

ECO 446-80: International Trade
Spring 2020
Credit Hours: 3

Instructor Information

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Course Description

This course is the study of the nature, patterns, and structure of trade and other forms of economic transactions between nations. It explores fundamental issues of why international trade is important for individual nations and collectively for the world -- especially within the current globalized environment of the world economic order. Topics covered include Neoclassical and Strategic trade theories, trade flows and trade policies, financial flows, exchange rates, balance of trade and balance of payments analyses, international free-trade zones, and economic unions.

Course Prerequisites

ECO 211, ECO 212

Course Objectives

Upon the completion of this course, the student should be able to:

- Achieve firm understanding of the *why's and how's* of international trade.
- Thoroughly understand the key issues involved in international trade: gains from trade, the terms of trade, the balance of trade, and the problems

- inherent in maintenance of trade and payments balance.
- Acquire strong analytical skills to be applied for trade policy formulation and objectives.

Required Texts

*There is no required textbook for this course. The necessary study materials will be supplied in the weekly Modules.

* However, this course will use various sources including published monographs and materials, research publications, trade reports, and trade policy manuals and documentations.

Recommended Texts and Other Material

- ◆ The following texts are essential. Students may acquire either of these and consult other available ones as reference sources for supplementary reading material. Some of these exist in the Library and should be consulted:

- * Ezeala-Harrison, F., Theory and Policy of International Competitiveness, Westport, CT.,: Praeger Publishers. **[ISBN: 0-275-96414-0]**.
- * Baldwin, R.E. and J.D. Richardson, International Trade and Finance (Any Edition), Boston, MA: Little Brown Press.
- * Chacholiades, M., Principles of International Economics (Any Edition), New York: McGraw Hill.
- * Ellsworth, P.T. and J.C. Leith, The International Economy (Any Edition), New York: Macmillan Press.
- * Grubel, H.G., International Economics (Any Edition), Homewood, Ill., Irwin Publishers.
- * Kindleberger, C.P. and P.H. Lidert, International Economics (Any Edition), Homewood, Ill., Irwin.
- * Salvatore, Dominick, International Economics (Any Edition), New York: Macmillan Press.

Other Requirements

- Complete the steps listed in the [JSUOnline Student Orientation](#), if this is your first distance learning course at JSU.
- Complete the [Verification of Syllabus Receipt Form](#) and Email it back to the instructor.

Additional resources

System Requirements

To have a successful experience in Jackson State University's online courses, the following is the minimum computer configuration needed:

Computer Hardware Recommendations

The following hardware are minimum specifications to work Blackboard:

■ **PC or Macintosh with:**

- Windows XP, or Vista; or Mac OS X or later
- 1 G of free disk space recommended

■ **Internet Connection**

- Broadband/High Speed (Recommended)
- 56 K Modem or higher

Browser Compatibility

- It is very important that you use a certified or compatible Web browser when viewing and working in Blackboard so that information and course tools display correctly. Use these tables to ensure your current browser is compatible.

The following tables highlight the new platform and browser configurations tested for SP 11 using the following support terms:

- **Certified:** Fully supported technology with highest level of testing before release.
- **Compatible:** Fully supported technology with minimal level of testing before release.
- **Unsupported:** Unsupported technology because it is either impossible or not tested.
- **Provisional:** (Client Technologies ONLY) future technologies considered supported by Blackboard Support.

Microsoft Windows

	Internet Explorer 10	Internet Explorer 9	Internet Explorer 8	Firefox (Final Release Channel) ²	Chrome (Stable Channel) ³
Windows XP (32-bit)	Unsupported by Microsoft	Unsupported by Microsoft	Compatible	Compatible	Compatible
Windows Vista (32-bit)	Unsupported by Microsoft	Certified	Compatible	Certified	Compatible
Windows	Unsupported	Compatible	Compatible	Compatible	Compatible

Vista (64-bit)	by Microsoft				
Windows 7 (32-bit)	Provisional	Certified	Compatible	Certified	Certified
Windows 7 (64-bit)	Provisional	Certified	Compatible	Certified	Certified
Windows 8 (32-bit)	Compatible	Unsupported by Microsoft	Unsupported by Microsoft	Certified	Certified
Windows 8 (64-bit)	Certified	Unsupported by Microsoft	Unsupported by Microsoft	Certified	Certified

