Cultural Studies Program
2020-2021 Faculty Handbook
Spring 2020 edition
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Calendar of Important Dates & Events

Fall 2020
November 20 (F) Last Day of Classes
December 14 (M) Grades Due

Spring 2021 (All dates subject to change due to COVID-19 scheduling adjustments)

December 9 (W) Spring CSP Faculty Workshop
January 19 (T) First Day of Class
February 1 Writing Portfolio Moodle Site Open
February 15 (M) Presidents’ Day (no classes)
February TBD CSP Faculty meeting #1
March 1 Writing Portfolios due at 5pm PT
March TBD Core Program Event/Dungan Lecture
March 8-12 (M-F) Spring break (no classes)
April TBD CSP Faculty Meeting #2
April 20 (T) Founder's Day (no classes)
April 27 (T) Last Day of Classes
COVID-19 Update for 2020-2021

Remote Instruction
There are many changes to the CSP which have been made due to the Coronavirus pandemic. Primary among these is the fact that all instruction in will be remote. Below is a statement on the expectations all faculty members who will be teaching at Occidental this academic year should have.

While our instruction for the fall will be almost exclusively remote, the high-touch personalized classroom experience that is the signature of an Occidental liberal arts education during the best of times will be delivered electronically through a rich array of online video conferencing technologies. In all of their courses, students can expect instruction that happens synchronously (in real-time) with the faculty member who is teaching the course. As always, our faculty will be teaching using a multitude of pedagogical approaches and methods, and students, whether they are taking science labs, practica, upper division seminars, introductory courses, courses that meet Core Program requirements, can expect in each of their courses a rigorous, personalized experience enhanced by close small-group or one-on-one experiences with the faculty member teaching the course.

Students will be expected to be available for their courses during scheduled class meeting times, and can expect opportunities for conferencing or tutorials in small groups with their faculty outside of the scheduled class meeting times for some of their courses. We recognize that some students, particularly those living in non-US time zones, may have difficulty attending all of the regularly scheduled class times synchronously. For every course we offer in the fall the expectations for synchronous class attendance, as well as any asynchronous learning opportunities, will be made clear in the syllabus, and all students living in non-US time zones will have opportunities for live small group or 1-1 experiences during standard working hours (8am-5pm Pacific Time), and will have opportunities to take exams at times that accommodate their home time zone.

Course Caps
Typically, CSP seminars are capped at 16 students. This year that cap will be reduced to 12.
Overview

1. Introduction

Occidental’s Cultural Studies Program (CSP) was introduced in Fall 1994, the latest in a series of first-year programs dating back to a required “History of Civilization” course that was first implemented in 1947. In the early years, students could choose from five “colloquia,” each with a distinct topic and taught by an interdisciplinary team of faculty. These colloquia were packaged with linked seminars, totalling 8 units in the fall semester and an additional 4 units in the spring. Maintaining teams of faculty committed to regularly co-teaching colloquia became increasingly difficult, especially as financial woes at the College became more pronounced in the late 1990s. In Fall 1998, the curriculum was reorganized, with a larger number of small seminars being offered with a greater range of topics.

The CSP is the centerpiece of Occidental’s Core Program. The Core Program is the name given to Occidental’s general education curriculum. It is a cross-disciplinary array of courses required to be completed by all students in order to graduate that provides the intellectual foundation for the College’s commitment to its mission of excellence, equity, service and community. Core courses ask students to engage in analytic and creative thinking: posing questions from different points of view, solving problems, formulating hypotheses, gathering evidence to support claims and arguments, drawing appropriate conclusions, and expressing ideas clearly.

Usually Cultural Studies Program (CSP) seminars are 4-unit courses capped at 15 or 16 students and taught during the 11:45-12:40 MWF time slot. (A few 4-unit seminars are offered at other hours.) Additionally, we frequently offer special programs called “CSP Plus” courses. Much like the colloquia of the past, CSP Plus courses offer a more immersive academic experience, typically involving more faculty instructors, more students, and more units of credit. CSP Plus courses often consist of a regular CSP seminar linked with another 4-unit course that can potentially satisfy other Core Program (and major) requirements. CSP seminars themselves only satisfy the CSP Core Program requirement.

All first-year students are required to take a CSP seminar in both semesters of the first year as part of the Core Program requirements for graduation. (Transfer students are not required to take CSP seminars.) Each semester approximately 35 seminars are offered that are each designed and taught by faculty members from almost all of Occidental’s academic departments and programs. While the topic of each seminar is chosen by the instructor, the seminars serve an important role in the College’s first-stage writing requirement and, as such, we ask that they all follow the curricular requirements detailed in the pages that follow.

A list of the current seminars can be found at [https://www.oxy.edu/academics/core-program/csp-seminars](https://www.oxy.edu/academics/core-program/csp-seminars).
2. Professional Development Opportunities

**Workshops:** The Core Program provides and strongly recommends orientation/training workshops for new and veteran instructors of CSP seminars, covering topics like assignment design, techniques for evaluating writing, in-class writing exercises, and integrating content and skills instruction. These workshops are held in August and December. The August workshops are open to all CSP instructors, while the December workshop is typically focused specifically on topics relevant to the spring seminars. Participants receive stipends for attendance.

**Staff Meetings:** The Core Office also arranges regular CSP faculty meetings for each semester’s staff for the presentation of information, discussion of teaching techniques and sharing feedback. It is highly recommended each faculty member attend these meetings. Since some instructors are prevented from attending these meetings due to schedule conflicts, important announcements will also be sent out via email. Every semester, faculty teaching CSP seminars are added to either the FCORE-L or SCORE-L mailing lists to facilitate communication.

