

Advanced Academic Programs
Zanvyl Krieger School of Arts and Sciences

Johns Hopkins University

Course Syllabus

Environmental Policymaking and Policy Analysis

AS.420.614.82 SU19

Contact information for the Instructors:

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Course Description:

AS.420.614.82 SU18- Environmental Policymaking and Policy Analysis:
This course provides students with a broad introduction to U.S. environmental policymaking and policy analysis. Included are a historical perspective and an analysis of future policymaking strategies. Students examine the political and legal framework; become familiar with precedent-setting statutes, such as NEPA, ESA, and the Clean Air and Clean Water Acts; and study models for environmental policy analysis. Cost-benefit studies, the limits of science in policymaking, and the impact of environmental policies on society are important aspects of the course. A comparison of national and international policymaking is designed to provide students with the global perspective on environmental policy.

Prerequisite:

Graduate level status—exception for Senior undergraduates upon request and approval.

Course Learning Objectives or Goals

The objectives of Environmental Policymaking and Policy Analysis are to equip students to recognize and deal effectively with policy-related aspects of their work in the

environmental sciences field. In this course, you will become familiar with theories and models of public/environmental policy and develop familiarity with theory and practice. In addition, you will gain an understanding of the multidimensional and global nature of environmental policy and policymaking, as well as the relationships among and between science, politics, and institutions.

Student:

Upon successful completion of this course, you will be able to:

1. Describe and explain the major theories and models of public/environmental policy;
2. Identify and evaluate the multidimensional nature of environmental policy and policymaking, as well as the relationships among and between science, politics, and institutions;
3. Describe the role of administrative agencies, Congress, and the courts and how they operate on environmental policy and policymaking; and
4. Apply the basic tools of environmental analysis, including risk assessment and cost-benefit analysis, to real-world problems.

Course Materials:

Required Texts: ***Environmental Policy (10th or 9th Ed.)*, N. Vig and M. Kraft, CQ Press (2018, 2016)**. The 10th edition is the preferred version of text for this course although if you have the 9th edition it's acceptable too. Students will also read from government publications, such as the Council on Environmental Quality's annual reports, documents and papers published by the United States Environmental Protection Agency, the General Accounting Office, and various committees of the United States House of Representatives and Senate, as well as court opinions. All of these materials are available on the WEB or through links in the course. Instruction on accessing these materials, as well as other source materials, will be provided.

Recommended Journal Articles (Not all recommended articles below are required reading for the course but will broaden your knowledge and perspectives of environmental policymaking and policy analysis. Required readings are identified in the Unit Step-by-Step instructions. The rest are for your general edification based on your interests. It is possible there may be readings identified in the Course Step-by-Step that are not listed below; please let the specific course instructions be your guide, but do let us know if there are inconsistencies. Other supplemental readings may also be suggested during class based on discussions and new and evolving issues that are appropriate for the issues raised during the class but will not be required.):

Unit 1:

1. Butler, Henry and Jonathan Macey. 1997. *Using Federalism to improve Environmental Policy*. <http://www.utoronto.ca/envipapers/Butler,/butler1.htm>. 42 P.
2. Gov. Printing Office. 1968. Congressional White Paper on the National Environmental Policy Act. 1968. Washington, D.C.

