Course Description

Engages students in exploring and understanding different ways of knowing through activities, readings, and discussion in four breadth areas. Students strengthen skills in reflective and critical thinking, written and oral communication, problem-solving, information literacy, and research writing as they explore knowledge and values in the interdisciplinary context of the liberal arts. Students apply new and experiential knowledge in everyday life as they learn to examine multiple points of view and evaluate sources.

This is a fully online, eight-week course. We will not meet face-to-face at any time.

Course Prerequisites

None

Course Objectives

Upon successful completion of this course, students will:

• Demonstrate autobiographical reflection on one’s formal and informal learning experiences and their impact on current learning and growth.

• Demonstrate different ways of thinking and knowing within each of four breadth areas by applying the skills and knowledge required by each.

• Discuss each of the four breadth areas, giving examples of the role and impact of each in one’s individual life and the place of each breadth area within the larger society.

• Demonstrate critical thinking in being able to examine one’s own values, perspectives, and attitudes, and those of others.

• Analyze the strengths one is bringing to a liberal arts education and the challenges for learning and growth.

• Demonstrate growth in oral and written communication.

• Demonstrate the knowledge and skills of information literacy by developing a clear and focused research question, conducting a search for relevant scholarly articles by using Ottawa’s online databases and other relevant library and/or online resources, evaluating sources, gathering information, taking notes without plagiarizing, and accurately citing sources.

• Integrate source material into a cohesive and properly documented research paper.
**Required Text**


**Course Assignment Descriptions**

You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the **Course Materials** section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

**Discussion contributions (160 points)**

(3 postings per week @ 20 points per week)

**Initial Substantive Posts**: Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

**Required Replies**: You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

**Posting Guidelines**: Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

(Please review the **Policies** section of Blackboard for further details.)

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
</table>
| **Readings** | • Review the weekly lesson, videos and readings provided in the course.  
• A Writer's Reference: Planning, Drafting, Revising, and Writing Paragraphs, pp. 3-45. Review these guidelines for composing and revising papers and note areas that may need further attention to strengthen your writing. Pages |

Jun-13
23-27 give examples of instructor comments and strategies to revise according to those comments. Note the comment by Hacker and Sommers (2011), “Remember not to take criticism personally. Your readers are responding to your essay, not to you” (p. 23).

<table>
<thead>
<tr>
<th>Discussion</th>
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<tbody>
<tr>
<td>• Initial post to each prompt due by midnight, CT on Wednesday</td>
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<tr>
<td>• At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informal Assessment</strong></td>
</tr>
<tr>
<td>Work through the following assessments and reflect on the analysis of your strengths as identified in each assessment. Refer to the results and their meaning within your essay.</td>
</tr>
<tr>
<td>• Assessment of Multiple Intelligences <a href="http://www.literacyworks.org/mi/assessment/findyourstrengths.html">http://www.literacyworks.org/mi/assessment/findyourstrengths.html</a></td>
</tr>
<tr>
<td>• Description of Gardner's eight Intelligences and famous examples <a href="http://www.uvu.edu/learningstrategies/styles/multiple.html">http://www.uvu.edu/learningstrategies/styles/multiple.html</a></td>
</tr>
<tr>
<td>• Jung Typology Test <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a></td>
</tr>
</tbody>
</table>

**Learning Autobiography (LAB #1): Formal and Informal Educational Experiences**

This essay will focus on your past formal and informal educational experiences. Before writing the essay, read the excerpts from Alice Walker: A Life. You will be expected to include explicit references to Alice Walker's biography as they relate to your personal learning experiences. You will also be expected to reflect on your multiple intelligences and typology as they relate to your learning and the journey you have begun at Ottawa. Use the template provided in the weekly materials for the format of the paper and further guidelines on the content.