3. Annual Theme, Summer Reading, and CSP Lecture Series

Each year the Core Program chooses an annual theme and accompanying summer reading and produces the CSP Lecture Series—by inviting distinguished visitors to present a variety of perspectives on the selected annual theme. The permanent theme for the Core Program is the four cornerstones of the Mission of the College: "Excellence, Equity, Community and Service." However, the annual theme for the 2020-2021 academic year is “The Struggle For/The Struggle Against.” This year’s summer common reading is a multimedia collection of texts to inspire students, prompt awareness of social (in)justice and illustrate multiple views of equity and adversity. The summer texts can be found here:

https://www.oxy.edu/academics/core-program/annual-theme/summer-reading

Instructors are strongly encouraged to try to connect and incorporate ideas from the annual theme, summer reading, and CSP Lectures in their seminars as much as they can.

For the latest information about the annual theme and CSP Lecture Series, please visit:
- [http://www.oxy.edu/annual-theme](http://www.oxy.edu/annual-theme)
- [https://www.oxy.edu/academics/core-program/core-program-events](https://www.oxy.edu/academics/core-program/core-program-events)

Curriculum Guidelines and Writing Requirements

1. Occidental’s Writing Requirements

(From the 2020-2021 College Catalog)

At Occidental College, we believe that regardless of the specific academic path students choose, it is necessary to be able to write well. To encourage academic excellence—one of the cornerstones of Occidental’s mission—across disciplines, we have a Two-Stage Writing Proficiency requirement of all students. The writing requirements provide students with opportunities to improve both their writing processes and products, as they gain knowledge of writing as part of a liberal arts education and within a specific discipline. Completion of this Two-Stage Writing Proficiency requirement is a college degree requirement.
The First-Stage Writing Proficiency requirement is designed to introduce students to college-level writing expectations, as they learn to enter a scholarly conversation, enhance their abilities in writing expository essays, develop skills in expressing critical analysis, and communicate knowledge to an audience using specific rhetorical conventions. The First-Stage Writing requirement aims to prepare students for more complex writing tasks within an academic discipline. Thus, it is expected that students will complete the First-Stage Writing requirement before they complete the Second-Stage in their major. (See the College Catalog for more Information about the Two-Stage Writing Proficiency Requirement.)

For all students who enter Oxy as first-time first-year students, the First-Stage Writing Proficiency requirement will be determined through their performance in both Cultural Studies Program (CSP) seminars and through an evaluation of a writing portfolio, which includes essays written in the fall and spring CSP seminars. Information about the writing portfolio will be sent to all first-time first-year students at the start of fall semester. Students who receive an assessment of “Completed” on their portfolio and who pass both CSP seminars have completed the First-Stage Writing Proficiency requirement. Students who receive an assessment determination of “Not Completed,” or who fail at least one CSP seminar, will be required to take and pass with a grade of “C” or higher WRD 201: The Art of Essay Writing.

2. CSP Writing Goals & Outcomes

The CSP seminars, while providing opportunities to introduce students to Oxy’s range of departments and disciplinary forms of knowledge, also function as the first-year writing experience for students.

There are writing-specific CSP student learning goals and outcomes that we ask you to include on your syllabus (along with any other learning goals and outcomes you have). Please keep these goals and outcomes in mind as you design your writing assignments and plan your writing pedagogy for the course:

- **Goal 1:** Effective College-Level Writing. Students will demonstrate proficiency in expository essay writing as they gain and refine their knowledge of the conventions of academic discourse.

- **Outcome 1.1:** Students will develop writing that responds with insight and originality to the criteria and requirements of the assignment, demonstrating their understanding of the course materials and topics through the use of specific examples and evidence from scholarly sources.

- **Outcome 1.2:** Students will develop writing using features appropriate for college-level expository papers including: thesis or main idea, clarity of focus, organization, and conventions of grammar, style, mechanics, and usage.

3. The First-Stage Writing Requirement and Portfolio Assessment

The First-Stage Writing Proficiency requirement is assessed through a Portfolio of student writing from the fall and spring CSP courses and we use the above CSP writing goals and outcomes in the assessment of portfolios. To ensure an equitable process in the submission and assessment of student portfolios, it is imperative that CSP instructors foreground writing pedagogy in their course plans and design writing assignments that will enable students to meet the Portfolio submission requirements, as outlined below. Information about the college-wide Writing Proficiency requirements and the First-Stage Writing portfolio can also be found at: [https://www.oxy.edu/academics/writing-program-requirements](https://www.oxy.edu/academics/writing-program-requirements).
Students are required to submit these documents as their portfolio materials:

1. Reflective Introduction Essay (aka: RIE)
2. Three essays from CSP (any three essays from fall or spring)

These portfolio materials must be submitted by the student no later than March 1st at 5:00 p.m. (electronically through Moodle) and meet the below criteria. Please review the Portfolio Guide, which include the below criteria, with your students in the first week of class (and frequently throughout the semester):

- **At least one** of the three essays submitted from the CSP courses must be thesis-driven, with features of conventional expository essays. The features of expository essays are:
  1. A clear and concise thesis statement that occurs in the first paragraph (the Introduction) of the essay;
  2. Body paragraphs that include all of the necessary “parts”: topic claim, evidential support for the thesis, and development/analysis of the ideas and evidence used;
  3. Clear and logical organization of paragraphs and ideas; clear and logical transitions between the Introduction, Body Paragraphs, and Conclusion;
  4. A conclusion that does not merely restate the thesis, but instead revisits it in light of the evidence provided.
- **At least two** of the three essays submitted from the CSP courses must demonstrate use and integration of evidence from academically-credible, scholarly sources.
- **Total word count** for the final Portfolio of documents, which includes the three essays and the Reflective Introductory Essay: 5,000-7,500 words.
- **Formatting**: 12 pt. conventional font, double-spaced, word count at the top of each essay.
- **Submission format**: all materials must be formatted as one PDF document with the RIE first.

