A picture of a data sharing workshop from an evaluation.



# Part 1: Course Information

## Instructor Information

**Instructor:** Robin Lin Miller  
**Office:** 132 Psychology**Office Hours:** By appointment

**Office Telephone:** 517-432-0475  
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## Course Description

For evaluations to meet the aims of improving social programming and informing program and policy decisions, evaluators must communicate evaluation’s processes and findings effectively. In this course, we will cover principles of effective communication and reporting. Students will learn how to develop a communication plan, facilitate stakeholder meetings and workshops, generate actionable recommendations, display data, and present findings across multiple modalities.

**Course Site**

[https://D2L.msu.edu](https://angel.msu.edu)/

To address questions about technical aspects of D2L, call the MSU help line:

**1-800-500-1554 or (517) 355-2345**

Help is available 24 hours a day, 7 days a week.

## Textbook & Course Materials

### Required Texts

* Evergreen, S. D. H. (2018). *Presenting data effectively: Communicating your findings for maximum impact, 2nd edition*. Newbury Park, CA: Sage.
* Evergreen, S. D. H. (2020). *Effective data visualization: The right chart for the right data, 2nd edition*. Newbury Park, CA: Sage.

### Other readings are available electronically via the course pack, online, or via the library’s electronic journal collections and are noted in the weekly schedule in part 3 of this document.

## Course Requirements

1. A high-speed (broadband) internet connection
2. Computer manufactured within the last four years
3. Minimum screen resolution of 1024x768
4. Access to Desire2Learn.

## Course Structure

This course will be delivered entirely online through the course management system Desire2Learn. You will need your MSU NetID to login to the course from the Desire2Learn home page (http://D2L.msu.edu).

In Desire2Learn, you will access online lessons, course materials, and additional resources. Activities will consist of discussion forums, email, journaling, and web posting.

This course is built on a weekly framework**.** With the exception of the first module which opens early, the course materials will open at ***11:59 p.m. Eastern Time on Friday*** for the following week. Assignments may be completed and submitted at any time during the week they are due, however, ***all materials need to be posted by no later than 11:59 p.m. Eastern Time on the due date indicated in the course outline.*** For example, when a discussion or debate or web posting is assigned, your first post is typically due by 11:59 p.m. Eastern Time on the Tuesday of the relevant week. Weekly course folders will remain open throughout the semester.

## Technical Assistance

If you need technical assistance at any time during the course or to report a problem, you can:

1. Visit the [Distance Learning Services Support Site](https://lib.msu.edu/dls/)
2. Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/)

Making Contact with the Instructor

D2L has a Frequently Asked Questions discussion board. Please subscribe to the FAQ forum – you will get a notice whenever a new post is made. Students and instructors can respond to FAQ posts.

If you want to address me privately, email me via D2L. I will try to respond within 48 hours on **weekdays**, Monday through Friday, and by 5 p.m. Eastern Time on the Monday following a post made on the weekend**.** If travel, illness, or being in the field to do evaluation work is likely to affect my response times, I will notify all students through D2L. For example, I anticipate that during weeks where I have conference travel or all-day meetings out of town, I will be slower to respond than ordinary.

When you use email, USE D2L NOT MSU MAIL to contact me. Go to the “Communication” tab and choose “Compose”. Make sure you send it to me and put “885” in the subject line of your email.

Remember, if there is a technical problem with the online environment call the Help Desk at 1-800-500-1554 or (517) 355-2345. I recommend that you put these numbers in your cell phone or computer contact list just in case you cannot get into D2L.

**Learning Communities and “Netiquette”**Because our course is delivered entirely online and you will not have access to the ordinary social cues in face-to-face encounters to guide you in judging how others perceive you, writing in a respectful and civil manner is critical to our establishing a productive learning environment for everyone. It is also a core competency for an evaluator to develop! We are all responsible for creating an atmosphere of trust and respect and for thinking carefully about how easy it is for online communications to be misinterpreted. To see specific suggestions for online etiquette (often called Netiquette) read this posting by the American InterContinental University on etiquette for online students:

<http://www.aiuniv.edu/blog/january-2013/discussion-board-etiquette-for-online-students>

# Part 2: Course Objectives

## Learning Objectives

Upon completion of this course, you should be able to:

1. Identify relevant audiences for an evaluation’s findings
2. Create a basic communications and dissemination plan
3. Facilitate workshops to elicit stakeholder input and reflections on findings
4. Develop effective data displays
5. Present findings in diverse formats
6. Demonstrate familiarity with innovative methods for presenting evaluation findings

You will meet the objectives listed above through a combination of the following activities in this course:

1. Completing assigned readings.
2. Participating in online discussions, activities, and individual and small group projects.