**The formatting requirements for the paper are as follows:**

• Cover Page

• Page numbers in the upper right corner of each page and running headers

• APA citations and Reference Page for Alice Walker: A Life

• At least 6 pages in length, not counting the title or reference pages

• Double-spaced

• 1" margins on all sides

• 12 point Times New Roman font

Due: Sunday at Midnight, CT

Points Possible: 50

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**Week 2**

<table>
<thead>
<tr>
<th>Readings</th>
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<tbody>
<tr>
<td>• Review the weekly lesson, videos and readings provided in the course.</td>
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<tr>
<td>• A Writer's Reference: Constructing reasonable arguments and Evaluating arguments, pp. 78-100.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion</th>
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</thead>
<tbody>
<tr>
<td>• Initial post to each prompt due by midnight, CT on Wednesday</td>
</tr>
</tbody>
</table>
Assignment(s)

Learning Autobiography (LAB #2): Four Liberal Arts Breadth Areas

This essay will focus on your experiences within each of the four breadth areas of Ottawa University's liberal arts education. Write a solid section on each area. Based on the readings and materials from this week:

- Identify your strengths in each breadth area.
- Identify areas you could more fully develop.
- Refer to specific classes you have taken and important concepts from those classes or refer to classes you intend to take.
- Describe your work or life experiences, talents, and/or interests in each of the breadth areas.

Refer to the template from week 1 for the format of the paper.

The requirements for the paper are as follows:

- Cover Page
- Page numbers in the upper right corner of each page and running headers
- APA citations and Reference Page for citation of any sources from the week's material
- At least 3 pages in length, not counting the title or reference pages
- Double-spaced
- 1" margins on all sides
- 12 point Times New Roman font

Due: Sunday midnight CT

Points Possible: 50

### Week 3

**Readings**

- Review the weekly lesson, videos and readings provided in the course.
- A Writer's Reference: Conducting Research and Evaluating Sources, pp. 331-357.

**Discussion**

- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

**Assignment(s)**

Development of Research Question

Work through the steps from the Bedford Research Room to narrow a topic and identify a research question that can be supported by evidence from scholarly journals.

Link to Bedford Research Room:

http://www.bedfordstmartins.com/Catalog/static/bsm/researchroom/question/develop.asp

Topic: What is your overall topic of interest? (topic could relate to work, hobbies,
relationships, world events, community issues, etc.; What is something that interests you that you would like to know something about - not to convince someone of something you already think or feel, but what would you like more information about?). Note that for the purposes of this paper choose a topic within either Social/Civic or Science/Description breadth areas.

Step 1: Think about your readers. This step helps identify the significance of your research. To whom is your research important and why? Write your responses to the questions identified in the Bedford Research Room about the reader:

- Why will my readers care about this issue?
- What will my readers want or need to know about this issue?
- What do my readers already know about this issue?
- What do I want my readers to learn about the issue?
- If I am trying to persuade my readers of something, how easily will they be persuaded?
- What will my readers use my writing for?

Step 2: Consider the perspective you will take in approaching your topic. For a research paper that examines what scholars are saying about your topic, you will want to focus on the roles of inquirer, reporter, and interpreter. As a review of the literature, you will in some ways touch on each of these as you develop your question as an inquirer, review the literature on that question as a reporter, and analyze the information and bring it together as an interpreter. Reflect on your topic from each of these three perspectives.

Step 3: Develop a list of possible questions on your topic using the suggested words of what, why, when, where, who, and how and also the words would, should, or could. Use the examples to help guide you and stimulate your thinking.

Step 4: Using the information on research questions on pages 332-334 in A Writer's Reference, write three possible research questions on your topic.

Step 5: Review your questions for their clarity and scope. Will the question point you to specific information on your topic? Will you be able to find enough information on the topic? Is it so broad that you will get hundreds or even thousands of articles on the topic? Could you write approximately six to eight pages of information that scholars are writing about on this question about your topic? Pay attention to the clarity of your words.

Step 6: Conduct a preliminary search. You will need to use Ottawa's online library databases for your research. Read pages 334-357 in A Writer's Reference. What sources will be most helpful to you in looking for information on your topic? How can you begin to think about evaluating your sources? What key words will you use to search for information? From your preliminary search, will you need to revise your research question?

