UNIVERSITY OF SOUTH DAKOTA  
COLLEGE OF ARTS AND SCIENCES  
SPRING 2019 COURSE SYLLABUS

POLS/CJUS 433/533 – CRIMINAL PROCEDURE, 3 CREDIT HOURS - ONLINE

COURSE DURATION – JANUARY 7 – MAY 3
LAST DAY TO DROP CLASSES WITH A REFUND – JANUARY 16
LAST DAY TO DROP FULL TERM CLASSES WITH A "WD" – APRIL 1

SYLLABUS

Catalog Description:

Constitutional analysis of the criminal procedures, focusing primarily on the fourth, fifth, and sixth amendments, respectively, the right to be free from unreasonable search and seizure, the privilege against self-incrimination, and the right to counsel. Examines the need to protect individual defendants from abuse at the hands of the state while enhancing law enforcement efficiency.

I. Instructor:

Joshua Houy, Esq., Ph.D. Candidate

(605) 721-3882 (I will, by appointment only, be happy to schedule telephonic meetings with students. If you would like to schedule such an interview, please just email me and we can work to find a mutually agreeable time to visit.) **If you email me, I will get back to you within 48 hours unless I have an emergency.**

Joshua.Houy@usd.edu (I do not hold office hours; however, if a student wishes to visit with me, I will make every effort to visit with that student as soon as possible – you deserve nothing less). Please note that, according to Board of Regents policy, if you email me, you must do so from your university-issued account. Students must use their university-issued email to be informed about their courses, related campus communications, and how to access and complete the IDEA course evaluation at the end of the term.

Instructional Methods: This course is delivered online via Desire2Learn (D2L) (http://d2l.sdbor.edu). Through D2L, you will be able to access the discussion forum, grades, examinations and everything else you need for this course. Although this is an online course, it is not a self-paced course. Instead, you will be required to complete a number of bi-weekly discussion forum posts as described in detail in subsequent sections of this syllabus.
**Prerequisites:** There are no prerequisites for this course; however, the following information should be kept in mind:

Because USD is one of six Regental institutions, general education follows SD Board of Regents policy. Incoming freshmen must complete 30 credit hours of System General Education Requirements in their first 64 credit hours. The following 18 (21 recommended) of the System General Education Requirements must be completed in the first 48 hours.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Course Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Composition (Goal #1)</td>
</tr>
<tr>
<td>3</td>
<td>Oral Communication (Goal #2)</td>
</tr>
<tr>
<td>3</td>
<td>Social Science (Goal #3)</td>
</tr>
<tr>
<td>3</td>
<td>Humanities and Fine Arts (Goal #4)</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics (Goal #5)</td>
</tr>
<tr>
<td>3</td>
<td>Natural Science (Goal #6)*</td>
</tr>
</tbody>
</table>

*6 hours recommended

Transfer students with more than 18 credit hours entering from outside the Regental system must complete the above specified 18 credit hours of general education within the first 30 hours taken at a Regental institution.

II. **The required text for this course is:**

Joel Samaha

Criminal Procedure

1305263332 | 9781305263338

9th Edition – no other edition will do

Additionally, students are encouraged to stay abreast of criminal procedure issues as presented in the media.

**Technology skills – Internet:** It is expected that each student will have access to the Internet, email and Microsoft Word or Word Perfect. If this is an area of concern for you, please see me as early as possible in the semester. Moreover, USD has established minimum technological requirements for participation in online courses. You learn more about these requirements in the “Technology Support and Requirements” section in the CDE Online Orientation document available at [http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf](http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf). This document also contains important information which pertains to registration information, as well as other university services and policies.
If you require technical assistance with Desire2Learn, please submit a request online to the ITS Help Desk, or contact them at 605-658-6000 or 877-225-0027.

