Real News, Fake News: Literacy for the Information Age
COM 337 Sec. 1
Mondays/Wednesdays 2:15 p.m. – 3:35 p.m.
Newhouse 2, Rm. 350
Fall 2013

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ABOUT YOUR PROFESSOR:
Professor Charlotte Grimes is the Knight Chair in Political Reporting. She was a journalist for 25 years, 20 of them with the St. Louis Post-Dispatch and two of them in radio news. She was in the Post-Dispatch's Washington bureau for 12 years, covering the Missouri and southern Illinois congressional delegations, the politics and policies of health care and of international trade, presidential and congressional elections and assorted other news of government and politics. She has spent Christmases in war zones; covered the Panama invasion; reported from Nicaragua, Mexico, London, Ireland, Cyprus, China, Japan and Liberia. During Liberia's civil war in the early 1990s, she spent five months reconstructing the lives and deaths of five Catholic missionaries killed by rebels. Her work has won national, regional and local awards. She has been a Ferris Professor of Journalism at Princeton University; a Fellow at Harvard University's Shorenstein Center on the Press, Politics and Public Policy; a visiting professor at the Newhouse School; director of the Semester in Washington program and Scripps Howard Foundation Wire for college students; and head of the journalism program at Hampton University, an historically black university in Virginia, where she laid the groundwork for the Scripps Howard School of Journalism and Communications. She is a chocoholic and loves mysteries, thrillers and science fiction. She lived on a boat—the "Freelance"— in Washington, D.C., and in a Winnebago motorhome in Syracuse (yes, she now lives in a regular house). She is married to artist-writer Tom W. Whitford. She is passionate about journalism and its role in a democracy.

ABOUT THIS COURSE:

In today's media-saturated world, much of what we see, hear and read is FAKE News – all sorts of information that pretends to be or is easily mistaken for REAL news. This course teaches News Literacy – how to tell the Real News from the Fake News. It teaches critical-thinking skills to help students make essential distinctions among news, opinion, entertainment, publicity and propaganda. It aims to empower students against

misinformation and manipulation. It gives students the intellectual foundation and the analytical tools to deconstruct news stories and to judge the reliability of news accounts, sources and other information. It will empower them to participate as credible, trustworthy publishers in the world of blogs, Twitter, Facebook and YouTube. This course is part of a national initiative for News Literacy.

SPECIAL NOTE*: This syllabus is adapted from and enriched by the News Literacy course and the National Center for News Literacy at Stony Brook University and the News Literacy Project, based in Washington, D.C. We gratefully acknowledge those contributions and thank those authors for permission to use their material.*

Adapted from Stony Brook University and the News Literacy Project:

News Literacy is defined as: "The ability to use critical-thinking skills to distinguish news from other forms of information and to judge the reliability, accuracy and impartiality of news accounts and sources."

Among the goals for the course, students will learn to:
- ✓ Understand and appreciate the First Amendment's protections for free speech and a free press
- ✓ Understand the roles of a free press in a democracy
- ✓ Understand the power of news and information in a free, open society
- ✓ Distinguish among different kinds of information and media: news, commentary/opinion, advertising, publicity, entertainment, propaganda, persuasion, raw information
- ✓ Identify key characteristics of Real News: Verification, accountability, independence, multiple perspectives
- ✓ Understand the decision-making process in news gathering and reporting
- ✓ Evaluate the reliability and accuracy of sources in news stories and other information
- ✓ Deconstruct news stories – from print, TV and the Web – to judge their reliability, impartiality, independence and accuracy
- ✓ Recognize bias in news, in other information and in themselves
- ✓ Use news and other information to participate in public life and democracy
- ✓ Become credible, trustworthy publishers in the digital age

REQUIRED BOOK:

1. Kovach and Rosenstiel: "The Elements of Journalism"

*Other readings on Blackboard, as assigned
BEFORE EACH CLASS, READ THE LECTURE POWERPOINTS POSTED ON BLACKBOARD. WE WILL USE CLASS TIME TO DISCUSS THE MATERIAL.

OTHER REQUIRED READING:
- ✓ The Post-Standard
- ✓ The Daily Orange
- ✓ The New York Times (you can get the **print edition free with your SUID card** from the dispensers on campus/ or you can subscribe to the digital version at the college rate here: http://www.nytimes.com/subscriptions/edu/lp1999.html?campaignId=393W8
- ✓ OR The Washington Post (if you'd like to subscribe to the digital edition -- $14.99 a month – but this is not required.)