3. The National Environmental Policy Act. 1970. 42 U.S.C. §4321 et seq. (1969)

Unit 2

1. Bearden, David, et. Al. 2013. *Environmental Laws: Summaries of Major Statutes Administered by Environmental Protection Agency*. CRS Report. 7-5700. RL 30798. www.crs.gov.
2. Corn, Lynn, et. al. 2006. *The Endangered Species Act: A primer*. CRS Report. 7-5700, RL31654. www.crs.gov.
3. Corn, Lynn and Kristina Alexander. 2014. *The Endangered Species Act (ESA) in the 113th Congress: New and Recurring Issues*. CRS Report. 7-5700. R42945. www.crs.gov.
4. Fiorino, Dawn. 1995. *Making Environmental Policy; Understanding Environmental Administration and Law*_Ch.3 Lecture Notes, 9 - 17 (U. California Press 1995) (Island Press 1996).
5. Gray, Brian. 2007. *The Endangered Species Act. Reform or Refutation*. Hastings West-Northwest Journal of Environmental Law, Policy. Winter 2007.
6. Petterson, Sharon. 1999. *Congress and Charismatic Megafauna: A legislative History of the Endangered Species Act*. 29 Env'tl. L. 463 Environmental Law.
7. Quarles, Steven, et. Al. 2008. *The Pronounced Presence and Insistent Issues of the Endangered Species Act*. Journal of the American Bar Association's Section on Environment, Energy and Resources, 16 Natural Resources & Environment No. 2, devoted to Endangered Species.
8. U.S. Supreme Court. 1978. *TVA v. Hill et. al.* 437 U.S. 153; 98 S. Ct. 2279; 57 L. Ed 2d 117: 1978.

Unit 3

1. Brosnan, Deborah. 2007. *Science Law, and the Environment: The Making of a Modern Decline*. Taken from <http://law.lclark.edu/live/files/16390-37-4brosnan>.
2. Clark, Roger, et. al. 1998. *Integrating Science and Policy in Natural Resource Management: Lessons and Opportunities*. USDA Forest Service. Pacific Northwest Research Station General Technical Report PNW-GTR-441.
3. Entman, Robert M. 1993. *Framing Toward Clarification of a Fractured Paradigm*. Journal of Communication; Autumn 1993; 43, 4; ABI/INFORM Global
4. Hetes, Robert. 2007. *Science, Risk and Risk Assessment and their Role(s) Supporting Environmental Risk Management*. Presented at Law, Science and the Environment Forum: A Meeting of Minds, Lewis and Clark Law School, Portland, OR, April 19 - 20, 2007. Taken from <https://cfpub.epa.gov/>.
5. Mahwe, T. Michael. 1997. *How and Why Journalists Avoid the Population-Environment Connection*. Population and Environment, Volume 18, Number 4, March 1997.
6. Mills, Thomas, et. al. 2001. *Science-Based Natural Resource Management Decisions: What are they?* Renewable Resource Journal, Summer 2001.
7. Sandman, Peter M. 1994. *Mass Media and Environmental Risk: Seven Principles*. Open access by the University of New Hampshire – School of Law at University of New Hampshire Scholars' Repository. <http://www.psandman.com/handouts/topical.htm>
8. Sandman, Peter. 2006. *Media Sensationalism and Risk: Talking to Stakeholders*

with Reporters in the Room. August 2006 issue of *The Synergist*, pp. 49–53.
<http://www.psandman.com/col/media.htm>

9. Weiskel, Timothy. 1996. *From Prudent Man to Prudent Person: Sustainability and Institutional Investment for the 21st Century*. Harvard Seminar on Environmental Values <http://ecoethics.neVops/ops-005.htm>.

Unit 4

1. Adler, Jonathan. 2006. *When is Two a Crowd*. Faculty Publications. Paper 178. Scholarly Common. Taken from:
http://scholarlycommons.law.case.edu/faculty_publications/178
2. D.C. District Court. 1986. *Environmental Defense Fund, et al., Plaintiffs, v. Lee Thomas, Administrator, U.S. Environmental Protection Agency, et al.*, Defendants Civil Action No. 85-1747 US District Court, Washington D.C. Se. 627 F. Supp. 566; 1986.
3. Ninth Circuit Court. 2001. *Robert W. Hall v. Gale Norton, Secretary of the Interior*; Ninth Cir., 266 F.3d 969; 2001 U.S. App.
4. Shapiro, Sidney. 2007. *OMB and Politicization of Risk Assessment*. Taken from. <http://law.lclark.edu/live/files/16385-37-4shapiro>
5. Steiner, Rena. 2009. *CPR Center for Progressive Reform*. Taken from: https://blackboard.jhu.edu/bbcswebdav/pid-4124912-dt-content-rid-17669685_2/courses/AS.420.614.81.SU17/OIRA_Role_paper_09.pdf
6. Sustain, Cass. 2013. *Commentary: The Office of Regulatory Affairs; Myths and Realities*. Harvard Law Review. Taken from http://thecre.com/pdf/20130523_vol126_sunstein.pdf
7. U.S. Supreme Court. 1984. *Chevron v. NRDC*. 85-1005. Taken from, <http://caselaw.findlaw.com/us-supreme-court/467/837.html>
8. U.S. Supreme Court. 2001. *Whitman v. American Trucking Assoc.* 121 S. Ct. 903; 2001