III. Attendance:

Attendance is measured by your successful and timely completion of course assignments. If you fail to make the required number of posts for a posting period, I will treat you as absent for that time span. I reserve the right to facilitate an instructor-initiated drop (that is, the right to dismiss you from the course). As mentioned elsewhere in this syllabus, late discussion postings will not be counted for credit. It is, therefore, critical for your success in class to complete your assignments in a timely manner. If you have any immediate questions about this topic, please see me.

Withdrawal: If you wish to withdraw prior to the last day of the enrollment period you must contact the Continuing Education office by phone (800-233-7937) or in writing (cde@usd.edu).

IV. Preparation Policy:

Every student will be expected to be adequately prepared for each week of class. Class preparedness is demonstrated by discussion forum posts responsive to the guidelines set forth in this syllabus. In other words, being “prepared” means that you have read the materials assigned and have studied such materials to the point where you are able to discuss them with the clarity and intelligence expected of a University of South Dakota student.

V. Make-up policy:

Except in the case of a documented emergency, or an absence caused by a university-sponsored activity, no late submissions will be accepted. The burden of proof regarding the reason for the late submission rests with the student.

VI. Academic Integrity

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

VII. Classroom Decorum:

All students are expected to behave in a professional manner. This means, in the discussion forum posts, no foul language and no name-calling.

VIII. Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

IX. Disability Accommodation:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilitieservices@usd.edu

X. Course Goals: We will work to meet the following goals and learning outcomes by utilizing the textbook, learning from outside sources and discussing the questions and issues that arise:
Board of Regents Goal 3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Student Learning Outcomes: As a result of taking this course, students will be able to:

1. Identify and explain basic concepts, terminology and theories of criminal justice from different spatial, temporal, cultural and/or institutional contexts.
2. Apply selected social science concepts and theories to contemporary issues;
3. Identify and explain the social or aesthetic values of different cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of the following:

4. The origin and evolution of human institutions;
5. The allocation of human or natural resources within societies;
6. The impact of diverse philosophical, ethical or religious views.

The above enumerated learning outcomes will be satisfied as follows:

1. Outcome One: Identify and explain basic concepts, terminology and theories of political science from different spatial, temporal, cultural and/or institutional contexts. Through examinations and discussion forum posts, students are required to demonstrate knowledge of the basic concepts, terminology and theories attendant with Criminal Procedure. Through these same means, students will be required to discuss the basic concepts, terminology and theories implicated by Criminal Procedure, with comparative references to different spatial, temporal, cultural and/or institutional contexts. As an example, students will be asked to employ the comparative method to identify and explain the similarities and variance of a concept, such as justifications for searches, in various settings which possess different cultural norms and institutional features.
2. Outcome Two: Apply selected social science concepts and theories to contemporary issues. Through examinations and discussion forum posts, students are required to apply selected social science concepts and theories to contemporary issues. As an example, the students will be asked to assess policy outcomes related to efforts to thwart terrorism by way of search and seizure.
3. Outcome Three: Identify and explain the social or aesthetic values of different cultures. Through examinations and discussion forum posts, students are required to identify and explain the social or aesthetic values of different cultures. As an example, the students will be asked to identify and describe various rationales behind constitutional design.
4. Outcome Four: Gain knowledge of the origin and evolution of human institutions. Through examinations and discussion forum posts, students are required to demonstrate knowledge of the origin and evolution of various eras of judicial policy, such as the development of due process revolution as exhibited by the United States Supreme Court.
5. Outcome Five: Gain knowledge of the allocation of human or natural resources within societies. Through examinations and discussion forum posts, students are required to demonstrate knowledge of the allocation of human or natural resources within societies. As an example, students will be asked to demonstrate various public expenditures, such
as surveillance tools for law enforcement, and assess the impact of such expenditures on “who gets what, when, why?”

6. Outcome Six: *Gain knowledge of the impact of diverse philosophical, ethical or religious views*. Through examinations and discussion forum posts, students are required to demonstrate knowledge of the impact of diverse philosophical, ethical or religious views. As an example, students will be called upon to demonstrate the philosophical beliefs which underline arguments for and against the modern surveillance state.