*For the rest of the semester, your computer homepage should be either www.cnn.com (free) or www.nytimes.com or www.washingtonpost.com (with a digital subscription). Set your homepage to any of these *Friday, Aug. 30, after 3 p.m.*

RECOMMENDED READING:

- Romenesko http://jimromenesko.com/
- The Poynter Institute (www.poynter.org)
- Richard Prince's Journal-isms: http://www.mije.org/richardprince
- American Journalism Review: www.ajr.org
- Columbia Journalism Review: www.cjr.org

TESTS & EXAMS:

➢ 12 Weekly news quizzes (5 percent) – Usually on Wednesday
➢ 4 short General Knowledge quizzes throughout the semester (10 percent) – Usually on Wednesdays.
➢ No Mid-Term exam.
➢ No Final Exam

SUMMARY OF GRADES: Total of 1,200 points for a PERFECT SCORE

✓ Assignments/Exercises:	25 percent (300 points)
✓ Weekly News quizzes:	5 percent (60 points)
✓ General Knowledge quizzes:	10 percent (120 points)
✓ Trayvon Martin-George Zimmerman Case Study	25 percent (300 points)
✓ Walter Reed Case Study	25 percent (300 points)
✓ Class preparation and informed discussion:	10 percent (120 points)

EXTRA CREDIT: Throughout the semester, I'll offer a variety of extra-credit opportunities, including attendance at events at the Newhouse School or other journalism-related events on campus. You may earn extra credit for attending any event listed on Professor Grimes' Web site: http://knightpoliticalreporting.syr.edu. You will need to provide evidence of your attendance.

Each extra-credit opportunity will be worth 12 points, so that five of them will earn up to 60 extra-credit points. That's enough to raise your final grade by a letter – from, say B+ to A-.

SPECIAL EXTRA-CREDIT OPPORTUNITY: Tuesday, Nov. 5, is Election Day. For *extra credit*, check out this project created and coordinated by Newhouse: http://www.dia-cny.com/electionday/

 For 20 points, write a 250-word reflection on what you learned from voters' stories and the coverage.

SPECIAL NEEDS: If you have a learning disability or other disability that needs special accommodation, please see me immediately. *More information on the university's policy on accommodating students with disabilities is at the end of the syllabus.*

RELIGIOUS OBSERVANCES: Please see additional information at the end of the syllabus.

USE OF STUDENTS' WORK: Some of the work you produce for this class may be used for educational purposes, such as examples of how to develop material for a case study or complete an exercise or in research

on teaching news literacy. The material will be used anonymously so you will not be identified as the author. Your enrollment in the class constitutes permission for this use.

STANDARDS: You are expected to meet the professional standards of your chosen field and the academic standards of Syracuse University. Those include:

- <u>Accuracy:</u> This is the fundamental requirement of news and other professional writing. Credibility, defense against libel and professionalism rest on accuracy. As a self-publisher, you should be accurate.
- <u>Deadlines:</u> These are the iron law. Assignments must be turned in on time. A missed deadline earns an F on the assignment.
- <u>Plagiarism and fabrication</u>: They are the cardinal sins. They will not be tolerated. Either will earn an F for the course and possibly a recommendation for expulsion from the university.
- <u>Grammar, spelling and punctuation:</u> These are the basic tools of writing and the hallmark of the educated person. You must use good, standard grammar, spelling and punctuation. Your mastery of those tools will affect your grade on each assignment.

ATTENDANCE/ABSENCES:
You should consider this class as your JOB, in which professional behavior and standards are expected. As with a job in the work-world, attendance is mandatory. Absences will be excused only under extraordinary circumstances. An excused absence should be requested by email, with a reason for the request. Your professors may ask for documentation of the reason. Without an excused absence, work done or assigned in the missed class cannot be made up. That will mean an F on that work or assignment. Unexcused absence will lower your final grade, regardless of your performance on written assignments and of your in-class participation when you do attend.