Conclusion: Reflect on how your topic and research question demonstrate thinking from a scientific perspective. You will not be conducting original research of an experiment, but how do you see your research and writing demonstrate the scientific method of acquiring knowledge?

Use the above to guide you in writing **two to three pages** that reflect your thinking through the six steps of developing a research question. Note the need to include your reflections on how your research question and your approach to gathering information demonstrate scientific thinking.
The requirements for the paper are as follows:

- No formal cover page is required.
- Paper can be informal in style, addressing each of the six steps in developing the research question. Include an introduction to identify your topic and a conclusion to reflect on how your research and writing will demonstrate methods of scientific thinking.
- 2-3 pages in length
- Double-spaced
- 1” margins on all sides
- 12 point Times New Roman font

Due: Sunday, midnight CT
Points Possible: 30

<table>
<thead>
<tr>
<th>Week 4</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>• Review the weekly lesson, videos and readings provided in the course.</td>
</tr>
<tr>
<td>• A Writer’s Reference: Managing Information; avoiding plagiarism, pp. 357-365; APA list of references, pp. 463-483</td>
</tr>
<tr>
<td>• What is Art? (Excerpts from Tolstoy) <a href="http://www.csulb.edu/~jvancamp/361r14.html">http://www.csulb.edu/~jvancamp/361r14.html</a></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>• Initial post to each prompt due by midnight, CT on Wednesday</td>
</tr>
<tr>
<td>• At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
</tr>
<tr>
<td><strong>Assignment(s)</strong></td>
</tr>
<tr>
<td><strong>Ekphrastic Poem</strong></td>
</tr>
<tr>
<td>Use the examples on the web links as models to write an ekphrastic poem on a piece of art or photograph of your choice. The visual piece you choose should be created by an artist. Photographs of one’s self, family, friends, etc. are not appropriate for this particular assignment.</td>
</tr>
<tr>
<td><strong>In addition to submitting your formal assignment, and as an added posting this week, post your poem to the course cafe by Saturday evening for your classmates to enjoy. This posting is not graded, just fun!</strong></td>
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<tr>
<td>Points Possible: 40</td>
</tr>
<tr>
<td>Due: Sunday, midnight CT</td>
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</tbody>
</table>
Research Paper References

For your research paper, you need to include at least eight references. These sources must be no more than 7 years old, including articles from current journals and at least five scholarly, peer reviewed articles. Please submit your tentative list of references. For each reference that you find, write out the reference in APA format as shown in the Ottawa University APA Writing Style Guide and/or APA section in A Writer’s Reference.

Points Possible: 30
Due: Sunday, midnight CT

Week 5

Readings

- Review the weekly lesson, videos and readings provided in the course.
- Man’s Search for Meaning by Viktor Frankl, Part I: Experiences in a Concentration Camp

Discussion

- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

Assignment(s)

Learning Autobiography (LAB #3): Philosophy and Goals

Write a 5-6 page paper following the assignment guidelines. As you reflect on your personal philosophy, incorporate references from at least two readings from this week—Frankl, Keller, Eagle Bear Vanas, or Myers. Be certain to cite the sources and include a Reference page in APA format.

In this essay you will be engaged in self-reflection on your personal philosophy, goals, and challenges and obstacles to achieving your goals.

Divide your essay into five sections, using the following headings in your paper.

1. Introduction
2. Personal Philosophy
3. Goals
4. Challenges or Obstacles
5. Conclusion

Section 1: Introduction - Give the reader a general idea of what the essay will cover.

Section 2: Personal Philosophy - These questions are guidelines. Do not try to
answer each one.

1. At this point in your life, what gives your life meaning and purpose?
2. What beliefs, values, principles, and criteria guide you?
3. How did these values develop?
4. How do they relate to your education and learning?

Section 3: Goals - These questions are guidelines. Do not try to answer each one.

1. Describe your future goals in the following areas: educational, professional, and personal goals.
2. Identify your short and long term goals, including career objectives.
3. Reflect on the connection between your values and your goals.
4. Explain why you chose your particular major and any specialty areas in your major.
5. Identify any interest in graduate or professional study.
6. Discuss other personal or educational interests you want to develop.
7. What legacy do you want to leave behind, both at Ottawa and in your life?