Moreover, the following student learning outcomes will be accomplished by the assessments as described below:

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incorporate research into writing.</td>
<td>Discussion forums.</td>
</tr>
<tr>
<td>2. Identify and discuss the importance of critical thinking.</td>
<td>Reading about and then discussing <em>The Lantern</em>.</td>
</tr>
<tr>
<td>3. Write in accordance with a deadline</td>
<td>Discussion forum.</td>
</tr>
<tr>
<td>4. Enhance social science/legal vocabulary</td>
<td>Examinations.</td>
</tr>
<tr>
<td>5. Communicate professionally within a learning community</td>
<td>Discussion forum.</td>
</tr>
<tr>
<td>6. Identify the majority view in the legal profession as to what is the proper interpretation of selected Constitutional Amendments.</td>
<td>Examinations.</td>
</tr>
<tr>
<td>7. Discuss the interpretation of primary social science documents such as the Constitution.</td>
<td>Examinations.</td>
</tr>
<tr>
<td>8. Assess the reach of various rights by review of their applications to various scenarios.</td>
<td>Examinations.</td>
</tr>
<tr>
<td>10. Review and discuss accounts of the need for and reach of the right to counsel.</td>
<td>Discussion forum.</td>
</tr>
<tr>
<td>11. Review, analyze and discuss leading scholarly work</td>
<td>Discussion forum.</td>
</tr>
<tr>
<td>12. Review and discuss accounts of unintended consequences</td>
<td>Discussion forum.</td>
</tr>
<tr>
<td></td>
<td>Review, analyze and discuss application of police chases.</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>14.</td>
<td>Explain the possible scope of government power with reference to self-incrimination</td>
</tr>
<tr>
<td>15.</td>
<td>Explain various philosophies as they relate to the role of state coercion.</td>
</tr>
<tr>
<td>16.</td>
<td>Identify and discuss political conflict in the context of torture</td>
</tr>
<tr>
<td>17.</td>
<td>Identify and discuss leading conception of Constitutional construction.</td>
</tr>
<tr>
<td>18.</td>
<td>Students will write using standard American English, including correct punctuation, grammar, and sentence structure.</td>
</tr>
<tr>
<td>22.</td>
<td>Increased awareness of false confessions and polygraphs</td>
</tr>
<tr>
<td>23.</td>
<td>Increased awareness of racial disparities and the 5th Amendment.</td>
</tr>
<tr>
<td>24.</td>
<td>Increased awareness of the reliability of eyewitness testimony</td>
</tr>
<tr>
<td>25.</td>
<td>Increased awareness of domestic surveillance</td>
</tr>
<tr>
<td>26.</td>
<td>Increased awareness of intra-agency conflicts.</td>
</tr>
<tr>
<td>27.</td>
<td>Increased awareness of stop and frisk procedures.</td>
</tr>
<tr>
<td>28.</td>
<td>Practice briefing a case</td>
</tr>
<tr>
<td>29.</td>
<td>Enhanced awareness of civil asset forfeiture</td>
</tr>
</tbody>
</table>
30 Enhanced awareness of the Black Lives Matter movement
Discussion five.

31. Increased awareness of the civil asset forfeiture process
Discussion five.

32. Increased awareness of indefinite attention procedure.
Module nine.

33. Increased awareness of alleged government cover-ups related to criminal procedure.
Module four.

34. Enhanced awareness of police interrogation techniques
Module five.

XI. Grading

The final grade will be based on your performance in the discussion forum posts, which accounts for 20% of your final grade as well as your performance on the midterm examination which is 40% of your grade and a final examination which is also 40% of your grade. After I issue the examinations in the dates provided in the syllabus (or sooner), you will have, at the very least, approximately one month to complete the exam and return in to me in on the date named in the syllabus. As will be noted on the examinations, the examinations are open book in nature and absolutely no collaboration is permitted. Further and important details regarding the discussion forum posts and examinations are presented below.