Unit 5

1. CRE. 2017. *The Data Quality Act: A revolution in the role of science in policy making or a can of worms?* Found at: http://www.thecre.com/misc/20040606_worms.htm
2. Findlaw. 2017. *Federal Agencies Subject to Data Quality Act*. At: <http://corporate.findlaw.com/law-library/federal-agencies-subject-to-data-quality-act.html>
3. Heinzerling, Lisa. 2012. *Pricing the Priceless: Cost Benefit Analysis of Environmental Protection*. University of Pennsylvania Law Review, May, 2002. Taken from. <http://www.ase.tufts.edu/gdae/publications/C-B%20pamphlet%20final.pdf>
4. Liggett, Jane, et. al. 2009. *An Overview of Greenhouse Gas (GHG) Control Policies in Various Countries*. CRS Report 40936
5. Liggett, Jane. 2010. *Climate Change; Current Issues and Policy Tools*. CRS Report RL34513.
6. Moore, John. 1995. *Cost-Benefit Analysis: Issues in Its Use in Regulation*. CRS Report 95-760 ENR
7. Parker, Larry. 2008. *Climate Change: The EU Emissions Trading Scheme (ETS)*

Enters Kyoto Compliance Phase. CRS Report RL34150.

8. Ramseur, Jonathan. 2007. *Climate Change: Action by States To Address Greenhouse Gas Emissions.* CRS Report 33812.
9. Van, Adam, et. al. 2010. *Legal Issues Associated with the Development of Carbon Dioxide Sequestration Technology.* CRS Report RL 41130

Unit 6

1. Anand, Sudhir and S. Amartya. 2000. *Human Development and Economic Sustainability.* 2000. World Development Vol. 28, No. 12, pp. 2029-2049.
2. Bloc, J. M. 2007. *Water, water, every where, Nor any drop to drink: NAEP,* Environmental Practice 9(1) March 2007
3. McCormick, Jerrold. 2007. *Climate Change and the Nuclear Option.* NAEP, Environmental Practice 9(1) March 2007
4. Moser, Susanne and Maxwell Boykoff. 2007. *Climate Change Adaptation Policies.* Taken from:
http://susannemoser.com/documents/AdaptationPolicy_prepub_acceptedforpublication.pdf
5. Nachmany, Michael, et.al. 2015. *The 2015 Global Climate Legislation Study; A Review of Climate Change Legislation in 99 Countries.* Grantham Research Institute on Climate Change. Taken from:
http://www.lse.ac.uk/GranthamInstitute/wp-content/uploads/2015/05/Global_climate_legislation_study_20151.pdf
6. Odenbaugh, Jay. 2013. *On the Contrary: How to Think About Climate Skepticism.* Routledge Companion to Environmental Ethics, Benjamin Hale and Andrew Light, eds. Routledge Press. Taken from:
<https://jay-odenbaugh.squarespace.com/s/Odenbaugh-On-the-Contrary.pdf>
7. Parker, Larry. 2010. *Global Climate Change: Three Policy Perspectives.* CRS Report: 98-738.
8. Ruhl, J.B. 2015. *Climate Change and the Endangered Species Act: building Bridges to the No-Analog Future.*
9. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1014184
10. Sussman, Edna. 2008. *Reshaping Municipal And County Laws to Foster Green Building, Energy Efficiency, and Renewable Energy.* Hoguet Newman Regal & Kenney, LLP. 107 Colloquium Articles.
11. Van der Elst, Kristel and Nicholas Davis. 2010. *The Future Availability of Natural Resources A New Paradigm for Global Resource Availability.* World Economic Forum. Taken From:
http://www3.weforum.org/docs/WEF_FutureAvailabilityNaturalResources_Report_2014.pdf
12. Wilson, Arlene. 1994. *GATT, Trade Liberalization, and the Environment: An Economic Analysis.* CRS Report 94-291.
13. Winter is Frigid: So I say Bring on the Greenhouse Effects! A Legal and Policy Discussion of the Strategies the United States Must Employ to Combat Global Warming . 2008. Seth W. Eaton. 35 Pepp. L. Rev. 787 Pepperdine Law Review.