As noted above, the criteria used to evaluate the Portfolios aligns with the CSP writing-specific learning goals and outcomes and includes:

- Writing Knowledge: Self Reflection and Process (as demonstrated especially in the Reflective Introduction Essay)
- Focus: Responsive to the Assignment and the Thesis-Argument
- Organization: Cohesion of Ideas and Paragraph Structure
- Evidence and Development: Use of Sources and Development of Ideas
- Writing Features and Presentation: Grammar, Mechanics, Citation

Portfolios will be submitted through a Moodle website, which students will be able to access on February 1st until the March 1st deadline. After the assessment process is completed (by the first day of advising week in spring term), students will be able to see their final assessment determination in GAR (Grades & Academic Record).

Students will receive complete information about the First-Stage Writing Proficiency requirement and instructions for the First-Stage Writing Proficiency Portfolio in early fall semester and reminders until the submission due date of March 1st at 5:00 p.m. The Writing Programs Director will also hold several info sessions to guide students through the portfolio instructions and answer their questions. The Writing Program & Requirements website also contains all of the information about the Portfolio, including the Portfolio Guide, a sample RIE, and an FAQ. We recommend that CSP faculty familiarize themselves with this website, share a link to the website on the syllabus, and review the website at least once with students during the semester.
All faculty also have access to the same information about the First-Stage Writing Proficiency requirement and instructions about the First-Stage Writing Proficiency Portfolio through the College Catalog. A copy of the Portfolio guidelines and instructions for students, including the Assessment Rubric used to evaluate Portfolios, is also included in this CSP Faculty Guidebook.

4. CSP Writing-Specific Curricular Requirements

Both Fall and Spring

- **Writing Guide:** All CSP students are required to purchase the *Student’s Guide to Writing College Papers*, 4th edition, by Turabian, Colomb, and Williams (Chicago University Press, 2010). Desk copies will be made available to all CSP instructors. Please make every effort to use the Turabian book in your writing instruction.

- **Writing Assignment Prompts:**
  - ✔ Students should be given access to assignment prompts in written form, which helps to ensure an equitable learning environment for all students in the course (and is a central principle in universal design for learning).
  - ✔ If you choose to have students design their own prompt, the prompt should be in response to an assignment you have planned in alignment with your course learning goals (e.g., “write a 3-4 page paper using a text from this segment of our course”). Please put this assignment prompt in writing.
  - ✔ Assignment prompts should be posted on Moodle or another class management system.
  - ✔ Assignment prompts should include an explanation of the writing task, a description of how the assignment will be evaluated, and a clear statement of deadlines.
  - ✔ Assignment prompts need to include a 1-2 sentence summary of the assignment. Students will need to include this summary of the assignment prompt in their RIE.
  - ✔ Please take time to discuss all writing assignments when distributed, which can be done in a number of ways: in a synchronous and recorded class session; in homework asking students to respond with questions or a summary of the assignment; in a short recording (audio or video) explaining the assignment, etc.

- **Draft & Revision Sequence:** At least one formal writing assignment should require students to submit a draft, which will receive feedback from the instructor, followed by a revision for final grading. Please build adequate time for a draft-revision sequence (typically two-three weeks) into your course plan.

- **Peer Review:** At least one writing assignment should ask students to engage in peer review. Please provide students with clear guidelines and instructions to support their peer review process.

**Fall CSP – Writing Requirements and Guidelines**

- 20 (double-spaced) pages of polished, completed writing from each student, distributed across formal (graded) and informal (low-stakes) writing assignments.
- Structure the course to include 4 graded writing assignments (at least one of these must allow students a draft-revision sequence).
- **At least one** of the 4 graded writing assignments must be a thesis-driven expository essay (see the above definition of the expository essay).
- **Other writing** in the course can include informal or low-stakes writing assignments.
- CSP faculty should keep in mind the requirements of the First-Stage Writing Proficiency Portfolio and design writing assignments that provide students with opportunities to write essays that meet the submission requirements.

**Spring CSP – Writing Requirements and Guidelines**
● 20 (double-spaced) pages of polished, completed writing from each student, distributed across formal (graded) and informal (low-stakes) writing assignments.
● At least one shorter formal expository essay must be assigned and graded before February 15th. Note: assigning and returning an essay to students early in the spring semester will give students the opportunity to submit this paper as one of the three in their First-Stage Writing Portfolio. It is vital that instructors assign and grade at least one paper by this February deadline.
● The research essay assignment (10-12 double-spaced pages) should be distributed before spring break and staged to allow students opportunities to work on the process of writing a longer essay (i.e., research question; preliminary thesis; annotated bibliography or exploratory essay; draft component, etc.).