Section 4: Obstacles

1. Identify challenges or obstacles that may stand in the way of accomplishing your goals.
2. How will you deal with these challenges or obstacles?
3. What support systems or strategies might help you succeed?
4. What attitudes will be important to your success at Ottawa and in life?

Section 5: Conclusion - Your conclusion should be a summary of your personal philosophy, the relationship of your philosophy to your goals, and your strategies to overcome any obstacles to achieving your goals.

The requirements for the paper are as follows:

- Cover Page
- At least 5 pages in length, not counting the cover or reference pages
- Page numbers in the upper right corner of each page and running headers
- At least two citations from the weekly readings
- APA citations and Reference Page
- Double-spaced
- 1-inch margins on all sides
- 12 point Times New Roman font

Due: Sunday at Midnight, CT
### Week 6

#### Readings
- Review the weekly lesson, videos and readings provided in the course.

#### Discussion
- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

#### Assignment(s)

**The Meaning of Freedom**

Write a 2-3 page paper on the meaning of freedom. Include references to the perspectives in the readings. Compare and contrast the viewpoints of the authors and reflect on your own responses. In looking at this breadth area with its focus on the need for "each educated person to function effectively within relationships and to make a positive contribution to other persons and the social order", what does it mean to be a responsible citizen?

**The requirements for the paper are as follows:**
- Cover Page
- At least 2 pages in length, not counting the cover or reference pages
- Page numbers in the upper right corner of each page and running headers
- At least three citations from the weekly readings
- APA citations and Reference Page
- Double-spaced
- 1-inch margins on all sides
Research Paper Outline

Submit a tentative outline of your research paper. Review this description of Developing an Outline in this lesson and the information provided here http://www.aresearchguide.com/1steps.html about the importance of an outline and how to create one.

You can also use this sample outline template to set up your outline, if you would like. You do not have to use this template, but it is here for you if it is helpful.

Due: Sunday at Midnight, CT
Points Possible: 25

<table>
<thead>
<tr>
<th>Week 7</th>
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</table>
| Readings | • Review the weekly lesson, videos and readings provided in the course.  
           • A Writer's Reference: Review APA section, pp. 443-483; Manuscript format; sample paper, pp. 483-497 |
| Discussion | • Initial post to each prompt due by midnight, CT on Wednesday  
                      • At least two replies to peers for each prompt due by midnight, CT on Sunday |
| Assignment(s) | **Research Paper**  
                         The research paper consists of an objective examination of a topic in your major(s) or a topic in which you are interested. The paper is a literature review of the topic and should be related to one or more of Ottawa's liberal arts breadth areas. Steps included in the research process are:  
                         1. Choosing a topic and formulating a research question  
                         2. Conducting a preliminary review of available literature  
                         3. Doing a complete review of the literature  
                         4. Creating a proposal and outline of the paper  
                         5. Writing the paper in APA style  
                         The length of the paper will vary from student to student, but in general, the review of literature should be between 6-8 pages of text. With the introduction and conclusion, as well as a title page and reference page, the total paper will be 10-12 pages. For this paper, an abstract is optional. The sample paper provided for you contains an abstract for you to use as an example if you choose to include one.  
                         The paper must cite at least 8 different references (no more than 7 years old), at least 5 of which need to be peer-reviewed articles from scholarly journals.  
                         The final version must include acceptable spelling and grammar and be written in APA format in Times New Roman 12 point font, and 1" margins, and double-spaced. The paper must include a running header and page numbers in APA format. |
Citing Sources

One thing that characterizes academic research papers is the citing of sources of information used within the paper. Failure to cite sources is considered plagiarism, or stealing the intellectual property of a writer. Plagiarism can result in serious consequences, with anything from an "F" on the paper, to an "F" in the course, to expulsion from college. You should cite your source when:

- You are making an important statement or using a unique idea from something you read. The citation should include the author(s) and year of publication.
- You are using a direct quotation, in which case you also cite the page number(s).
- You are citing specific statistics, dates, or numbers (also cite page numbers).