Each unit of the course includes learning objectives, assigned readings, and narrated PowerPoint presentations. In addition, the units include a mixture of learning activities and practice assignments. For many of these activities, you will work with a real evaluation data set.

## Core Competencies

This course will support the development of the following core competencies for program evaluators:

1. Competency 1.1 – Acts ethically through evaluation practice that demonstrates integrity and respects people from different cultural backgrounds and indigenous groups.
2. Competency 2.8 – Involves stakeholders in designing, implementing, interpreting, and reporting evaluations as appropriate
3. Competency 2.13 – Interprets findings in context.
4. Competency 2.14 – Uses evidence and interpretations to draw conclusions, making judgements and recommendations when appropriate
5. Competency 3.3 – Describes the program, including its basic purpose, components, and its functioning in broader contexts.
6. Competency 3.5 – Communicates evaluation processes and results in timely, appropriate, and effective ways.
7. Competency 3.6 – Facilitates shared understanding of the program and its evaluation with stakeholders.
8. Competency 3.7 – Clarifies diverse perspectives, stakeholder interests, and cultural assumptions.
9. Competency 3.8 – Promotes evaluation use and influence in context.
10. Competency 4.5 – Coordinates and supervises evaluation processes and products.
11. Competency 5.6 – Communicates in meaningful ways that enhance the effectiveness of the evaluation.

# Part 3: Course Outline/Schedule

**Important Note:** Activities and assignments are explained in detail within each week's corresponding learning module. If you have any questions about readings or assignments, please contact your instructor via the discussion threads on readings and assignments. All assignments are due by 11:59 p.m. Eastern Time on the due date listed in D2L.

* + **Week 01: Communication to support evaluation influence**
  + Required reading:

Chapter 1 in Torres, R. T., Preskill, H., & Piontek, M. E. (2005). *Evaluation strategies for communicating and reporting, 2nd edition*. Newbury Park, CA: Sage. (Coursepack)

Preskill, H. (2008). Evaluation’s second act: A spotlight on learning. *American Journal of Evaluation, 29*, 127-138. (MSU library electronic journals)

* Activities:

ROLE reflection interviews

* **Week 02: Developing a communications plan**
  + Required reading:

Chapter 2 in Torres, R. T., Preskill, H., & Piontek, M. E. (2005). *Evaluation strategies for communicating and reporting, 2nd edition*. Newbury Park, CA: Sage. (Coursepack)

* Activities:

Audience assessment worksheet I

* **Week 03: Special issues in communicating**
  + Required reading:

Chapter 6 in Torres, R. T., Preskill, H., & Piontek, M. E. (2005). *Evaluation strategies for communicating and reporting, 2nd edition*. Newbury Park, CA: Sage. (Coursepack)

Miller, R. L. (2014). Credible evidence: Lessons from cognitive science. In S. Donaldson, C. A. Christie, and M. M. Mark, (Eds.), *Credible and actionable evidence: The foundation of rigorous and influential evaluations, 2nd edition,* (pp. 39-61),Thousand Oaks, CA: Sage. (Coursepack)

* Activities:

Audience assessment worksheet II and cultural awareness worksheet

* **Week 04: Working with stakeholders face-to-face**
* Required reading:

Catsambas, T. (2016). Facilitating evaluation to lead meaningful change. *New Directions for Evaluation,* 149, 19-42. (MSU library electronic journals)

Stevahn, L. & King, J. A. (2016). Facilitating interactive evaluation practice: Engaging stakeholders constructively. *New Directions for Evaluation,* 149, 67-80. (MSU library electronic journals)