5. CSP Writing Instruction: Quick Tips

Along with information provided at the CSP faculty support workshops about how to incorporate writing pedagogy into your CSP course, here is a short list of writing activities or approaches you might consider:

- Sequence assignments so that they focus on specific writing tasks and build upon one another.
- Hold peer review sessions and provide students with guided instruction for “how to” peer review.
- Assign informal or low-stakes writing assignments to give students opportunities to work on their writing practice and process.
- Share sample writing to illustrate your writing expectations, pedagogy, and the features of expository essays.
- Hold required student conferences at any point during the writing process: prewriting, drafting, or grading conferences.
- Discuss assignment rubrics in class; students can also be included in developing grading rubrics for their assignments.
- Discuss plagiarism so all students have knowledge of how and why to cite sources.
- Teach students the citation style you want them to use for the essays in your class.
- Use the Turabian book, Student’s Guide to Writing College Papers, to help supplement your writing instruction and as a reference resource for students.
- Consult the resources on the Oxy Writing Center website and in the Moodle site “Writing Resources for Faculty.”

6. Prepare Students to Turn in the Writing Portfolio

- Review the Portfolio Guide with students several times during the semester.
- Ask students to put the word count for their essays on the first page when they turn them in to you (as students are required to put the word count for their essays when submitting the portfolio).
- Consider using the time in one of the writing conferences to discuss the essays the student may want to include in their Portfolio.
- Assign a practice RIE and return these to students with feedback.
- Use at least some of the Portfolio Rubric criteria when assessing students’ writing in your course. The goal is to align the CSP Writing Goals & Outcomes (which are reflected in the Portfolio Rubric criteria) with your feedback and grades.
- Encourage your students to attend the Portfolio Info sessions and other writing workshops offered by the Writing Center.
Other Requirements and Expectations

Because the CSP seminar is an introduction to academic habits and practices, and often the first course in which an Occidental student develops a significant relationship with a professor, we ask faculty to address a number of issues in addition to the specific writing skills and subject matter of the course.

- **Academic Ethics:** Please become familiar with Occidental’s academic ethics and misconduct policies reproduced in the final sections of this handbook (and also available at [http://www.oxy.edu/student-handbook/academic-ethics](http://www.oxy.edu/student-handbook/academic-ethics)). It’s important that you mention them in your syllabus and that you discuss plagiarism in some detail with your students when giving writing assignments. Many will not have much familiarity with conventional academic standards of ethics.

- **Students with Disabilities:** Occidental complies with ADA guidelines and provides various kinds of accommodation for students with documented disabilities. Such students should be registered with the Dean of Students’ office, which will provide specific accommodation information to their instructors.

- **Library Research:** CSP Instructors are encouraged to work with the Center for Digital Liberal Arts (CDLA) to introduce students to library research skills. The CDLA offers standard in-class workshops: *Finding and Evaluating Sources* (Fall) and *Developing a Research Strategy* (Spring) and can consult with faculty on the design of research assignments. Contact: Jacob Alden Sargent (sargent@oxy.edu)

- **SEAN Academic Concern:** If students begin to get into trouble in your seminar (by missing classes, failing to hand in papers, etc.) please respond rapidly, by contacting them directly or, if that fails, by filing SEAN reports from the my.oxy.edu page (under the “Academic Info and Advising tab,” in “Advising Links”). Or you may contact the Dean of Students office directly about problem students. Please be observant: the CSP instructor is frequently the “first responder” to student problems.

- **Informal advising:** Students may ask you for informal advice ranging from course selection to dealing with personal problems, and you may be able to help them. Please feel free to contact the Core office for advice on these situations.

- **Parents:** Remember that information about a student’s performance in your class is protected by FERPA and college policy. If a parent contacts you asking for such information, please direct him or her to the Core Director or Registrar’s Office. Representatives of the college are not permitted to discuss the educational records of students with any third parties unless a waiver signed by the student is on file in the Registrar’s office.

- **Uncover the “Hidden Curriculum”:** We encourage instructors to think about the implications of the fact that their students are taking CSP seminars in their very first semester in college. Please recognize that students arrive at Occidental College with varying degrees of cultural capital and familiarity with the norms, expectations and unwritten rules of our academic community (often referred to as “the hidden curriculum”). We strongly recommend that CSP faculty endeavor to make their expectations as explicit as possible, even about things you might not typically think to give instructions about in other courses you teach. Examples include discussing the importance of attending office hours, explaining what office hours are, providing students with suggestions for time management, clarifying what term they should use to refer to you (e.g. “Professor” or “Doctor” or something else) and explicitly setting rules and norms for classroom behavior (use of electronic devices, whether food or drink can be consumed, how to address other students, et cetera).
Resources and Support

1. Writing Resources

Additional Pedagogical Resources for Faculty

CSP instructors will be provided with an instructor’s edition of the Turabian et al book, *Student’s Guide to Writing College Papers* (4th edition). In addition, the Core Program will provide interested instructors with copies of John Bean’s *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, a useful compendium of tips for teaching writing, and Gerald Graff and Cathy Birkenstein’s *They Say/I Say: The Moves that Matter in Academic Writing*, a short book that helps students identify the key rhetorical moves of academic writing and practical advice to implement these strategies as they develop their own arguments. If you are interested in getting a copy of *Engaging Ideas* or *They Say/I Say*, please contact the Core Office.

Faculty also have access to the Moodle site “Writing Resources for Faculty,” which contains handouts to use in designing in-class writing workshops and writing-specific pedagogical materials, sample syllabi and assignments, and more.

We also strongly recommend that faculty attend the CSP workshops and pay close attention to emails sent from the Core Program office and the Writing Programs Director. The Core Directors are available to meet to discuss any matter related to your CSP; the Writing Programs Director can meet with you to discuss any writing-specific matter (including requirements and the student portfolios). Feel free to reach out to us anytime!