Apple Mac OS

	Safari 6.0.1	Safari 5.1	Safari 5.0	Safari 4.0	Firefox ⁴ (Final Release Channel) ²	Chrome (Stable Channel) ³
Mac OS X 10.6	Unsupported by Apple	Certified	Certified	Compatible	Certified	Certified ³
Mac OS X 10.7	Certified (10.7.5)	Certified	Unsupported by Apple	Unsupported	Certified	Certified ³
Mac OS X 10.8	Certified (10.8.2)	Certified	Unsupported by Apple	Unsupported	Certified	Certified ³

²The Firefox Release Channel is the fully tested version by Mozilla and intended to be the most stable. This channel is updated roughly every six weeks. More information is available at <http://blog.mozilla.com/blog/2011/04/13/new-channels-for-firefox-rapid-releases/>.

³The Chrome Stable Channel is the fully tested version by Google and intended to be the most stable as the name implies. This channel is updated roughly every 2-3 weeks for minor releases and 6 weeks for major releases. More information is available at www.chromium.org.

Chrome users who have updated Java on their system to Java 7 will no longer be able to access Java applets – this will result in the loss of some Learn capabilities such as the Math Editor due to the incompatibilities between Chrome and Java 7. At the time of release of SP10/11 Chrome was tested for the ability to render Learn pages pertinent to the core functionality of Learn and as such Chrome was certified. Note that the Math Editor provided in 9.1 SP12 is delivered via JavaScript and is not impacted by the Java 7/Chrome incompatibility.

⁴Firefox 8 and Mac OS are not compatible with the drag and drop functions on Blackboard Learn.

Technologies Not Supported

The following technologies are not supported in SP 11:

- Internet Explorer 6, 7
- Firefox 1.x, 2.0, 3.0, 3.5, and 3.6
- Safari 2.0, 3.x and any version on Windows
- Windows XP 64-bit
- Mac OS X 10.3, 10.4, 10.5

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- Java 5, although it may continue to work

Other Browser considerations

- Blackboard is not compatible with the **AOL browser**. If you use the AOL service to connect to the Internet, download and install a certified or compatible browser listed in the above matrix. Once connected to the Internet, minimize your AOL browser, and then open the other browser to access Blackboard.
- Turn off pop-up blockers when using Blackboard, or provide an exception for your institution's Blackboard Web site (URL). Often, you will have two pop-up blockers: one within your browser and one within a search toolbar like Google or Yahoo.
- JavaScript and Cookies must be enabled on any browser.
- Be sure to review the recommended plug-in information below and download as appropriate.

Browser Plug-Ins

It is recommended that you have a high-speed Internet connection and the following free multimedia plug-ins:

- [Adobe Acrobat Reader](#)
- [Apple QuickTime Player](#)
- [Adobe Shockwave Player](#)
- [Microsoft Windows Media Player](#)
- [Real Networks RealPlayer](#) for Windows for **Windows**
- [Real Networks RealPlayer](#) for **Mac OS X**
- [Sun Java Runtime Environment](#) (all platforms) is required for the use of Blackboard's Web Equation Editor as well as the Virtual Classroom and Text Chat. Click the link to choose the appropriate plug-in for your computer and to begin the download and install process. A new browser window will open.

You will need access to **Microsoft Word** to complete assignments. If you do not have access to the Microsoft Office applications, you may download the [Open Office Freeware](#), an open productivity suite. You will be able to complete your assignments using this freeware and save your files with Microsoft Office file extensions.

Minimum Student Technical Skills

Participation in a distance learning course requires some basic knowledge of computer technology. You should be able to:

- Navigate and use Blackboard (see Blackboard Student Orientation, if you need assistance).

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- Understand basic computer usage, including keyboard, mouse, CD drive, and printer.
 - Access the Internet via DSL, cable modem, or a network interface.
 - Use the computer operating system (Windows/Mac OS) to:
 1. Create folders.
 2. Find, copy, move, rename, and delete files.
 3. Launch, run, and switch between software applications.
 - Use a word processing program (e.g., Microsoft Word) to (see [Microsoft Office 2007, 2010, 2011, or 2013 tutorials](#), if you need assistance):
 1. Create, format, edit, spell check, save, print, and retrieve a document.
 2. Cut, copy, and paste information within and between documents.
 3. Save a word processing document in text or rtf format.
 - Use a Web browser to:
 1. Open, print, and/or save Web pages to a local or removable storage drive.
 2. Open and save Adobe Acrobat files (PDF files).
 3. Create, maintain, and manage a list of Web pages (Favorites/Bookmarks).
 4. Use a search engine's basic features to find information on the Web.
 - Download and install programs from remote servers.
 - Use email to:
 1. Send, receive, store, and retrieve messages.
 2. Send, receive, and open file attachments.