Pankaj, V. & Emery, A. K. (2016). Data placemats: A facilitative technique designed to enhance stakeholder understanding of data. *New Directions for Evaluation,* 149, 81-93. (MSU library electronic journals)

* Activities:

Design an interactive exercise

* **Week 05: Designing virtual meetings** 
  + Required reading:

Torres, R. T. (2016). Planning and facilitating working sessions with evaluation stakeholders. *New Directions for Evaluation,* 149, 53-66. (MSU library electronic journals)

Zoumenu et al. (2015). Identifying best practices for an interactive webinar. *Journal of Family and Consumer Sciences, 107*(2), 62-69. (MSU library electronic journals)

[Feedback Workshop Checklist](https://www.wmich.edu/sites/default/files/attachments/u350/2014/feedbackworkshop.pdf)

* Activities:

Webinar participation and critique

* **Week 06: Data display I**
  + Readings:

Chapters 1-2 in Evergreen, S. D. H. (2018). *Presenting data effectively: Communicating your findings for maximum impact, 2nd edition*. Newbury Park, CA: Sage.

[Transforming Tables](http://annkemery.com/transforming-table/)

[Steps to Making Good Graphs](http://annkemery.com/home-visiting-dataviz-three-steps-to-making-a-good-graph-great/)

Chapters 1-3 and 6 in Evergreen, S. D. H. (2020). *Effective Data Visualization: The right chart for the right data, 2nd edition*)

* + Activities:

Exploring the same data in alternative displays

* **Week 07: Data display II**
  + Readings:

Chapters 3-5 in Evergreen, S. D. H. (2018). *Presenting data effectively: Communicating your findings for maximum impact, 2nd edition*. Newbury Park, CA: Sage.

Skim chapters 4-5, 8, and 10 in Evergreen, S. D. H. (2020). *Effective Data Visualization: The right chart for the right data, 2nd edition*)

[Infographics](http://annkemery.com/progression-of-an-infographic/)

[Tableau Dashboards](http://annkemery.com/seven-tips-for-formatting-tableau-dashboards/)

* + Activities:

Creating an infographic or a dashboard

* **Week 08: Designing presentations**
  + Readings:

Chapter 6 in Evergreen, S. D. H. (2018). *Presenting data effectively: Communicating your findings for maximum impact, 2nd edition*. Newbury Park, CA: Sage.

[Transforming Slides](http://annkemery.com/transform-your-slideshows-bullet-points-into-images/)

* + Activities:

Slide doctor

* **Week 09: Using Performance and Visual Arts** 
  + Readings:

Johnson, J., Hall, J., Greene, J., & Ahn, J. (2013) Exploring alternative approaches for presenting evaluation results American Journal of Evaluation 34, 486-503. (MSU library electronic journals)

* Activities:

Create a theatrical script, a multi-stanza poem, or a comic strip to communicate findings

* + **Week 10: Brief Communications**
  + Readings:

[Creating Handouts](http://annkemery.com/handouts-for-verbal-presentations/)

Chapter 11 in Evergreen, S. D. H. (2020). *Effective Data Visualization: The right chart for the right data, 2nd edition*)

Also check out the guidance on poster creation at:

[Better Posters](http://betterposters.blogspot.com/)

[Poster Advice from AEA](https://www.eval.org/p/cm/ld/&fid=457)

[Video on Poster Creation](https://www.youtube.com/watch?v=1RwJbhkCA58)

* Activities:

Develop social media messages, a blog post, or another brief communication (e.g., handouts, flyers, signboards, posters)

* **Week 11: Effective Writing and Editing for Evaluators**
  + Readings:

Davidson, J. (2014). How “beauty” can bring truth and justice to life. *New Directions for Evaluation,* 142, 31-43. (MSU library electronic journals)

Grob, G. F. (2004). Writing for impact. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 604-627). San Francisco: Jossey-Bass. (Coursepack)

Salita, J. T. (2015). Writing for lay audiences: A challenge for scientists. *Medical Writing, 24,* 183-189. (MSU library electronic journals)

* Activities:

Rewrite a technical methods section in lay English

* **Week 12: Evaluation Reports** 
  + Readings:

[Evaluation Report Checklist](https://wmich.edu/sites/default/files/attachments/u350/2018/eval-report-content-robertson-wingate.pdf)