On-Campus Writing Support Resources for Students

The Writing Center offers peer writing tutoring on a drop-in only basis Sunday-Thursday from 7:00-11:00 p.m. Students can also schedule an appointment to work with a faculty writing specialist from the Writing and Rhetoric department (hours vary M-F 9:00 a.m. - 5:00 p.m.). Please note: hours for fall 2020 have not yet been set with the shift to all remote services; the Writing Center website will be updated before the first week of the fall semester.

The Writing Center website also includes numerous handouts and materials students can consult to improve their writing process and products (many of these materials are also in the Faculty Writing Resources Moodle).

For more information, see the Writing Center website: https://www.oxy.edu/writing-center or contact our Writing Programs-Center Director, Julie Prebel (jprebel@oxy.edu).

2. Information Literacy/Research

Students who need help finding and navigating library resources may schedule appointments with librarians and disciplinary specialists of the CDLA by using the “Research Appointment” link on oxy.edu/library. Peer Research Advisers are also available on a drop-in basis Sunday to Thursday evenings on the ground floor of the Academic Commons.
3. Center for Teaching Excellence

The College’s Center for Teaching Excellence (CTE) provides materials and assistance to faculty related to pedagogy, assignment design, syllabus creation, and more. Many useful resources are available on the CTE Moodle page: [https://moodle.oxy.edu/course/view.php?id=9480](https://moodle.oxy.edu/course/view.php?id=9480)

Contact Carmel Levitan (levitan@oxy.edu), CTE Director, for more information.

Funding and Other Support

Core Program Funds

Each CSP seminar has funding of up to $200 in support of activities that further the learning objectives and/or encourage interaction between the instructor and students. Please retain all original receipts for full compensation. All funding requests should be directed to the Core Program Assistant and all forms and documentation should be turned into the Core Office no later than the last day of finals week of the semester in which the expenditure was made.

Remsen Bird Funds

In addition to the Core funds, each CSP has a $200 allotment of Remsen Bird funds which can be used for speakers brought from off-campus. Please contact the Core Program Assistant for details on requesting these funds.

LA Encounters Fund

Additional funding may be available for activities and projects that bring CSP students off campus to locations around Los Angeles. For more information, please see [http://www.oxy.edu/core-program/la-encounters](http://www.oxy.edu/core-program/la-encounters)

Copies/Xeroxing

To request copies please bring documents to the Core Program Assistant. Remember to include the number of copies needed as well as your intended pick-up date.
Things to Include on Your Syllabus

- Dates of all CSP Lectures and Events

- Learning Goals and Outcomes:
  
  **Goal 1:** Effective College-Level Writing. Students will demonstrate proficiency in expository essay writing as they gain and refine their knowledge of the conventions of academic discourse.

  **Outcome 1.1:** Students will develop writing that responds with insight and originality to the criteria and requirements of the assignment, demonstrating their understanding of the course materials and topics through the use of specific examples and evidence from scholarly sources.

  **Outcome 1.2:** Students will develop writing using features appropriate for college-level expository papers including: thesis or main idea, clarity of focus, organization, and conventions of grammar, style, mechanics, and usage.

- Writing Center statement:
  
  The Writing Center (located on the Ground Floor of the Academic Commons) offers students from all disciplines two types of support to work on their writing: peer-to-peer, drop-in consultations with knowledgeable Writing Advisers, Sunday through Thursday from 7:00-11:00 p.m., and appointments with Faculty Writing Specialists from the Writing and Rhetoric department. Information about the Writing Center and a link to the appointment system is on the WC website:

  [https://www.oxy.edu/writing-center](https://www.oxy.edu/writing-center)

- Reserve Book Statement (if applicable):

  The textbook for this course is available on reserve in Academic Commons. You can check out the book for up to 4 hours at a time. In-library use only. Brought to you by Associated Students of Occidental College.

- Disability Services Statement:

  Students with documented disabilities who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Any student who experiences physical or mental impairments may contact Disability Services at (323) 259-2969 to learn about available services and support. More information is available at [http://www.oxy.edu/disability-services](http://www.oxy.edu/disability-services).

- Credit Hour Policy:

  This CSP seminar is a 4-unit course. It is expected that students in this class will be devoting at least twelve (12) hours a week (including in-class time) on average.

- Accommodations for Reasons of Faith and Conscience Statement:

  Consistent with Occidental College’s commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for
a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website:


● Title IX Statement:

In the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, federal and state education laws require that, as your instructor and a designated Responsible Employee, I notify the Title IX office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus:

● Marianne Frapwell, Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)

● Emmons Counseling (For appointments, call: 323-259-2657)

● Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at: http://www.oxy.edu/sexual-respect-title-ix/policies-procedures.
Academic Ethics and Misconduct

From the 2019-2020 Catalog

Students are responsible for meeting a high ethical standard in their academic work. Academic misconduct occurs when a student misrepresents others' work as their own or otherwise behaves so as to advantage unfairly themselves or another student academically. Any member of the Occidental community who believes that a student has engaged in misconduct of academic work should promptly report the possible misconduct to the Judicial Examiner. The Judicial Examiner is a disinterested third party who will ensure that procedures designed to respect the rights and responsibilities of all involved are followed. Key concepts, definitions, roles, procedures, and sanctions that constitute the policy by which charges of academic misconduct are handled can be found in the Student Handbook: http://www.oxy.edu/student-handbook

Academic Ethics
(from the Student Handbook)

Students are responsible for knowing the following:

Shared commitment to ethical principles is essential to the educational purposes and fairness of the academic enterprise. Occidental College assumes that students and faculty will embrace a high ethical standard for academic work. In all work, students shall behave conscientiously, taking and giving credit where credit is due, avoiding even an appearance of impropriety, and when in doubt, consulting the instructor or other knowledgeable persons as to whether particular conduct, collaboration, and/or acknowledgment of sources is appropriate. Students also shall report suspected misconduct and participate in an academic disciplinary hearing if required.