Technical Support

To obtain assistance with technical issues (removing pop-up blockers, opening pages or quizzes, etc.) or if you are unable to see the course content or have other questions regarding the course itself, please visit the [JSUOnline Website](#) or call the Blackboard Help Desk at either: 601-979-0245; 1-844-JSU-LIVE (1-844-578-5483); or access the online support portal at <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8657>.

Course Schedule

This provides the time-lines of course topics and all course work (including Discussions, Assignments, Quizzes), and their due dates. Please refer to the [JSU Academic Calendar](#) for other important dates.

Week	Topic	Studies/Readings	Assignments	Due Date
Wk. 1 Jan 13-18	* The “Ws” of International Trade.	Module 1	--	--
Wk. 2 Jan 20-25	* Aims and purposes of International Trade	Module 2	<u>Assignment 1</u>	Jan 25
Wk. 3 Jan 27- Feb 1	* The Heckscher-Ohlin theorem of International Trade.	Module 3	<u>Discussion 1</u>	Feb 1
Wk. 4 Feb 3-8	* The International Resource Price Equalization theorem.	Module 4	<u>Assignment 2</u>	Feb 8
Wk. 5 Feb 10-15	* Analysis of Trade Protectionism.	Module 5	--	--
Wk. 6 Feb 17-22	* Globalization and the New Trade Theory.	Module 6	<u>Assignment 3</u>	Feb 22
Wk. 7 Feb 24-29	* Patterns of Trade: TOT and BOT.	Module 7	<u>Discussion 2</u>	Feb 29
Wk. 8 Mar 2-7	* Balance of Payments Analysis.	Module 8	<u>Assignment 4</u>	Mar 7
Wk. 9 Mar 9-14	Spring Break	Spring Break	Spring Break	--
Wk.10 Mar 16-21	* Exchange Rate determination and policies.	Module 9 Module 10	<u>Assignment 5</u>	Mar 21
Wk.11 Mar 23-28	* International Trade Agreements and Trade Conflicts.	Module 11	<u>Discussion 3</u>	Mar 28
Wk.12 Mar 30- Apr 4	* Trade Blocs and Economic Unions.	Module 12	<u>Assignment 6</u>	Apr 4
Wk.13 Apr 6-11	* International Trade Pacts and Conflicts.	Module 13	<u>Assignment 7</u>	Apr 11
Wk.14 Apr 13-18	* The OECD, IMF, IBRD.	Module 14	<u>Discussion 4</u>	Apr 18

Wk.15 Apr 20-25	* The WTO, G8, G20	Module 15	<u>Assignment 8</u>	Apr 25

* This Course Schedule is subject to constant revisions and/or adjustments as necessary.

* Schedule may be revised if necessary. Students will be notified if this is the case.

Course Presentation

This course is organized into **15 Learning Modules**. Each Module contains assigned readings from the textbook, studying of the lecture notes provided, and an assignment; and may contain a discussion and/or a quiz, and/or some other learning activity. The Modules are presented on a **weekly** basis. The module pages include information about all of the course materials and course work for that module; and each module may include multimedia lectures, readings, discussions, assignments, and/or other assessments.

Instructional Strategies

Student Activities

Course Policies and Procedures

1. **Threaded Discussions.** A Discussion Board is available in Blackboard. You will be able to ask questions about course content and share information with each other. A classmate may be able to answer a question about content more quickly than your instructor. In addition, posting content questions in the Discussion Board will allow everyone to view the answers to frequently asked questions. The instructor monitors the Discussion Board with the intention of providing responses every workday when deemed necessary. Discussion created as assignments deem required contributions to the discussion board. Students are expected to post responses to module questions and peers' postings on a regular basis.

Utilize the discussion rubric as it will be used in evaluating your discussion board postings. Discussion board postings should be of quality rather than quantity. For example, a response that basically says "I agree" with no additional information or documentation will earn 0 points; responses that possess a higher standard of quality will be graded accordingly.