Course Grading:

- Discussion forum participation: 20 points
- Midterm Examination: 40 points
- Final Examination: 40 points

Graduate Students only: You are to complete a literature review due no later than the date of the final examination. This project is worth 100 points or half your grade. The USD Library can assist you in finding sources and the online writing center may of assistance as well:

https://d2l.sdbor.edu/d2l/home/208612
http://www.usd.edu/library

In addition to these resources, the following links are important – please study them carefully:

1 Several times a semester I am asked if I will offer extra credit opportunities – I do not.

2 Note each discussion forum is worth approximately 3.33% of your final grade
A literature review is something which every graduate student should have experience with, every thesis/dissertation requires one and most journals in scholarly publications include one. The topic needs to be a topic normally considered to be part of the study of criminal procedure.

I am happy to supply you with a topic, however, you are better off choosing a topic of particular interest to you. The hope is that, at least, in part, the literature review you complete for this course is something that you may use to publish your own work. The literature review is due by May 1st midnight time, you may email it to me.

Here is a grading rubric for the graduate students:

<table>
<thead>
<tr>
<th></th>
<th>Marginal - C</th>
<th>Satisfactory - B</th>
<th>Outstanding - A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sources</strong></td>
<td>Fewer than six sources from peer-reviewed scholarly journals</td>
<td>Six to 9 sources from peer-reviewed scholarly journals</td>
<td>Ten or more sources from peer-reviewed scholarly journals</td>
</tr>
<tr>
<td><strong>Source quality</strong></td>
<td>Over-reliance on low quality journals and/or sources that are exceptionally brief or not clearly relevant.</td>
<td>Includes primary research article and/or articles from well-respected journals in the field.</td>
<td>Includes a variety of sources from high quality journals. Includes sources with cover divergent points of view3.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>No clear organization or organizational plan inconsistent.</td>
<td>Well organized with organizational plan obvious throughout.</td>
<td>Organization pattern demonstrates understanding of prior literature</td>
</tr>
</tbody>
</table>

33 Too many students present one-sided literature reviews. This is not a review of the literature you agree with; this is a review of the leading literature on the subject. As the linked to examples demonstrate, I would like to see where the literature converges and diverges. Please do not conduct a literature review which discusses one author, then another author and then another author, etc. Instead, please attempt to synthesize the literature: http://liberalarts.iupui.edu/uwc/uploads/docs/Lit+Review+weaver-1.pdf
<table>
<thead>
<tr>
<th>Connection to Defined problem area</th>
<th>Mismatch between problem area defined and the selection of articles/sources.</th>
<th>Apparent match between problem area defined and selection of articles/sources, although perhaps not clearly articulated.</th>
<th>Shows thorough understanding of the relationship of the sources selected to the problem area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis/Summary</td>
<td>Lacks summary or any synthesis of the information, leaving each article as a stand alone piece and/or misinterprets the information and makes statements unsupported by the literature.</td>
<td>Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.</td>
<td>Summarizes and shows insightful synthesis of the literature information, including analysis of gaps in and/or limitations of the research.</td>
</tr>
<tr>
<td>Style</td>
<td>Contains spelling or grammatical errors, does not follow APA style, lacks or sues quotations and/or citations ineffectively or inappropriately, lack of transitions.</td>
<td>Contains no spelling or grammatical errors, follows APA style, uses quotations and citations appropriately, transitions included.</td>
<td>Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows APA style, uses quotations and citations to enhance</td>
</tr>
<tr>
<td>Page length</td>
<td>Less than 10 or more than 20 pages including cover page, works cited page</td>
<td>10-15 pages including cover page, works cited page</td>
<td>15-20 pages including cover page, works cited page</td>
</tr>
</tbody>
</table>

For graduate students, the total course points available is 2000, the literature review counted as 100 points and the other 100 points are counted in the same manner as it is for the undergraduate students.
When do you get your grades for your examinations? I strive to grade all examinations and discussion forum post assignments within 10 days of the due date, sometimes far earlier.