Academic misconduct occurs when a student misrepresents others' work as her/his own or otherwise behaves so as to unfairly advantage her/himself or another student academically. Examples of misconduct include cheating and plagiarism and failure to report suspected academic misconduct. If misconduct occurs to any extent in connection with any academic work, it will be subject to disciplinary action.

Cheating Defined

Cheating occurs when a student attempts to complete or take credit for work by any dishonest means or assists another in doing so. Some examples of cheating include, but are not limited to, lying to obtain an academic advantage; copying from another’s exam or assignment or collaborating on an exam or assignment, unless specifically allowed by the instructor; submitting the same work in more than one course without instructor permission; falsifying data collected in research or laboratory courses; taking or receiving copies of an exam without the permission of the instructor; and using notes or other information devices inappropriate to the test conditions.

Plagiarism Defined

Plagiarism occurs when the ideas, organization, or language of another are incorporated into one’s work without properly crediting the original source with a citation or other disclosure. It includes re-writing or re-formatting material without acknowledging the original source of the ideas. Even if the language and organization are in the student’s own words, any ideas or information that are not common knowledge must be acknowledged in a reference.
Students are responsible for knowing and using the correct procedures for acknowledging and identifying sources of borrowed material. Failure to properly credit sources in all or part of work presented in draft or final form to anyone is plagiarism, regardless of whether it occurs as a result of dishonest intent or carelessness and regardless of the course credit attached to it. As a student scholar, if you:

- Quote directly from a source: you must enclose the quoted material, even if it is no more than a phrase or a single distinctive word (such as a neologism), within quotation marks, and provide a reference.
- Paraphrase, i.e., restate the material in your own words: (a) the paraphrasing must represent a substantial change from the original, not just the changing of occasional words and phrases, and (b) you must provide a reference.
- Present material that is common knowledge, but borrow someone else’s organizational pattern: you must acknowledge that borrowing in a reference.

Penalties for academic misconduct are severe (see “Academic Misconduct”), and ignorance of the principles and policies concerning cheating and plagiarism is not a defense. Students with any doubts at all about whether an action or piece of academic work involves academic misconduct should consult their instructors before committing the action or submitting the work.

**Academic Misconduct**  
(from the Student Handbook)

*All students are responsible for knowing the following:*

Academic misconduct is subject to disciplinary action. Charges of academic misconduct against students are investigated and adjudicated according to the following procedures. To protect all participants in such investigations, confidentiality is observed. Cases involving other members of the College community will be handled by the appropriate authority and process.

I. Academic Misconduct Complaint and Resolution Process

A. Any student, faculty member, staff member, or administrative member of the College may initiate the complaint and resolution process by filing a formal charge with the College’s Judicial Examiner. (To find out who currently serves in this position, contact one of the Associate Deans of the College or the Associate Dean of Students.) Charges should be submitted promptly in writing following observation of the alleged misconduct, and they should be accompanied by (1) evidence that misconduct may have occurred and (2), in cases of cheating in a course, an indication of the significance of the assignment where the cheating is alleged to have occurred to the course grade (see "Penalties").

B. The Judicial Examiner is appointed by the Faculty Council for a term of two years. The Judicial Examiner is responsible for the following:

1. Ensuring that procedures followed in the case conform to College policy, to protect the rights and make clear the responsibilities of all involved parties.
2. Gathering evidence related to the charges.
3. Dismissing charges where lack of evidence suggests that to be appropriate.
4. When a charged student accepts that her/his conduct constitutes misconduct, assigning an appropriate penalty according to College policy and reporting the admission and penalty to the Dean of Students or designee.
5. Recommending a judicial hearing when appropriate.
6. Submitting a written report to the Judicial Hearing Panel summarizing the evidence.
7. Responding to questions from members of the Panel during a hearing regarding the process and content of her/his report.

C. Within five school days of receiving a written charge, the Judicial Examiner shall consult with the person who filed the charge ("complainant") to determine whether the charge merits formal investigation. ("School days" are days when regularly scheduled classes meet.) Upon determining that a full investigation is in order, the Judicial Examiner will take the following steps:

1. Notify the Chair of the Student Progress Committee that a case may be brought before a Judicial Hearing Panel.
2. Notify in writing the student(s) against whom the charge was filed ("respondent") of the charge. After notification, and while the case is pending, a respondent may not drop the course (if the charge is course-related) and will refrain from any behavior that could compromise the judicial process.
3. Upon notification, the respondent will arrange to meet with the Judicial Examiner within five school days. At that time, the Examiner will present evidence, explain the procedures to be followed, and advise the respondent of her/his rights and responsibilities.

D. Within five school days of meeting with the respondent, the Judicial Examiner will take one of the following actions:

1. If the case is not to be pursued, the respondent and course instructor (when appropriate) will be notified in writing.
2. If the respondent accepts that her/his conduct constitutes academic misconduct as charged, the penalty is assigned by the Judicial Examiner as specified below (See "Penalties"). The penalty cannot be appealed. The Examiner will send a letter summarizing the charge and specifying the penalty to the respondent, to the complainant, to the course instructor when appropriate, and to the Dean of Students or designee. The Dean of Students or designee may request an interview with the respondent subsequent to the assignment of the penalty.
3. If the respondent denies the charges, the Judicial Examiner will refer the case to the Chair of the Student Progress Committee, who will schedule a formal hearing. The respondent must meet with the Chair within five school days from the date of referral by the examiner.