14. Yale Center for Environmental Law. 2005 *Environmental Sustainability Index: 2005*. Yale Center for Environmental Law and Policy. Benchmarking National Environmental Stewardship. Taken from www.yale.edu/esj

Unit 7

- 1) Adler, Jonathan, 2001. *Free and Green: A New Approach To Environmental Protection*. 24 Harv. J.L. & Pub. Pol'y 653 (2001).
- 2) Baden, John and Doug Noonan, 1996. *The Evolving Environmentalism*.
- 3) Taken from: <http://www.ti.org/BandN.html>
- 4) Copland, Claudia. 1997. *Environmental Policy: Issues in Federal- State Relations*. CRS Report 97-689 ENR
- 5) Gauna, Eileen, 2008. *The Death and Rebirth of the Environmental Movement*. 2008. Taken From: <https://law.clark.edu/live/files/17396-38-2gauna>
- 6) Hausker, Karl. 1999. *Reinventing Environmental Regulations; the Only Path to Sustainability*. Center For Strategy and International Studies. Taken from: <http://www.csis.org/html/op990301.html>.
- 7) MacDicken, K. 2015. *Global Forest Resources: How are the World's Forest Resources Changing*. United Nations Food and Agriculture Organization. Taken from: www.fao.org/3/a-i4793e.pdf
- 8) Sussman, Robert. 1997. *Should Environmental Laws be Integrated?* Pace Environmental Law Review Winter 1997

Specific Technology Requirements:

- Access to a computer
- Updated JAVA. Adobe Flash Player system plug-in.
- Access to the Internet
- Browser: download and install Chrome or Firefox for PCs. Safari or Firefox for Mac computers.

Technological Skills requirements:

- Ability to work with computers
- Navigate in and use of Blackboard; the Blackboard Student Orientation course on your "My Institution" page
- Create and save MS Word documents and PDF files; see [MS Word training and tutorials](#) for PC users (all versions); [Word Help](#) for Mac users
- Send e-mails
- Upload and download files; use browsers and Internet
- Participate on the Discussion Board
- Use the Internet for research

Structure of the course:

The Course is divided into seven Units. We have found that changing subject every week can be a challenge for students and moves the course too rapidly for students to get a better grasp of the subjects. We, therefore built seven themes around which this course is structured. Here are the themes or Units.

Unit 1: The Early Years. Introduction to the history of environmental policy, and its roots in United States land and natural resource development.

Unit 2: Theories and Models on Environmental Policy. How is environmental policy made? What are the typical decision making models used by policy makers? We will use two environmental statutes to contrast different approaches to policy making – one broad (the National Environmental Policy Act) the other specific (the Endangered Species Act). These two statutes will be contrasted.

Unit 3: Media, Ethics and Use of Science. The public and the media play an important role in environmental policy development. We will explore the roles played by these two important players. A third important input to policy development is science. We will examine the role of science and scientists in development of environmental policy.