2. **Class Communication.** Common procedural or curricular questions that arise each semester are answered on the syllabus. For correspondence to the professor, students are required to use only the *Mail* tool, which is located on the Course Tools menu in Blackboard, upon logging into the course. The discussion board has several threads available for communicating. Each student is required to participate in the *Introduction* forum to introduce oneself to the course. A thread is also available for

Frequently Asked Questions. Please use this thread to ask questions regarding the syllabus, assignments, exams, etc. The questions and answers can be shared with the entire class. If you have personal concerns, please use the *Mail* tool. View the Blackboard Tutor link on the course homepage for assistance using the mail or discussion board tools.

3. **Course E-Mail.** Unless otherwise noted, you should only contact your instructor using the *Mail* feature in CANVAS. Common procedural or curricular questions that arise each semester are answered on the syllabus. If you are unable to find the answers you need, you may contact the instructor via the Blackboard *Mail* tool. If needed, view the *Blackboard Tutorials* for assistance using the *Mail* tool. Be sure to follow the course netiquette rules mentioned above when composing emails.

4. Late Assignments (Late Policy)

All work (Assignments, Discussions, Tests, Exams, etc.) must be submitted by their due dates (or better still, before, their due dates). A work is late if not submitted by the due date; and such late work will not be accepted, and will receive a score of **zero**.

However, an extension may be given under special circumstances such as illness, emergency conditions, or other compelling extenuating circumstances beyond the student's control. To receive consideration for extension, the student must contact the Instructor before the due date of the work; and must be prepared to provide documentary evidence (such as doctor's report or/and other official media publication or report) later to substantiate the excuse.

Netiquette

Student to Student Etiquette. There are course expectations concerning etiquette or how we should treat each other online. It is very important that we consider the following values during online discussions and when emailing fellow students:

- **Respect.** Each student's viewpoint is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way.
- **Confidentiality.** When discussing topics, be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.

Student to Instructor Etiquette. In addition to the above values, I expect that each student will submit completed assignments in a timely manner.

Instructor to Student Etiquette. Students can expect that the instructor will also follow the values listed above by checking and responding to emails and grading assignments in a timely manner.

Method of Student Evaluation

Assignment	Score/Points
Assignment 1	100 points
Assignment 2	100 points
Assignment 3	100 points
Assignment 4	100 points
Assignment 5	100 points
Assignment 6	100 points
Assignment 7	100 points
Assignment 8	100 points
Discussion 1	100 points
Discussion 2	100 points
Discussion 3	100 points
Discussion 4	100 points
Total Score	1200 points

Grading Scale

1080-1200 points=90-100%= A

960-1079 points = 80-89%= B

840-959 points = 70-79% = C

720-839 points = 60-69 % = D

Below 720 points = Below 60%
= F

Online Grading Rubrics

Sample Rubrics:

Essay Rubric

Criteria/Performance Indicators	Superior 5	Above Average 4	Average 3	Below Average 2	Poor 1
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Idea Development	Clear purpose or thesis; Coherent intro; Appropriate voice and tone; Audience awareness; Proper format/genre; Understands assignment; Cogent conclusion	Generally follows criteria for superior performance with minor clarity or development issues	Tentative, inconsistent or incomplete performance; Limited understanding of assignment; Underdeveloped conclusion.	Limited or undefined purpose or thesis; Disorganized; Limited understanding of assignment; Underdeveloped conclusion	Does not follow performance criteria and exhibits no understanding of assignment
Organization	Effective paragraph-level and sentence transitions; Strong topic sentences; Clear, strategic choice of paragraph order	Occasional need for better transition between paragraphs or sentences.	Limited organizational strategy; Transitions between paragraphs and/or sentences sometimes unclear or awkward	Paragraphs out of order or poorly placed; Topic sentences problematic; Transitions unclear or ineffective	Essay has no clear organizational strategy; Paragraphs and sentences inconsistent
Support or Evidence	Superior support for central idea; Specific and original details; Organic sense of completion.	Central idea well explained and developed. Effective method of building, explaining, and defending central points.	Support of central idea satisfactory but predictable; Consistent hypothesis but falls short of full possibilities	Central idea underdeveloped; No clear structure of support for argument; Does not consistently establish claims	Fails to construct logical or sufficient support for thesis.
Formatting	Perfect formatting; Near-flawless documentation of source material within the essay.	Minor, occasional formatting problems; Minor errors in documentation.	One major formatting problem; Sources not introduced or cited.	More than one major formatting problem; Most sources not introduced or cited; Documentation is problematic	Almost no attention to formatting; Documentation absent or unrecognizable.
Word Choice/ Mechanics	Consistent and correct use of standard edited English, mechanics, and spelling; Varied vocabulary/sentence structure; No wordy and/or awkward	Only a few grammatically problematic, awkward, or wordy sentences.	Consistent problems with editing, awkward structures and/or wordiness	Frequent deviations from standard usage, mechanics, spelling, and inadequate vocabulary; Awkward	Sentences are awkward, wordy, and/or grammatically incorrect such that reader comprehension

	structures or major mechanical errors			sentences	sion is impeded or prohibited.
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Discussion Rubric