II. Judicial Hearing Process: Hearing Panel

An Academic Judicial Hearing is not a court of law, characterized by adversarial relationships among those involved in the proceedings. Rather, it is a fact finding body within an academic community that is guided by College regulations and a sense of fair play. The Hearing Panel is charged with rendering a sound judgment on the question of whether the respondent engaged in academic misconduct and, when misconduct is determined to have occurred, setting a penalty. Issues related to the course, circumstances, respondent, instructor, or other parties or other issues that are not germane to whether the respondent engaged in the alleged misconduct are beyond the Hearing Panel's purview.

A. The Judicial Hearing Panel shall consist of a faculty member who will serve as Chair (the Chair of the Student Progress Committee or her/his designee), two other members of the faculty, two students and one administrator from the Office of the Dean of Students (or designee). Panel members will be appointed as follows:

1. Each year the Faculty Council will randomly select 10 faculty members to serve as panelists. The random selection will proceed until 10 persons have agreed to serve.
2. For each hearing, two students will be randomly selected from among the members of the Student Honor Board.
3. In the event that any member of a Judicial Hearing Panel slate is unable to complete her/his term or, upon review of the College policy on Academic Ethics is unwilling to serve, an alternate will fill the vacant seat for the remainder of the term and the Faculty Council will select a new alternate.

B. The Chair will be a non-voting member whose role is to protect the rights of the person who filed the charge, the respondent and all other participants in the hearing; to guarantee that the relevant issues will be presented; to maintain order; and to conduct the hearing in a judicial manner that conforms to these procedures.

C. The respondent or complainant may challenge the right of any member of the Judicial Hearing Panel to serve on the case. Each may challenge no more than three persons. Challenges by the respondent or complainant must be made to the Chair no fewer than five days in advance of the time of the first meeting. In the event a Panel member withdraws, the respondent must be informed of her/his replacement.

D. Both the respondent and the complainant may be assisted in the case by advisers of their choosing, provided that these advisers are current members of the Occidental staff, faculty or student body, and are neither the Judicial Examiner nor a member of the Judicial Hearing Panel.

E. Both the respondent and the complainant, in addition to the Chair, may call witnesses. All witnesses must be able to give evidence related to the specific charge.

F. Where two or more students are involved in disciplinary cases arising from the same action, the hearing may be consolidated if, in the judgment of the Chair, it would not be prejudicial to any of the students. Any of the students may request a separate hearing before the same panel, subject to the final determination of the Judicial Hearing Panel.

G. In the event that a respondent fails to meet, as required, with the Judicial Examiner or Chair of the Student Progress Committee, the Chair may convene a Hearing Panel to resolve the case. The respondent will be invited to participate, as described below, and will be given three school days to meet with the Chair to join the process. The respondent reserves her/his right not to participate in the hearing.

III. Judicial Hearing Process: Procedures

A. Hearings will be closed but may be opened at the respondent's request. A recording will be made of the hearing. The recording will be destroyed if the respondent is not found to have engaged in misconduct. If the respondent is found to have engaged in misconduct, the recording will be held in the Dean of Students Office until the respondent has graduated from the College.

B. The Judicial Examiner will submit a written summary of all relevant evidence to the Chair in advance of the hearing. Copies of this report will be given to the respondent and to the person who filed the charge, and to the members of the hearing panel.

C. The Chair formally opens the hearings with a brief review of the procedures to be followed and reads the charges made against the respondent.

D. The Judicial Examiner will present the summary of evidence to the full Judicial Hearing Panel for consideration. Panel members will examine the evidence and question witnesses as appropriate. Those presenting evidence may be cross-examined by the person who filed the charges, the respondent, or the adviser(s). The members of the Panel may raise questions at any time during the proceedings.

E. The burden of proof will rest with the Judicial Hearing Panel. The student may choose to remain silent; such action will not be viewed as an admission of misconduct.
F. The respondent may choose not to appear at her/his hearing; however, the hearing will proceed in his/her absence. The finding and penalties, if any, will be based on the testimony available.

G. After all documents and witness testimony are examined, the Chair will call an executive session to deliberate and vote. Panel members will vote for a finding of misconduct if and only if they believe that clear and convincing evidence of academic misconduct by the respondent has been presented. A simple majority will be needed for a finding of misconduct and to apply penalties.

H. The Chair will promptly distribute written notification of the decision of the Judicial Hearing Panel to the respondent, the person who filed the charge, the Judicial Examiner, and the Dean of Students or designee, and, for findings of misconduct only, will transmit a summary of the hearing to the Dean of the College.

I. The entire judicial process will be completed within 25 school days from the day the respondent is notified of the charges.

J. A student found by a Hearing Panel to have engaged in misconduct can appeal the finding and/or penalty to the Vice President for Academic Affairs/Dean of the College, whose decision on the appeal is final. The appeal must be submitted in writing within five school days of notification by the Chair of the Hearing Panel’s decision.

K. If a respondent is not found to have engaged in misconduct, the course instructor reserves the right to fail the respondent on the assignment and/or in the course if that is her/his judgment of the respondent's performance. In such a case the respondent may elect to withdraw from the course under guidelines set forth under the tuition adjustment policy. The date of the alleged misconduct will provide the reference date for action.