GRADE DEFINITIONS for written work:
> **A:** Is exceptionally well-researched, well-thought-out, cogently argued and clearly written. Is professional-level work. Needs little or no rewriting or additional research.
> **B:** Is superior work in research, argument, analysis and writing. Nearly professional. Requires little additional research and minor editing or rewriting.
> **C:** Is average in research, argument, analysis and writing. Shows a grasp of subject matter but needs heavy editing or rewriting or much more research.
> **D:** Shows poor grasp of subject, serious problems in research, argument, analysis and writing.
> **F:** Shows unacceptably weak grasp of subject, unacceptably weak research, argument, analysis and writing. Or does not meet basic standards of accuracy, academic or professional integrity. Or has missed deadline.

GRADING SCALE:
> **A:** 96 percent or 1,152 – 1,200 points
> **A-:** 92 percent or 1,104 – 1,151 points
> **B+:** 88 percent or 1,056 – 1,103 points
> **B:** 84 percent or 1,008 – 1,055 points
> **B-:** 80 percent or   960 - 1,007 points
> **C+:** 76 percent or   912 -   959 points
> **C:** 72 percent or   864 –   911 points
> **C-:** 68 percent or   816 –   863points
> **D+:** 64 percent or   768 -   815 points
> **D:** 60 percent or   720 -   767 points
> **F:** 59 percent or less or 708 and fewer points

READINGS & ASSIGNMENTS: In addition to this syllabus, you will also find on Blackboard a CHART of readings and assignments, with due dates.

BEFORE EACH CLASS, READ THE LECTURE POWERPOINTS POSTED ON BLACKBOARD. WE WILL USE CLASS TIME TO DISCUSS THE MATERIAL.

<u>NOTE:</u> You must check that chart frequently so that you keep up with your readings & assignments.

TENTATIVE COURSE OUTLINE: Warning! This may change, depending on students' progress and events.

1Week (Aug. 26 / 28): Introduction: What Is News Literacy? And Why It Matters: Real News vs. Fake News

*Outline expectations and goals for the course. * Begin to distinguish the press (or news media) from the rest of "the media." *Begin to define news and journalism. *Define News Literacy, adapted from Stony Brook University and the News Literacy Project:

News Literacy is defined as: "The ability to use critical-thinking skills to distinguish news from other forms of information and to judge the reliability, accuracy and impartiality of news accounts and sources." It is the ability to distinguish Real News from Fake News.

*Discuss why this matters: <u>Manipulation/Distortion/Deception.</u>

- ➢ <u>For Wednesday, Aug. 28: News Inventory assignment:</u> Discuss students' definitions of news and their News Inventory/Discuss "Overload" and the essence of Info Age.
- ➢ <u>Starting Wednesday, 3:35 p.m., to Friday, 3 p.m.</u>: NEWS BLACKOUT

- ❖ ***On Friday, Aug. 30, after 3 p.m.: Set your computer homepage to either www.cnn.com (free) or www.nytimes.com (with digital subscription)This will help you do well on the news quizzes too!***

2Week (Labor Day – No Class/ Sept. 4): What's the Information Age? And Why Information & News Matter

* Consider the "information revolution" and the "information age." What difference does it make in your life? *Discuss why **news** matters: We're "hardwired" for news as a survival skill. It connects us to each other, builds communities, establishes communal priorities, creates shared public knowledge, widens our horizons and gives us choices.*Begin to distinguish between news & other information.

3Week (Sept. 9 / 11): Know Your Information Neighborhood & Why Journalism is Different

*Define the different "Information Neighborhoods." *Consider their distinguishing characteristics and purposes. *Consider why and how journalism is different. * Discuss how and why the lines between the Info Neighborhoods are blurring.* Discuss why that matters: Manipulation, distortion, deception. *Remember: Always know what neighborhood you're in!

- • <u>Monday:</u> Discuss characteristics of the different neighborhoods/Journalism's distinguishing characteristics. <u>Adapted from Stony Brook University's News Literacy course:</u> What makes Real News different?

- ✓ *Verification: evidence that establishes or confirms the accuracy or truth of something.*
- ✓ *Independence: freedom from the control, influence, or support of interested parties.*
- ✓ *Accountability: Responsible or answerable for your work..*
- ✓ *Multiple Perspectives: News – and news journalists – cannot offer just one side of an issue or event.*
- ✓ *Impartiality: Does not take sides, is committed to disinterested presentation and pursuit of truthful, contextual information of public significance.*

- Wednesday: Discuss the blurring of the neighborhood lines . What, for example, is the 700 Club? The Colbert Report? Armed Forces TV? Glenn Beck? The Drudge Report? Daily Kos? Perez Hilton? TMZ? ColdTruth.com? LOOK THESE UP!