What are the examinations like? They are largely fill in the blank and multiple choice questions. While open book, it is critically important that you stay abreast of the assigned readings where the questions will be drawn from. Many of the questions will be challenging. Examinations are open book and each student will have to affirm that they took the examination without resort to any outside assistance other than the textbook. Make sure to read all the directions, sign the honor code statement, save it and turn it in on time via dropbox – **late examinations will not be accepted.** The exams will be disseminated to you, at the very latest, a month in advance of the due date via the course “news” section. Once you get the exam, I suggest you carefully review the questions and then read all the assigned readings over again. Those who turn their exams in early, tend to perform much better on the exams. In sharp contrast, those who tend to turn the exams on the due date tend to have lower scores than those who turned their exams in early. **Please note that the format of your exams challenges you to look up and analyze information and point to page numbers. This can be tedious, but is also the exact skill set lawyers use** – countless times I have had to look up information, often information I already know, and provide a judge with my source, including a page number. I want you to think like a lawyer, even if you do not wish to be one. The best way to think like a lawyer is to engage in the activities lawyers engage in. Read and consider the questions carefully as some require careful and critical thinking. Some test questions, which will be clearly identified, will be sourced from the articles/videos we consume in class. In the unlikely event that a video is no longer available, you may skip any examination question which references that video.

Library Resources:

As a student of The University of South Dakota, tremendous library resources (online journal databases, ebooks, newspaper access, citation help, etc.) are available. If travel to the campus is not feasible, you can access the library through the University’s website. Go to: [www.usd.edu/library](http://www.usd.edu/library). To use any of the materials listed on the site, you can log in using your myU username and password. If you need help with your myU login credentials, please contact the USD Help Center Desk at helpdesk@usd.edu, Phone: (605) 868-8940 or 605.677.5028. If you need assistance locating information or using the library’s resources, please contact the library at library@usd.edu, Phone: (605) 677-6085, or SMS (text) to (605) 868-8940.

Discussion Forum Participation:

Participation that generates meaningful class discussion will be positively reflected in your final grade. Ideal class participation is exemplified by a student who consistently a) plays an active role in discussions b) makes comments that reflect familiarity with the assigned readings, and c) responds to peer comments and makes substantive contributions to the discussion. It should be noted that student participation is measured both qualitatively and quantitatively; however, frequent participation which does not reflect familiarity with the assigned readings or relate closely to the substantive issues attendant with the study of Criminal Procedure will be
negatively reflected in your grade as will any comments which personally attack another member of the class.

Biweekly, five questions will be posed to the students. You will have two weeks to respond to each of these five questions. Your first response for the week should answer each of the questions posed in separate paragraphs. That is, you will be expected to write five short paragraphs in which you answer the five questions. Good grammar and reference to the text, where appropriate, is expected. Notice will be taken of those who make their initial post early in the week (posts early in the week are favored). In addition to your initial post of the week, you are expected to make 3 additional posts which provide a meaningful and respectful reply to one of the posts made by your classmates. A simple, “I agree with what Joey said” will not suffice. Instead, you are expected, to take the example of Joey, to state why you agree or disagree with Joey or what questions or insights were generated within you after reading Joey’s post. **I will be monitoring your discussion posts.** I will also provide you with regular feedback on your posts and may “jump in” from time to time to ask questions, make comments or direct you to resources which may be of interest. Several times in the semester, I will let you know how you are doing with your discussion forum posts. For example, within the first ten days of your initial discussion forum posts, I will let you know your grade for your initial discussion forum posts. Moreover, throughout the semester, I will send individual assessments of your postings which, if needed, will include suggestions to improve your posting grade. Above all else, please put your best foot forward when making discussion forum posts. I want you to do well, but, if you do not do your best, you likely will not do well. If you seek a good grade, you need to closely adhere to the guidelines and deadlines set forth in this syllabus. These guidelines include the grading criterion for discussion forum posts:

**Discussion Forum Criterion**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restatement of each question</td>
<td>Must have or zero points for the entire discussion</td>
<td></td>
</tr>
<tr>
<td>Substantive Content</td>
<td>Must have or points will be reduced at my discretion</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td>Must have or points will be reduced at my discretion</td>
<td></td>
</tr>
<tr>
<td>Civility</td>
<td>Must have or zero points for</td>
<td></td>
</tr>
</tbody>
</table>
1. **Restatement of each question**: In your initial post for each posting period, please restate the questions posed in the order in which they are posed. *You may copy with “control c” and paste by using “control v”*

2. **Substantive Content**: It is hoped that, at least, some of your posts will take into account alternative points of view. That is, if there is an obvious split of opinion on an issue, I will check to see if you take multiple points of view into account. For example, if you are asked: “Should law enforcement lie to suspects?,” a good answer might note, on the one hand, some of the benefits of lying to suspects and cite outcomes related thereto and, on the other hand, some of the arguments which are made against lying to suspects and examples related thereto. Assigned readings or readings from other approved sources should be meaningfully discussed in, at least, some of your posts. In your postings, you should demonstrate an understanding of the course materials and, where applicable, cite facts and figures to support the points you advance.

4. **Style**: Good grammar should be used and sentences should make sense. Your postings should also have a strong voice and be interesting to read (no points will be taken off for any viewpoint expressed).

5. **Civility**: While you are welcome to challenge any point of view expressed, please do so in a respectful way. This means no swearing or name-calling.

6. **Number of posts and timeliness of posts**: As mentioned, in addition to your initial post of the posting period, you are expected to make 3 additional posts which provide a meaningful and respectful reply to one of the posts made by your classmates. A simple, “I agree with what Joey said” will not suffice. Instead, you are expected, to take the example of Joey, to state why you agree or disagree with Joey or what questions or insights were generated within you after reading Joey’s post. Please remember, your first response for the posting period should answer each of the questions posed in separate paragraphs. That is, you will be expected to write five short paragraphs in which you answer the five questions. Please also keep in mind the schedule for posting as listed in this syllabus. **No late posts will be counted for credit.** Those who make their posts early in the posting period, will be looked upon favorably – if everyone waits to post until near the conclusion of the posting period, the quality of the discussions will suffer.

   I will be monitoring your discussion posts. I will also provide you with regular feedback on your posts and may “jump in” from time to time to ask questions, make comments or direct you to resources which may be of interest. Several times in the semester, I will let you know how you are doing with your discussion forum posts. For example, within the first ten days of your initial discussion forum posts, I will let you know your grade for your initial discussion forum posts. Moreover, throughout the semester, I will send individual assessments of your postings which, if needed, will include suggestions to improve your posting grade. **If, at any time, you have questions about the course, all you have to do is email me!**
The bi-weekly discussion posts will “close” (typically) by 11:59pm Central Time on the days designated by the syllabus. Any posts must be made by that time, unless I note otherwise. Bi-weekly discussion posts generally will “open” on 11:59pm Central Time on the dates indicated in the syllabus. As such, you generally will have nearly two weeks to make your 4 postings.