IV. Penalties

A. First Findings of Academic Misconduct: In the case of a student found for the first time to have engaged in misconduct:

   1. The student will, at a minimum, be put on disciplinary probation, in addition to other penalties, for one semester. Notation of such will go into a sealed letter in her/his file, to be removed only when the student has permanently left the College;

   2. In any significant assignment, the penalty will include a letter grade of failure for the course. Any assignment that constitutes 15 percent or more of the course grade is considered a significant assignment. If a student is assigned a letter grade of failure for a course, she or he may not drop the course, even if the penalty is applied prior to the deadline to drop a course without notation on the transcript;

   3. In assignments constituting less than 15 percent of the course grade, the penalty will include no credit or letter grade of failure for the assignment. The instructor reserves the right to fail the student in the course if that is his or her judgment of the student's performance.

   4. For purposes of setting a penalty, the credit associated with draft work is equal to the credit for the assignment, unless specified otherwise in advance of the due date.

B. Subsequent Findings of Academic Misconduct: In the case of subsequent findings of academic misconduct, previous findings of academic misconduct will only be considered during the penalty phase. A penalty more severe than for the first penalty, will be applied. Penalties include:

   1. Failure in the course rather than on the assignment for work constituting less than 15% of the course grade.
2. Disciplinary Probation status for a specified period, during which time any infraction of College regulations will automatically result in a more severe penalty.

3. Notation of the findings of academic misconduct in the student's conduct record.

4. Suspension: Termination of student status for a specified period of time. The student must remain off campus during the time of her/his suspension.

5. Permanent Separation from the College: Permanent termination of student status and exclusion from College premises, privileges, and activities. This action will be permanently recorded on the student's academic transcript.

Policy on Academic Accommodations for Reasons of Faith and Conscience

(From the ORSL website)

Overview

As Occidental College strives to provide a gifted and diverse group of students with a total educational experience of the highest quality, we recognize that the student body includes adherents of many faiths and students who passionately believe their ideology. As our student body becomes more diverse, it is increasingly important that we, as an inclusive community, make academic accommodations for students from a variety of religious, spiritual and cultural backgrounds and personal convictions.

Consistent with our commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, we will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days, and inform students that this is an option. Similarly, this policy should be honored with regard to co-curricular college events such as athletic contests, concerts, or outside lectures on identified days.

In particular, Occidental College affirms that:

- Faculty should provide course syllabi at the beginning of each term that specify dates of exams and due dates of assignments. Every effort should be made to avoid scheduling exams on religious and cultural holidays. (A calendar of religious holidays will be maintained on the Office for Religious and Spiritual Life).

- Faculty will make sure that work missed by a student because of an excused absence associated with reasons of faith and conscience can be made up by the student, and faculty will articulate clear guidelines as to how a student can make up the missed work.

- Students are permitted two days of excused absences per academic year for reasons of faith and conscience, as part of each faculty member’s attendance policy. These two days would include, but not be limited to, organized activities conducted under the auspices of a religious denomination, religious organization, cultural heritage, identity-based rallies or political affiliation. Examples are available on the ORSL website.

- Because religious holidays and most days of conscience are scheduled in advance, instructors have the right to insist, where feasible, that students complete the coursework prior to the anticipated absence in accordance with the course attendance policy.

- There will be times when holidays and days of conscience will fall early in the semester. When this occurs, students will make every effort to coordinate with their instructor and to contact ORSL or the
CDO as soon as reasonably possible to request an excused absence. In some rare cases, a faculty member, at his or her discretion, may need to make accommodations following the absence.

- Given the time limits inherent in completing end of semester assignments or making up a missed final exam, this procedure cannot be used during the final exam period. Students are expected to take final examination at the scheduled times and to complete end-of-semester work by the deadlines set by the instructor.

**Student Procedure**

(1) Students must coordinate their planned absence through either the Chief Diversity Officer, (CDO) or the Office for Religious and Spiritual Life (ORSL) as soon as possible. All requests for an authorized absence under this policy must be given to the CDO or ORSL in writing and must contain a concise explanation of how the requested absence is related to a reason of faith or conscience or be an organized activity conducted under the auspices of a religious denomination or religious organization. Requests made for an authorized absence after the event will not be allowed without compelling circumstances confirmed by the CDO or ORSL in consultation with the course instructors.

(2) The CDO or ORSL will provide the student with a document verifying the date of the approved absence. The student is solely responsible for ensuring that the documentation authorizing the absence is provided to each of their instructors, whose classes or assignments will be affected by the absence, no later than 7 days after receiving the approved absence.

(3) After an instructor is notified by the student of this approved absence, the instructor will determine what adjustments, if any, will need to be made to the student’s scheduled class work or assignments. The instructor shall inform the student of these adjustments within two instructional days of receiving the student’s notification.

(4) If the student’s desired absence is on a day when a test is scheduled or an assignment is due, the instructor may require that the student take the test or submit the assignment before or after the regularly assigned date. In such cases the faculty member will arrange for an appropriate location for the test.

(5) Regardless of an instructor’s class expectations or grading policies, under this policy the absence itself shall not directly impact a student’s grade. Absences excused by this policy are part of any absentee policy individual faculty may use in their courses. However, students are expected to make up or complete any coursework or assignments that have been adjusted by their instructor because of this absence.

(6) If a student fails to notify any of their instructors of an authorized absence, the instructor is not obligated to make any accommodations for the student’s absence or treat the absence as authorized under this policy.

In the past, some issues such as those raised in this statement have been successfully handled by informal discussions among students, faculty, and administrators, when necessary. Occidental recognizes that all political and social protests may not fall under the purview of this policy. We hope and expect that such accommodations will continue to be made in the future in cases where this policy may not apply.

Information about these holidays and the dates of their observance is available on ORSL website: https://www.oxy.edu/offic-religious-spiritual-life

**Responsible Offices:**

Office of the Vice President for Academic Affairs  
Office for Religious and Spiritual Life