Unit 4: The Policy Players. The legislative, administrative, and court systems all play important roles in the development and implementation of environmental policy. We will examine the contrasting roles of each of these three institutions.

Unit 5: Environmental Economics and Risk Assessment. Environmental policy must be developed and implemented within our economic and social systems. This unit will explore how economics and risk to human wellbeing are integrated into the environmental policy development.

Unit 6: International Policy Development. Environmental issues often cross-national boundaries. In such cases international agreements guide how countries will cooperate. We will specifically address climate change policy and issues surround sustainable development and human population influences on environmental policy making.

Unit 7: The Future and Where We Go from Here. Topical issues of the day will be discussed as well as what is the future direction for environmental policy at the local, national and global scales.

After completing the readings and viewing the videos for the unit, students will engage in two discussions for each Unit. Although both discussions are open for the two weeks of the Unit, one discussion is the focus of the first week, the second discussion is the focus for the second week. Your instructors will provide prompting questions throughout each discussion to encourage thinking and participation.

Learner Expectations:

Learners are expected to work diligently to achieve the goals of the course mentioned on page 2 of the syllabus.

Course Topics, Activities & Schedule

Tentative Course Schedule: To facilitate student success, the instructor reserves the right to modify the due dates or add/delete assignments. You will be informed through Blackboard Announcements if there is a change to assignment due dates and graded assignment.

Units	Topics	Activities	Assessments & Week/day they are due
1	History	One Discussion – Student Introductions	1 discussion (Introductions)--NOT graded
2	Models	Two Discussions 1) The Congressional White Paper 2) NEPA vs. ESA	2 graded discussions
3	Media, Public	Two Discussions 1) Professional Ethics 2) Use of science Media Paper Choose Policy Topic for paper	2 graded discussions Media paper assignment due at end of unit. Choose topic paper
4	Players	Two Discussions 1) Presidential authorities 2) Court Standing	2 graded discussions
5	Economics	Two discussions 1) Use of B/C and risk assessments 2) OMB Criteria for B/C analysis Comments on Federal Register Notice	2 graded discussions FR Notice response due at end of Unit
6	Global Policy	One Discussion 1) Sustainability and Climate change policy Student topic paper Policy topic paper discussions	1 graded discussion Topic paper due at beginning of Unit Policy topic discussions - graded as an assignment
7	The Future	One discussion 1) Where we go from here Extra credit discussion – course feedback Final Exam	1 graded discussion 1 extra credit discussion Final Exam due at end of unit.

Major Assignments and percentage of grades:

Assignments

The assignments are as follows.

10 graded discussions (**30 points**, 3.0 points each)

A short media analysis paper (2-3 pages) (**10 points**)

Comments on Federal Register notice (3-5 pages) (**20 points**)

A policy topic paper (2-3 pages) (**10 points**)

1 graded discussion - Student comments on policy topic papers (Comments required on minimum of 4 student papers other than your own; minimum of 8 total comments required) (**10 points**)

A final exam (4 questions to be answered—each takes 1 to 1 1/2 pages). The final exam is open-book; you have two weeks to complete. (**20 points**)