[Annual Reports](http://annkemery.com/developing-annual-report/)

[Transforming Text-heavy Reports](http://annkemery.com/how-to-transform-a-text-heavy-report/)

Hendricks, M. & Papagiannis, M. (1990). Do’s and don’ts for offering effective recommendations. *Evaluation Practice, 11,* 121-125. (MSU library electronic journals)

Perrin, B. (2019). How to manage pressure to change reports: Should evaluators be above criticism? *American Journal of Evaluation, 40,* 354-375. (MSU library electronic journals)

* Activities:

Rate the quality of an evaluation report using a reporting checklist

* **Week 13: Policy Briefings**
  + Readings:

Grob, G. F. (2014). How to become an effective advocate without selling your soul. *American Journal of Evaluation, 35,* 391-397. (MSU library electronic journals)

Mohan, R. (2014). Evaluator advocacy: It’s all in a day’s work. *American Journal of Evaluation, 35,* 397-403. (MSU library electronic journals)

* Activities:

Review top evaluators' testimony before Congress at [C-Span](http://www.c-span.org/)

* **Week 14: Addressing the Media**
  + Readings:

Neil deGrasse Tyson: Anatomy of a soundbite

[Anatomy of a Soundbite](https://www.youtube.com/watch?v=lLT1xpbTvZw)

Better media interviews: 15 tips and resources.

[Better Media Interviews](http://www.dontgetcaught.biz/2015/05/better-media-interviews-15-tips-and.html)

* Activities:

Develop media talking points and a media preparation checklist

* **Week 15: Monitoring use**
  + Readings

Brandon, P. R., Smith, N. L., & Grob, G. F. (2012). Five years of HHS Home Health Care evaluations: Using evaluation to change national policy. *American Journal of Evaluation, 33,* 251-262. (MSU library electronic journals)

Campbell, R., Dorey, H., Naegeli, M., Grubstein, L. K., Bennett, K. K., Bonter, F……Davidson, W. S. (2004). An empowerment evaluation model for sexual assault programs: Empirical evidence of effectiveness. American Journal of Community Psychology, 34, 251-262. (MSU library electronic journals)

* Activities:

Devising a plan to monitor if and how your evaluation work is used

# Part 4: Our Course Case Study

Throughout this course, you will work with an evaluation dataset that was collected for a 2008 needs assessment commissioned by the HIV/AIDS Prevention and Intervention Section of Michigan’s Department of Community Health through its community planning body, the Michigan HIV/AIDS Council. The dataset was collected on one of Michigan’s highest risk populations for exposure to HIV at that time, young Black gay and bisexual men under the age of 25, with the purpose of helping the state set priorities for what kinds of programs to support and for strategic planning. The dataset includes quantitative and qualitative data collected from 180 young men who live all over the state, but mostly in the counties with the highest rates of HIV infection among Black men and young gay and bisexual men (Wayne, Ingham, Berrien, Kent, Washtenaw). The needs assessment was conducted using a participatory approach in which 6 young men from the target population were involved in all aspects of decision-making and reporting. The data cover topics such as family and peer relationships, church experiences, social support, health care and HIV testing experiences, condom attitudes, substance use, sexual behavior, and exposure to violence.

Although not every assignment will use these data, you will have several large assignments that do. You will also occasionally use the data to complete smaller in-class exercises. Because evaluators often work in teams, the larger assignments will be conducted in teams. You will be assigned to a different team for each assignment. Your team will have a discussion thread of its own to work on each assignment in advance of depositing it in the assignment’s Dropbox. **The extent to which each team member demonstrates substantive participation toward the assignment’s completion in the discussion thread will be considered in giving each team member a grade.**

The team assignments are described below:

Assignment 1: Creating a communication and reporting plan. With your partner(s) and the guidance provided in chapter 2 of the Torres et al. textbook, develop a communication and reporting plan for the needs assessment project that we are using as our case study. Be sure to specify each of the important audiences for reporting interim and final findings, the timing of these reports, the mode of these reports (e.g., workshops, reports, presentations), and your rationale for the choices you are making. Your assignments from weeks 2 and 3 may help your team debate on what should be in the plan, but the plan must not be a simple knitting together of your individual assignments. Instead, you should write a plan that would guide you as the evaluation team tasked with the needs assessment or as if you are proposing the plan to your client. You may select whether your plan is for the team’s internal guidance or is being proposed to the client. **Your plan is worth up to 50 points and is due at the close of Module 4.**