For specific citation format, refer to the Directories to APA in-text citation and reference list models on pages 443-444 in A Writer's Reference. Refer to the specific models on pages 459-463 and 463-483.

For the OU Writing Style Guide, go to the LibGuides in the online library http://ottawa.libguides.com/apa. Click on APA Sample Papers to find OU APA Sample Paper. This paper will guide you through the format of your paper, citations, APA requirements of headings, and other critical information.

The requirements for the paper are as follows:

- Minimum of 8-10 pages of written text. This does not include the Title page, Abstract page (optional), and References page. When these pages are included, the total length of the paper will be approximately 10-12 pages.
- Margins of 1.0 inch on all four sides—top, bottom, right, and left.
- Double-space entire paper, including reference page. Do not put extra spacing between paragraphs. Indent the first line of each paragraph one tab (.5 inches).
- Size 12 font in Times New Roman. Do not underline or use all capital letters in the text or with headings.
- Title page is required.
- Use the "header" feature for page numbering. Type a short title of the paper in all caps at the left hand margin. Use the words "Running head" in front of the title on the first page only. Insert the page number at the right hand margin, including the first page (do not include the word "page").
- Use headings to organize the paper. Main headings (level one) are centered and boldface. Subheadings (level 2) are bold and at the left-margin. Capitalize main words.

Due: Sunday, midnight CT
Points Possible: 150
Week 8

Readings

- Review the weekly lesson, videos and readings provided in the course.
- Article by Maude Barlow on the UN summit in 2010 to declare access to clean water as a human right [http://www.guardian.co.uk/commentisfree/cif-green/2010/jul/21/access-clean-water-human-right#](http://www.guardian.co.uk/commentisfree/cif-green/2010/jul/21/access-clean-water-human-right#)
- Chief Seattle’s speech: We May Be Brothers After All [http://www.manataka.org/page1875.html](http://www.manataka.org/page1875.html)

Discussion

- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Saturday

* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-8: Discussion</td>
<td>-</td>
<td>20 per week</td>
<td>160</td>
</tr>
<tr>
<td>Week 1: LAB 1</td>
<td>1</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Week 2: LAB 2</td>
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<td>50</td>
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<tr>
<td>Week 3: Development of A Research Question</td>
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<td>30</td>
<td>30</td>
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<tr>
<td>Week 4: Ekphrastic Poem</td>
<td>1</td>
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<tr>
<td>Week 4: Reference List</td>
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<tr>
<td>Week 5: LAB 3</td>
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<tr>
<td>Week 6: The Meaning of Freedom Essay</td>
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<td>40</td>
<td>40</td>
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<tr>
<td>Week 6: Research Paper Outline</td>
<td>1</td>
<td>25</td>
<td>25</td>
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<tr>
<td>Week 7: Research Paper</td>
<td>1</td>
<td>150</td>
<td>150</td>
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<tr>
<td>TOTAL POINTS</td>
<td></td>
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<td><strong>625</strong></td>
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*Please refer to the Policies menu for more information about our Course Discussions.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>526-625</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>426-525</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>326-425</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>226-325</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 225</td>
</tr>
</tbody>
</table>

To access your scores, click on Grades in the Student Tools area in Blackboard.
Important Policies
All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

Editorial Format for Written Papers
Ottawa University requires the use of APA style writing in all disciplines with the exception of English (ENG) courses. In this course, you will use APA format for your written assignments. However, please be aware that if you take an English course (ENG prefix) in the future, you will be required to use MLA formatting.

Coursework
Coursework for accelerated courses requires 12-15 hours of independent work each week. Some students may complete coursework in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule.

Ottawa Online Late Policy
With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Saving Work
It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

Academic Integrity
Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic
dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”

Please refer to Academic Honesty in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

**Student Handbook**

Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see Policies in Blackboard for additional university policies.

**Blackboard Technical Support**

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See www.ottawa.edu/ouhelp for contact information.