- ❖ **Begin working on the Trayvon Martin – George Zimmerman case study (25 percent of class grade).**
- ❖ Assignment sheet on Blackboard.
- ❖ Draft due Thursday, Oct. 3, by 6 p.m. by email.
- ❖ Final due Thursday, Oct. 24, by 6 p.m. by email.

4Week (Sept. 16 / 18): The First Amendment and the Mission of the American Press

*Discuss the extraordinary protections of the First Amendment and why it matters. *Examine some key legal decisions that strengthened free speech/free press protections.. *Discuss the roles/mission of the American press: Watchdog / Witness / Devil's Advocate / Check on power / Storyteller. *Consider whether The Washington Post committed treason in exposing government surveillance programs.

- Monday: Discuss reasons/protections of First Amendment of free speech & free press/Prepare for Wednesday's "mock trial" of The Washington Post for stories on NSA surveillance. You can read some of this in a folder on Blackboard and research more in Nexis-Lexis. Each student to prepare talking points for each side: Guilty of treason/Not guilty of treason.

- Wednesday: Mock trial of The Washington Post.

5Week (Sept. 23 / 25): Judging the Info Presenters: – Who Is a Journalist & Why It Matters

*Discuss the distinguishing characteristics of journalists. *The pay is low, the hours long, status is low. Why would anyone want this job? *What are the responsibilities of journalists? *Whom do journalists work for?

- Wednesday:
  - ➢ 1ST GENERAL KNOWLEDGE QUIZ (30 points)
  - ➢ Discuss the readings.
  - ➢ Discuss the distinguishing characteristics of journalists, from Stony Brook's News Literacy course:
- ✓ *The primary focus of news reporters is informing – as opposed to persuading – the public;*
- ✓ *Does not intentionally mislead the audience through deception or manipulation (by omission or commission);*
- ✓ *Does not subjugate journalistic mission to other interests, or compromise independence;*
- ✓ *Subjects works to disciplined level of verification and transparency;*
- ✓ *Stands behind work, accountable.*

For news, journalists are also __impartial__ – committed to the facts and pursuit of truth, not a partisan or ideological agenda.

6Week (Sept. 30/ Oct. 2): What's News?

*Recall students' definitions of news from their News Inventory in Week 1. *Discuss how professionals define news. *So, why do most newspapers and TV newscasts feature pretty much the same stories? *Discuss the News Values. *Practice choosing the news for your own newspaper.

- <u>Monday:</u> Define News/ Discuss the News Values/ The 5 Ws & H / Discuss some hard choices in choosing what to publish/ Journalism Jargon
  - ✓ Lede
  - ✓ Nut Graf
  - ✓ Inverted Pyramid
  - ✓ Supporting Quote
  - ✓ Kicker Quote
  - ✓ Above the Fold
  - ✓ B Roll

- <u>Wednesday:</u> In class, present students Front Pages of The NewsHound.

- <u>Thursday, Oct. 3 , by 6 p.m. by email</u>: Draft of Martin-Zimmerman case study.

7Week (Oct. 7 / 9) : Journalistic Truth: Verification, News-Gathering & Why Journalists Sometimes Get It Wrong

*Discuss what journalists' mean by first obligation to the truth.*Discuss "provisional truth" and how stories evolve over time. *Discuss the verification process. *Discuss the reporting process. *Examine why journalists sometimes get the information wrong. *Discuss the pressures – of profits, deadlines and technology – that distort the news values and The Elements of Journalism. *Discuss different kinds and reliability of sources. *Discuss the differences among direct evidence, indirect evidence and assertion. *Practice being a reporter.

- <u>Monday:</u> Discuss verification vs. assertion / impartial vs. objective/ the reporting process/ sources
  - ✓ *Journalism is a "provisional truth."*
  - ✓ *Evaluate the sources.*

- <u>Wednesday:</u> Discuss how reporting goes wrong: Deadline pressures / inaccurate sources / poor or inadequate editing / failure to Open The Freezer!
- <u>SUMMARIZE LESSONS FOR THE NEWS CONSUMER SO FAR.</u>
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✓ <u>In Wednesday's class:</u>

  ➢ Discuss some of your findings in the Martin-Zimmerman case study. Review for problems with it – tips for doing well on the final version.