ECO 211 -- DISCUSSIONS GRADING RUBRIC

POINTS	CHARACTERISTICS
81-100 points	• Student provides at least a 1 page length discussion post, well written, and without grammatical and other writing errors. • Discussions are provided in fully elaborate and detailed articulation. • Student provides comprehensive analysis of relevant facts pertaining to the topic. • Understanding of the topical issues clearly demonstrated in sufficiently elaborate detail. • Student applies relevant practical examples to illustrate points.
61-80 points	• Discussions are provided in fully elaborate and detailed articulation, but short of 1 page in length. • Student provides description of limited amount of facts. • Student does not clearly state the topical issue. • Student does not provide discussions in sufficiently elaborate detail. • Student demonstrates partial understanding of the topical issue. • Sufficient practical applications not used to illustrate points.
41-60 points	• Student writes less than 1 page discussion length. • Student does not discuss all the components of topical issue. • Student's discussions and analysis not clear and coherent. • Student does not demonstrate full understanding of topical issue. • The student merely restates what is in text or topic. • Writing and/or grammatical errors in discussion posts.
21-40 points	• Student merely restates/summarizes other student's response(s). • Student merely states an opinion without warranting and justifying it to topical issue. • Student does not provide description of facts, issues, evidence, or purpose relating to topic. • Discussions do not demonstrate understanding of topical issue. • Discussions not relevant to topical issue. • Discussions too brief and sketchy.

	• Discussions incoherent. • Incessant writing and/or grammatical errors in discussion posts.
0-20 points	• Student does not post any discussions. • Discussions not relevant to topical issue. • Discussions too brief and sketchy. • Discussions incoherent. • Incessant writing and/or grammatical errors in discussion posts.

General Discussion Rubric

	Distinguished 4	Proficient 3	Limited 2	Unsatisfactory 1
Promptness and Initiative	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Responds to most postings several days after initial discussion; limited initiative	Does not respond to most postings; rarely participates freely
Delivery of Post	Consistently uses grammatically correct posts with rare misspellings	Few grammatical or spelling errors are noted in posts	Errors in spelling and grammar evidenced in several posts	Utilizes poor spelling and grammar in most posts; posts appear "hasty"
Relevance of Post	Consistently posts topics related to discussion topic; cites additional references related to topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks
Expression Within the Post	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	Opinions and ideas are stated clearly with occasional lack of connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Does not express opinions or ideas clearly; no connection to topic
Contribution to the Learning Community	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Does not make effort to participate in learning community as it develops; seems indifferent

Writing Assignment Rubric

	Distinguished 4	Proficient 3	Limited 2	Unsatisfactory 1
CONTENT:				
Introduction	Attitude is defined; thesis is clearly focused; subject is significant	Thesis is clear; provides direction for essay	Unclear; formulaic; not creative	Introduction is incomplete, ineffective, or missing
Idea Development	Interesting; sophisticated; insightful	Clear and thoughtful	Simplistic; uneven in quality; lacking in relevance	Absent or ineffective
Support or Evidence	Detailed; accurate; convincing	Sufficient and accurate	Vague	Missing or inaccurate
Word Choice	Engaging and powerful choice of words	Appropriate to task	Limited	Monotonous or inappropriate
Conclusion	Extends; connects; comments on topics	Purposeful and perceptive	Summarizes previously stated information	Absent, incomplete, or unfocused
ORGANIZATION:				
Topic Sentence	Clearly related to thesis; comprehensive; incorporates effective transitions	Comprehensive and logical	Provides blank restatement of thesis; narrow or inaccurate	Absent
Paragraph Order	Contributes to an effective argument; reinforces the content	Demonstrates a clear plan	Ineffective or inconsistent	Random
Transitions	Effective and varied	Clear and functional	Mechanical	Absent
MECHANICS:				
Sentence Structure	Complete; varied; interesting	Complete and correct	Variety is present; some errors are evident	Repetitious; fragments and run-ons are frequent
Punctuation/Spelling	Error-free	Some errors present, but they do not interfere with meaning	Careless or distracting	Errors interfere with the meaning
Voice	Distinctive; appropriate to task and audience	Clear and authentic	Mechanical, formulaic	Unclear

Jackson State University is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to SafeAssign for the purpose of detecting textual similarities. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents. SafeAssign will be used as a source document to help students avoid plagiarism in written documents. See the [SafeAssignment web site](#) for a tutorial on how to submit a document.