Assignments	Due on Weeks	Points Possible
Assignment 1: Ten (10) graded discussions – each is worth 3.0 points. Two discussions per unit, except units 1 (no graded discussion), 6 (one graded discussion) and 7 (one graded discussion). (a rubric is used for grading).	Throughout the semester	30 points
Assignment 2: Media paper - A media article analysis paper responding to seven principles of media "spin"(2-3 pages in length).	Week 5 (due July 2)	10 points
Assignment 3: Comment on a current proposed Federal policy in the Federal Register. (3-5 pages in length)	Week 8 (due July 23)	20 points
Assignment 4: A policy topic paper. Summarize a current policy to set the stage for a student dialogue on options for improvement. (2-3 pages in length-single spaced). Your preferred topic for the policy paper is due no later than July 2 and topic assignments will be confirmed by instructors no later than July 3. First come, first served.	Week 10 (due July 31)	10 points
Assignment 5: Participate in a dialogue on student topic papers and discuss options for improvement. (Comments required on minimum of 4 student papers other than your own; minimum of 8 total comments required)	Weeks 10 & 11 (Aug 1–13)	10 points
Assignment 6: Final Exam. The final exam has seven questions. Each student will respond to four of the seven questions. Each student selects the questions they want to answer. This is an open book final with two weeks to finish. Unit 7 lasts only one week; you may access Unit 7 and the exam beginning in the middle of Unit 6.	Week 12 (due Aug 20)	20 points
Assignment 7: There is an extra credit discussions during Unit 7 to make course recommendations and will be worth 1.0 points.	Week 12	1 point

Total		101 points
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Grading

1. "Attendance" and presence are required for this class. Students are expected to log on at a *minimum* of twice a week and are expected to post substantive contributions to discussions that may be going on at the time. Simply saying "hello" or "I agree" is not considered to be a substantive contribution. Students must support their positions, raise new issues, or add value somehow to the discussions in which they participate (see grading rubric for "Threaded Discussions" below).
2. Students cannot pass this class without participation in the on-line discussions. Indeed, participation accounts for a consequential per cent of each student's overall grade.

Letter Grade	Percentage
A+	98% to 100%
A	94% and less than 98%
A-	90% and less than 94%
B+	88% and less than 90%
B	84% and less than 88%
B-	80% and less than 84%
C	70% and less than 80%
F	0% and less than 70%

Other Policies on Grading

Papers and Graded Policy Topic Discussion

Written work will earn **90 per cent or more of available points** when it is of excellent quality, showing thorough understanding of issues and relationships among and between issues. Solid examples are presented to describe and explain concepts, as appropriate. All statements or arguments are well-supported in a clear and organized fashion. Sub-topics are organized with headings and easy to follow subject transitions. Writing is in essay form, free of grammatical and spelling errors.

Written work will earn **between 80 and 90 per cent of available points** when it is of high quality, showing understanding of the issues and how they are related. Concepts are defined and described using appropriate examples. Statements or arguments made are supported in a clear and organized fashion. Writing is in essay form, free of

grammatical and spelling errors.

Written work will earn **between 70 and 80 per cent of available points** when it demonstrates understanding of concepts involved. Writing is in essay form, free of grammatical and spelling errors.

Threaded Discussions (Forums):

Threaded discussions will account for about one-third of your grade. It is, therefore, important that you understand how these threaded discussions will be graded. To earn an "A" on any threaded discussion (A "Topic" within a "Forum") will require you to participate at least 4 times in each threaded discussion by, (1) respond to the initial instructor question with an idea, perspective or slant not brought forward by another student, (2) respond to a perspective or idea expressed by another student, and (3) respond with a thought that provokes discussion or input--perhaps a question of your own. All discussion, where appropriate, should be supported by references to papers, regulations, law, or case law. Links to Internet sites will greatly enhance your grade as well. To earn a "B," you must (1) participate at least 3 times to each "Topic", (2) respond to the question with an idea or perspective not brought forward by another student, and (3) comment on another student's input. To earn a "C" you must participate at least 2 times and comment on another student's perspective with a different idea of your own. These threaded discussions ("Topics" within each "Forum") will be graded with a rubric" (standard criteria of 4 categories and 4 ratings for each category) based on the criteria above. You will be awarded points for each Discussion and graded as we go. If we (Andree and Rhey) believe you are not contributing at an acceptable level, we will let you know via private e-mail. We will provide "progress" grading at the end of each Unit so you will have an idea of how well you are doing in the Threaded Discussions. If you have questions about how you are doing in your threaded discussions throughout the course, send us an e-mail and we will provide you with a response to your questions. **NOTE: We do assess when students begin to engage in the TDs. If you wait until the last few days to submit your thoughts and responses, you will not get full credit for your work, since others cannot engage in discussions with you because you are late with your contributions. So even if you think you comply with the criteria, you may be downgraded for participation too late with your thoughts.** The first posting for a comment discussion topic, in each unit, should be within four days (i.e., by Saturday of the first week). Where a second topic is used within a Unit, the first posting on that topic should be made early in the second week of the Unit.