  ➢ Start playing the "Be a Reporter Game" on NewsU at The Poynter Institute.
    - See details on Readings & Assignment Chart and on assignment sheet posted to Blackboard.

- Some useful fact-checking sites:
  - ✓ www.snopes.com (checks out all sorts of "urban myths" and rumors)
  - ✓ www.factcheck.org (pioneering political fact-checking site)
  - ✓ www.politifact.com (won a 2009 Pulitzer Prize for political fact-checking)

REMINDER: Final Martin-Zimmerman case study due Thursday, Oct. 24, by 6 p.m. by email.

8Week (Oct. 14 / 16): The Opinionator

*Discuss the Commentary Neighborhood. *Yes, there is opinion journalism, as opposed to straight news and as opposed to "infotainment" and propaganda.*Discuss the differences between the editorial pages and the news pages: the "church and state" separation between the two. *Discuss the other kinds of commentators – columnists, pundits, entertainers. *Discuss the differences among, say, David Brooks of The New York Times and Rush Limbaugh or Matt Drudge; Paul Krugman of The New York Times and Bill O'Reilly or the Daily Kos. *Discuss the independence of columnists, their ethics and responsibilities.

Some keys to detecting OPINION:
  - ✓ *Labeling*
  - ✓ *First-person voice*
  - ✓ *One-sided argument*
  - ✓ *Personal attacks*
  - ✓ *Straw-man arguments*
  - ✓ *Exaggeration or Superlatives*
  - ✓ *Overly dramatic*

❖ Wednesday: 2ND GENERAL KNOWLEDGE QUIZ (30 points)

  ➢ Discuss some of your findings in the Martin-Zimmerman case study. Review for problems with it – tips for doing well.

❖ **Thursday, Oct. 24, by 6 p.m. by email: Final Martin-Zimmerman case study (25 percent of grade).**

9Week (Oct. 21 / 23): Bias – Who's Biased, Anyway?

*Discuss the public's perceptions of bias in the news. *Discuss the partisan polarization of the public. *Discuss the "nichification" of news by interest and ideology – and the consequences for "shared public knowledge" and democracy. *Discuss research on journalist's ideological or partisan biases in their work. *Discuss how reporters and editors maintain their independence, detachment and impartiality – despite their personal views.*Discuss the news routines that ameliorate journalists' personal views. *Discuss audience bias.

- Monday: Define "BIAS" / Discuss studies & allegations of "media bias"/Discuss concepts of "balance" and "fairness" / Distinguish between partisan or ideological bias and the biases of News Values and pressures of technology, profits and ratings.

- Discuss key concepts of "audience bias": LOOK THESE UP BEFORE CLASS:
  - ✓ *Selective Exposure (Journalism of Affirmation)*
  - ✓ *Selective Perception*

✓ *Biased Assimilation*
✓ *Hostile-media Effect*
✓ *Sleeper Effect*

REMINDER: Final Martin-Zimmerman case study due Thursday, Oct. 24, by 6 p.m. by email.

10Week (Oct. 28 / 30): Consider the Source

Your mother was right: You should always consider the source of info. * Who's credible? Reliable? Authoritative? Self-Interested? How trustworthy is the evidence? Is it speculation? Are there – *FACTS??* *This week we look closely at guidelines for evaluating the sources of your info and in news stories. This is preparation for our next Big Step: Deconstructing News.

- Looking Ahead:
  - ❖ **Work on your Walter Reed case study (25 percent of grade).**
    - ➢ Assignment sheet on Blackboard.
    - ➢ Draft due Friday, Nov. 8, by 6 p.m. by email.

    - ➢ Final due Friday, Nov. 22, by 6 p.m. by email.

11Week (Nov. 4 / 6): Deconstructing Stories – How to Evaluate the News

SPECIAL NOTE: The course so far has been building up to this KEY class and KEY set of skills. Here you will begin to put to work all the knowledge and insight you've gained so far. Adapted from Stony Brook University, we'll use a Deconstruction Guide and Deconstruction Chart.

You'll need to:
*Recall how to judge sources, evidence and assertions. *Remember to look for signs of opinion and lack of verification. *Put aside your own biases and points of view. *Consider checking the facts.

- Monday: Discuss the key elements of evaluating/deconstructing stories/ Walk through the Deconstruction Guide.