Library Services

All students, those on campus and at a distance, have access to the resources available at the JSU Libraries. Please visit the [JSU Libraries](#) or the [JSU Library Services for Distance Learners](#) web sites for more information.

Jackson State University Policies

Diversity Statement: Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

JSU Honor Code: I will be honest in all of my academic course work and will not indulge in or tolerate the academic dishonesty of my counterparts or peers. I will not partake in any type of misconduct, misrepresentation, or immoral behavior that will harm, damage or endanger any person, property or myself or reflect negatively against me or hinder my academic continuance. I will strive to achieve excellence and to complete degree requirements without hesitation. I am a valuable part of the Jackson State University family, and proud of it.

Academic Dishonesty:

Cheating includes:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing a student to copy from your exam;
- Using information or devices that are not allowed by the faculty; such as using formulas or data from a home computer program, or using unauthorized materials for a take-home exam;
- Obtaining and using unauthorized material, such as a copy of an examination before it is given;

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- Fabricating information, such as the data for a lab report;
 - Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;
 - Collaborating with others on assignments without the faculty's consent;
 - Cooperating with or helping another student to cheat;
 - Participating in or performing other forms of dishonest behavior, such as having another person take an examination in your place; or altering exam answers and requesting the exam be regarded; or communicating with any person during an exam, other than the exam proctor or faculty.

Plagiarism includes:

- Directly quoting the words of others without using quotation marks or indented format to identify them.
- Using sources of information (published or unpublished) without identifying them.
- Paraphrasing materials or ideas of others without identifying the sources.
- Themes, essays, term papers, tests and other similar requirements that are not the work of the student submitting them.
- When direct quotations are used, they must be indicated and when the ideas of another are incorporated in papers they
- When a student is unsure about something that he/she wants to do or the proper use of materials, a faculty member should be consulted for clarification.
- Generally, if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given. Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his/her own words, there must be a footnote giving credit to the author responsible for the idea. The student should never retain a sentence pattern and substitute synonyms for the original words. Paraphrasing means alteration of sentence pattern and changing of words. Any direct quotation should be footnoted or documented in an acceptable fashion. Methods of documentation vary, and it is possible to cite in the text itself, rather than in a footnote. The student should give credit in a manner specified by the instructor.

Compliance with the Americans with Disabilities Act: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and ADA Coordinator (as early as possible in the term) located in the Jacob L. Reddix Building (old student union), rooms 101 and 102. The office hours are: 8:00 a. m. to 5:00 p.m., Monday through Friday. The telephone number is (601) 979-3704 or (601) 979-6919 (TTY) and the facsimile number is (601) 979-6918. The mailing address is: Office of Support Services for Students and Employees with Disabilities, P.O. Box 17156, Jackson State University, Jackson, MS 39217.

See the [Office of Disability Services](#) web site for more information.

For more information on the Jackson State student policies, see the [Student Handbook](#).

Sexual Misconduct, Required Reporting, and Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment, sexual violence, dating/domestic violence, stalking and gender discrimination to the University's Title IX office so that the victim may be provided appropriate resources and support options. As the instructor for this course, I have a mandatory duty to report to the university any information I receive about possible sexual misconduct. This includes information shared in class discussions or assignments, as well as information shared in conversations outside class. The purpose of reporting is to allow JSU to take steps to ensure a safe learning environment for all. The university also has confidential resources available, who can provide assistance to those who have experienced sexual misconduct without triggering a mandatory reporting duty. More information about confidential resources is available at <http://www.jsums.edu/titleix/>

If you are the victim of sexual misconduct, Jackson State encourages you to reach out to these resources:

- Title IX Office: 601-979-1315 or titleix@jsums.edu
- Department of Public Safety – 601-979-2580

Bibliography/References (current knowledge)