some people to come to class for 8:00AM every day and would prefer to simply use the final exam to earn the points. If you do not provide me with an email note telling me the option you intend to use by the start of me taking attendance, I will use only your final exam performance to calculate your final grade. You will not be able to change choices once attendance begins being taken. Be sure to get an acknowledgement from me via a response to your email requesting the attendance option so that discrepancies can be resolved.

Exceptions will be made for extenuating circumstances provided you submit appropriate documentation. As standard operating procedure set forth by the university leadership, the following information controls how absences can be addressed. Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Reading Application and Quiz Question Construction (15%)

We will normally not have lectures based on what you can learn by reading the book or other reading materials. Class time is much better spent utilizing the software to understand geographic realities. Therefore, I am going to have you read chapters from the book (or other materials) and write a description on how you could apply something in the chapter to your field and five quiz question(s). I intend use the quiz questions periodically as discussion/learning activities for the

class. Although they are quiz questions, the questions will not actually be quizzes but are likely to be used for an in-class activity. The assignment for the grade is based on the submittal of the application description, quiz questions, and an indication of how the materials could be used in other courses. The purpose is to support the work you are doing in and out of class in terms of reading materials. Due dates for each description/quiz will be given when the reading assignment is given. I will try to keep the reading and the in-class work in parallel. However, at times, I might have you read something prior to addressing it in class and at other times, I may have you use the reading post doing the activity in class. It depends on what the concept is and how I think most people will learn the concept. If you would like to start a class by asking questions or start a discussion based on the readings, I would be more than happy to incorporate that into the class period.

Alternative ESRI Virtual Course

I am also in the process of putting together an alternative to the reading from the textbook. ESRI has a selection of Virtual Courses. I am in the process of determining details now about how this can work. I intend to give you an option to use several of these courses in lieu of activity describe previously. As the details come together, I will let you know how to take advantage of this wonderful opportunity.

Class Participation (5%)

This is based on my impression on the amount and quality of your participation. A lot of this class is about working with the software and learning from and teaching your peers. Asking questions, helping a classmate, relating how you have seen geospatial applications used outside of this course are all examples of good class participation. Surfing the web for unrelated websites, use of text messaging technologies, cell/pager usage are all examples of disruptive activities and can result in appropriate academic procedures being followed. At a minimum, you may not receive any credit for class participation. If there is an element of being unsure, please ask me, I am happy to provide clarification.

Grading Scale:

A = 90 + B = 80–89.99 C = 70–79.99 D = 60–69.99 E = < 60%

Instructor/Student Dialogue:

ALWAYS feel free to ask questions when you do not understand what we are covering. PLEASE contribute to class discussion. I really like to have interaction with students in face-to-face settings and prefer to only use phone and email communication for unexpected situations. I will give you a quarter sheet of paper at the beginning of each class for you to write feedback about the class. At the end of each class meeting, write your response and leave it on the back table. Please do not write your name on the sheet of paper. I want you to feel free to give me constructive feedback. I use this feedback to adjust my teaching and to revisit topics that were not clear at the beginning of the next class. The feedback mechanism is known as a one-minute paper.

Second, I like to stop about halfway through each class period to give you time to turn to your neighbor and discuss what I was talking about. This usually generates some questions to clarify a

point in the first half of the lecture. If you have a question, chances are that someone else has the same question. So please ask.

The third resource I often use is the Teaching and Academic Support Center. Bill Burke and/or Kathryn Cunningham are likely to be in for a class observation and then the class will have an opportunity to talk with him/her without me present. I will fill you in more about how this works as the time draws near if I can schedule the time. Typically, I like to do this activity about 1/3 to 1/2 of the way through the semester.

All three of these strategies are designed to help me improve the learning environment for you. Kenneth Elbe once wrote: "Learning and teaching are constantly interchanging activities. One learns by teaching; one cannot teach except by constantly learning." (Elbe, K.E. (1988). *The raft of teaching. a guide to mastering the professor's art*. San Fransico:Jossey-Bass.) I am looking forward to teaching and learning with you this semester.

Potential Data for Class Exercise:

Kentucky Geography Network

U. S. Bureau of Census (Census – Tracts/Blocks and TIGER Data)

N.R.C.S. Soils Data

U.S.G.S. National Land Cover Data Set

U.S.G.S. Digital Elevation Model

U.S.G.S. Digital Raster Graphics (Digital 7.5' Quad Sheets)

Others maybe used as time and course objectives allow.

Academic Integrity:

I consider this to be essential in my classes and take it very seriously. As set forth by the university leadership in policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic or other database to check for plagiarism.

Accommodations Due to Disability:

If you have a documented disability, which requires academic accommodations, please see me as soon as possible during scheduled office hours, before or after class, or another time. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Note:

I reserve the right to modify the syllabus at any time during this semester in order to achieve the learning objectives of the class. Modifications include but are not limited to steps to correct errors and omissions that may have occurred. If I do modify the syllabus, the new version will be provided to each student. There will also be a reasonable amount of time for the correction to be implemented.