Assignment 2: Creating findings dissemination workshops. With your partner(s), design either a half-day face-to-face or 2-hour virtual data workshop for stakeholders to deliberate together on the findings from the needs assessment and assist you develop and refine recommendations. Be sure to identify which audience(s) or stakeholder(s) your workshop will include. Explain how you have accounted for each stakeholder group’s or audience’s unique needs and communication preferences in your workshop design. Address whether you are intending to deal with the scope of findings or a subset, and if the latter, what findings are the focus and why. Your plan should include a complete agenda and plan outlining the activities and discussions and how these will proceed. Fully script your instructions. The plan should be clear about how long each segment is intended to last. You should also design all handouts, materials, and slides required to conduct the workshop. **Your workshop plan is worth up to 50 points and is due at the close of Module 8.**

Assignment 3. Creating an oral summary of findings. With your partner(s), using the data and background material available for this assignment, develop an oral presentation of roughly 15 minutes on a set of key findings to present to the Michigan HIV/AIDS Council. You may use graphics and materials produced for prior assignments in your presentation if you wish. However, these should be revised in response to classmates’ and my feedback and the presentation must have the appearance of a unified and coherent design developed by a single evaluation team. Simply knitting together your prior individual assignments will result in a loss of points. Record each team member presenting part of the presentation using Zoom. Submit the presentation as PowerPoint slides or in another visual presentation format, such as Prezi, along with the audio narration or a video recording of the presentation. **Your presentation is worth up to 50 points and is due at end of Module 11.**

Assignment 4. Develop a written report on at least five key findings from the needs assessment. You may select among findings that were part of your team’s oral presentation if you wish. However, your presentation of these findings in the report must be solely your own work, including any visualizations or graphs that you include. The written report should include a cover, an executive summary of 1-2 pages, and a body of no more than 18 pages. The report must be accessible. Note that any information you include in the report that is based on the background **materials *must be rewritten in your own words***. If you must paraphrase or quote from material that I have given you, you ***must*** provide appropriate citations to those materials. You do not need to produce a technical appendix. **Your report is worth up to 100 points and is due after the end of Module 15.**

# Part 5: Grading Policy

## Graded Course Activities

Students may earn up to a total of 550 points in the course. Completion of each course module’s activities is worth a maximum of 20 points. The points in each module are earned through a combination of class activities and discussions.

### Late Work Policy

Late work will be graded per the grading rubric outlined for each assignment. Students will receive their earned grade MINUS two points for each 24-hour period after the assignment was due. That is, an assignment that would have earned 20 points if it had been turned in on time, would receive 18 points if it were turned in fewer than 24 hours late. This is equivalent to earning an A- rather than an A. All assignments are due on Eastern Time.

### Viewing Grades

Unless otherwise indicated by the instructor, you can expect grades for the assignments completed for each module to appear in the gradebook in D2L by Wednesday at 5 p.m. Eastern following the week that the assignments were due. The instructor will provide any individual feedback on assignments to you by email no later than Friday at 5 p.m. Eastern following the week that the assignments were due. If the instructor expects to be delayed in grading or providing feedback for any reason, she will contact students to make them aware of the delay.

## Grading Scale

Final grades are determined based on your mastery of the course materials and demonstration of the required skills. Each component of the course will contribute to the final grade, which will be determined by professional standards at the graduate level.

Grades will be assigned using the following grading scale:

|  |  |  |
| --- | --- | --- |
| Points Earned | Numeric Grade | Level of Mastery Demonstrated |
| 495 points and above | 4.0 | Well above expectation |
| 467-494 points | 3.5 | At expectation (average for graduate students) |
| 440-466 points | 3.0 | Below expectation (and passing) |
| 0-439 points | 2.5 | Failing |

# Part 6: Course Policies

## Participate

Students whose names do not appear on the official class list for this course may not participate in this class. Students who fail to log-in during the first two weeks will be dropped from the course.