Sources checklist:
✓ *Named sources are better than unnamed sources.*
✓ *Multiple sources are better than a single source.*
✓ *Authoritative sources are better than uninformed sources.*
✓ *Sources who verify are better than sources who assert:*
            "I know" vs. "I believe"
✓ *Independent sources are better than self-interested sources.*

  - ❖ Wednesday: * **Walter Reed case study (25 percent of grade).**
    - ➢ Assignment sheet on Blackboard.
    - ➢ Draft due Friday, Nov. 8, by 6 p.m. by email.

- Deconstruct stories on Blackboard. *Discuss them in class.* SUMMARIZE LESSONS FOR THE NEWS CONSUMER SO FAR.

- Bring to Wednesday's class, email to Prof. Grimes by 6 p.m. by email: Send completed deconstructions.

12Week (Nov. 11 / 13): The Power of Images: Deconstructing TV News

*Discuss what makes photos and video so powerful. *Review examples of famous photos and videos.*Discuss the ethics and values that go into photojournalism and decisions about visuals. *Discuss ease of manipulation in the digital age. *Discuss TV news' prevalence. *Discuss its strengths: Immediacy, emotion, eyewitness, sensory satisfaction. *Discuss TV news' weakness: dependence on video, lack of time for verification, inside an entertainment culture/medium, personality/celebrity of the presenter.

- Monday: Discuss why images are so powerful with guest speaker: Prof. David Sutherland.

- **Wednesday: Our 3rd General Knowledge quiz (30 points)**

    - Discuss what makes TV different.
  - Start in class watching the NewsU episode of "How to Be a Smart TV News Consumer" at http://www.newsu.org/courses/watching-tv-news-how-be-smarter-viewer-0 .
  - See Readings & Assignment chart for specifics on the assignment.
  - Discuss Walter Reed drafts *Tips for improving*

13Week (Nov. 17 / 19): Digital Native

Monday: Caught in the Web Deconstructing Blogs, Social Networking sites, Tweets, Emails

*Discuss the prevalence of blogs, Tweets, email and Web-based info/delivery systems. *Return briefly to "Overload" for the effects and consequences. *Discuss the advantages/disadvantages of all that information and "connectedness." *Discuss potential for isolation and addiction. *Discuss aggregators. *Discuss applying the principles of News Literacy to the Web.

 Wednesday: So, You're a Publisher Now

*Discuss the "tools" of publishing online.*Discuss the pitfalls of living your life publicly online.*Discuss the values and ethics of the Web. *Discuss the possibilities of libel and other legal questions. *Discuss your responsibilities. How do you take advantage of the tools of publishing? How do you establish yourself as a credible publisher on the Web?

- ❖ **Walter Reed case study (25 percent of grade).**
    - **Final due Friday, Nov. 22, by 6 p.m. by email.**

14Week (Nov. 25 / 27): No classes – Thanksgiving and Winter Break

- ✓ **Monday, Dec. 2: Our 4th and last General Knowledge quiz (30 points)**

15Week (Dec. 2 / 4) : Wrap Up & Celebrate What You've Learned

✓ <u>Monday, Dec. 2</u>: Review what we've learned: 4TH GENERAL KNOWLEDGE QUIZ (30 points)
✓ <u>For Wednesday, Dec. 4:</u> Class party!! And final thoughts.

-30-

SU's Policy on Religious Observances:

SU's religious observances policy, found at
http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. To make up work missed for religious observances, please see me or get in touch by email to arrange a make-up schedule.

SU's Policy on Accommodating Those with Disabilities:

Statement Regarding Disability-Related Accommodations
Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 304 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, Office of Disability Services at: http://disabilityservices.syr.edu or contact the office directly at: **Phone:** (315) 443-4498   **Telecommunications Device for the Deaf:** (315) 443-1371   **Email:** odssched@syr.edu

SU Senate Statement on Academic Integrity:

At Syracuse University, academic integrity is expected of every community member in all endeavors. Academic integrity includes a commitment to the values of honesty, trustworthiness, fairness, and respect. These values are essential to the overall success of an academic society. In addition, each member of the university community has a right to expect adherence to academic integrity from all other community members.
An individual's academic dishonesty threatens and undermines the central mission of the university. It is unfair to other community members who do not cheat, because it devalues efforts to learn, to teach, and to conduct research. Academic dishonesty interferes with moral and intellectual development, and poisons the atmosphere of open and trusting intellectual discourse."
See http://provost.syr.edu/provost/Units/academicprograms/academicintegrity/index.aspx#policies