Grade Distribution:

A  90-100%  Superior, outstanding work
B  80-89%  Excellent, high quality work
C  70-79%  Average, satisfactory work
D  60-69%  Below average, passing work
F  below 60%  Failing

XII. Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

XIII. USD Campus Resources

The following departments provide confidential services to enrolled USD students:

Student Counseling Center - Cook House
Phone: 605-677-5777
Email: scc@usd.edu
http://usd.edu/scc

Psychological Services Center
South Dakota Union, Room 112
Phone: 605-677-5354
Email: psc@usd.edu
http://usd.edu/psc

Counseling & School Psychological Services Center
Delzell Education Center, Room 20
Phone: 605-677-5250
Email: cspcs@usd.edu
http://usd.edu/cspsc
Victim Advocacy Services  
Phone: 605-677-5777  *(Cook House office number)*  
http://www.usd.edu/student-life/scc/victim-advocacy

Student Legal Aid  
Muenster University Center, Room 143  
Tuesdays & Wednesdays 11:30 am – 2pm  
Phone: 605-677-6845  *(Student Government Association office number)*

The following offices are *not confidential* campus resources, but can assist with *interim* measures (such as modifying class schedules, housing assignments, no-contact orders, etc.)

Title IX Office / Equal Opportunity  
Slagle Hall, Room 205  
Phone: 605-677-5651  
Email: equalopp@usd.edu

Vice President & Dean of Students  
Muenster University Center 218  
Phone: 605-677-5331  
Email: deanofstudents@usd.edu

**Reporting Information:**

Title IX Office / Equal Opportunity  
Slagle Hall, Room 205  
Phone: 605-677-5651  
Email: equalopp@usd.edu

Vice President & Dean of Students  
Muenster University Center  
Phone: 605-677-5331  
Email: deanofstudents@usd.edu

University Police Department  
Davidson Building  
Phone: 605-677-5342  
Email: pubsafe@usd.edu
Report a Crime  
http://www.usd.edu/administration/university-police/report-a-crime

Vermillion Police Department  
15 Washington Street  
Phone: 605-677-7070  
Email: info@vermillionpd.org

**Off-Campus Resources and Reporting Options:**

<table>
<thead>
<tr>
<th>The following off campus resources provide confidential services:</th>
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</table>
| Sanford Vermillion – Hospital & Clinic  
20 South Plum Street  
Clinic Phone: 605-624-9111  
Hospital Phone: 605-624-2611  
Domestic Violence – Safe Options Services  
Local Sexual Assault Advocate  
Phone: 605-624-5311  
Email: dvsosdirector@qwestoffice.net |
| Lewis & Clark Behavioral Health Services  
28 East Cherry Street  
Phone: 605-624-9148 |
| South Dakota Domestic Violence Hotline  
Phone: 1-800-430-SAFE (7233) |

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**XIV. Tentative Course Schedule:**

**JANUARY 7**

First day to access D2L course homepage

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**JANUARY 11**
By 11:59pm central time please post an introduction for yourself in the discussion forum.

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**JANUARY 25**

**Readings:** Chapters one and two.

Discussion One. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

Midterm will be posted in the “news” section of the course

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**FEBRUARY 8**

**Readings:** Chapters three and four.

Discussion Two. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

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**FEBRUARY 22**

**Readings:** Chapters five and six. Discussion Three. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

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**MARCH 8**

Midterm due by 11:59pm central time. **Please turn it into the course dropbox – click “assessments” and then select “dropbox” from the menu.**
MARCH 22

Readings: Chapters seven and eight.

Discussion Four. By (11:59pm central time) – Make all of your postings for the discussion board (as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates). Please try to make as many posts as early as possible.

Final will be posted in the “news” section of the course- probably by October 13

APRIL 5

Readings: Chapters nine and ten.

Discussion Five. By (11:59pm central time) – Make all of your postings for the discussion board (as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates). Please try to make as many posts as early as possible.

APRIL 19

Readings: Chapters eleven, twelve, thirteen and fourteen.

Discussion Six. By (11:59pm central time) – Make all of your postings for the discussion board (as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates). Please try to make as many posts as early as possible.

APRIL 26

Final due by 11:59pm central time. Please turn it into the course dropbox – click “assessments” and then select “dropbox” from the menu. No late submissions will be accepted!