You are expected to participate in all online activities as listed on the course calendar. If you miss more than three consecutive weeks of class, i.e., do not participate actively in class assignments or activities, and have not communicated the instructor to be excused from class, you will receive a failing grade of 0.0 in the course.

If you are going to be absent from class for a week (or more) and unable to complete an assignment on time, you must inform the instructor in advance to be formally excused and still receive credit for the assignment. You must provide the instructor with an explanation in writing at least 24 hours before the absence. Emails received later than this will not be honored; your assignment will not be accepted. Missed discussions will automatically earn a grade of 0 for that week and may not be made up.

If you have an emergency, the instructor must be contacted prior to the assignment due date to make alternative arrangements. Otherwise, you will receive a 0.0 for the missed assignment(s).

Participation in weekly online discussions and activities described in Desire2Learn will be used to monitor your course participation.

## Complete Assignments

All assignments for this course will be submitted electronically through Desire2Learn unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect your grade. Late assignments will result in the loss of two points for each 24 -hour period following the time and date on which they are due.

## Understand When You May Drop This Course

It is your responsibility to understand when you need to consider un-enrolling from a course. Refer to the [Michigan State University Office of the Registrar](http://www.reg.msu.edu/) for important dates and deadlines.

### Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is listed in the MSU Academic Calendar. The last day to drop this course with no refund and no grade reported is also listed in the MSU Academic Calendar. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

## Inform Your Instructor of Any Accommodations Needed

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. If you have a documented disability and verification from the [Resource Center for Persons with Disabilities](https://www.rcpd.msu.edu/) (RCPD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to RCPD and meet with an RCPD specialist to request special accommodation before classes start. Accommodations are not made retrospectively.

Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to the instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.

RCPD may be contacted by phone at (517) 884-7273 (884-RCPD), or [via their website](https://www.rcpd.msu.edu/) (<http://www.rcpd.msu.edu>). RCPD is located in 120 Bessey Hall, near the center of the Michigan State University campus, on the southwest corner of Farm Lane and Auditorium Road.

## Commit to Integrity

### Academic Honesty

Article 2.3.3 of the [Academic Freedom Report](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](http://splife.studentlife.msu.edu/) and/or the [MSU Web site](http://www.msu.edu/): [www.msu.edu](http://www.msu.edu).)

Academic integrity is a minimal expectation of this course. Academic dishonesty in any form will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, and submitting work of another person. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Affairs and a grade of 0.0 may be issued for the course.

Lectures and other course materials must remain the property of the Department of Psychology and must not be copied from the internet for distribution to anyone who is not registered for this course. Online discussions and exercises are confidential and should not be discussed with others who are not enrolled in the class.

It is important for each course participant to express his/her ideas. All ideas need to be respected in discussions and exercises. Any “group projects” that are required, still require individual work as a minimal expectation.

### Plagiarism

Plagiarism means taking credit for someone else’s work or ideas, submitting a piece of work (for example, a paper, assignment, discussion post) which in part or in whole is not entirely your own work, and without fully and accurately attributing the source. This includes information taken from the Internet. It also includes citing your own prior work for this or other courses.

Unless authorized by the instructor, you are expected to do your own, original work on each assignment in each class. If you recycle your own course work from one class to another, you may face an allegation of academic dishonesty. If your instructor believes you have committed an act of plagiarism, he/she may take appropriate action, which includes the issuing of a “penalty grade” for academic dishonesty. [Article 11](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university/article-11-definitions) of the Academic Freedom Report for Students at Michigan State University, or the “AFR,” defines a penalty grade as “a grade assigned by an instructor who believes a student to have committed academic dishonesty.” A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course.

For examples of what constitutes plagiarism, see:

* [Indiana University Writing Tutorial Services](https://wts.indiana.edu/writing-guides/plagiarism.html)
* [Purdue Online Writing Lab](http://owl.english.purdue.edu/owl/resource/589/01/)
* [University of Alberta Guide to Plagiarism](https://www.ualberta.ca/current-students/academic-resources/academic-integrity/plagiarism.html)

The instructor reserves the right to make changes to the syllabus during the semester. Changes will be announced in the course announcement area.