We should point out that an "open" threaded discussion is made a part of each unit. This "open" threaded discussion is used by the students to discuss topics not discussed in other threaded discussions. This is an "open" forum to share ideas. We have found that "chat" rooms don't work really well, so we thought we would post this open discussion to see if that will work better. Also, if you want to contribute an idea to the open discussion, but have reservations about doing so because you don't want the input linked back to you, send Andree or Rhey an e-mail and we will post your idea,

comment, or question as if it were from us--you become anonymous.

Sample
Syllabus

Rubric for Discussions

Criteria	Unsatisfactory	Poor	Minimal	Proficient	Exemplary
Responds with adequate number and timing of submissions Weight 50.00%	0.00 % No contributions to the threaded discussion	60.00 % Responds with at least 1 response.	75.00 % Responds with at least 2 responses. Or if more than 2 responses, the responses may be late.	85.00 % Responds with at least 3 responses. or if more than 3, some may be late.	100.00 % Responds with at least 4 responses, and responses are begun timely.
Shows critical thinking and inquires into new lines of thought. Weight 35.00%	0.00 % Student missed the main ideas of the discussion or does not respond.	60.00 % Provides input, but input is brief and does not provoke thinking for others to consider.	75.00 % Student responds to others, suggests thoughts for others.	85.00 % Student's responds to others and shows good logic in responses and poses new lines of thinking.	100.00 % Student responds with good logic of thinking, provides new chains of thought, supports other students, makes reference to other on-line resources and articles.
Responses are well written, logic is organized, and other students respected. Weight 15.00%	0.00 % Student responses are not addressing the questions, are not logical and the use of English is poor.	60.00 % Student responses are brief, logic is hard to follow, and grammar is poor.	75.00 % Student responses are logical but do not add substance to the discussion. Grammar is appropriate but may be difficult to follow.	85.00 % Student responses are easy to follow, the organization of thinking flows, and other student's thinking is challenged with respect.	100.00 % Student responses are easy to follow, logic is well developed, other students are encouraged and positively reinforced with critical thinking.

Document Submission Policies:

Acceptable Document Formats:

Assignments can be submitted as Word or PDF format. Assignments should be posted in the "Assignments" drop slot for the course.

Assignments should be in a readable font (minimum 10 font, Times New Roman, Arial, Courier or other standard style format).

Acceptable Citation Formats:

We do not have a specific referencing format to be used. We do ask that a consistent format be used, however.

Revision of work submitted- Criteria for revision:

Revisions of work are permitted up until the work is graded. However, if revisions are resubmitted, the labeling of that assignment should make it clear that it is a revised version.

Revisions to discussion posts are permitted up until the end of that unit. Revisions and edits may be required because of mistyping or sentence structure that the author decides should be changed. The removal of a discussion post is also permitted, provided that another student has not commented on that post. Grading will be based on the posts for each discussion at the closure of the unit.

Late work Policy:

Assignments turned in late may be subject to a penalty. However, we do appreciate that emergencies can arise. Late submissions may be subject to grade adjustment, but such adjustments will be determined on a case-by-case basis. If an emergency does arise, notify you instructor(s) before the due date for the assignment and not after the fact. The student has a responsibility to coordinate the submission for late assignments ahead of time with the instructors. Assignments submitted late without coordination with the instructors will be subject to one full grade adjustment.

Instructor Feedback Time:

Questions submitted within the Blackboard "Open" discussion for each Unit will be responded to within 2 days of the submission. Questions submitted via e-mail will be responded to with 2 days.

Instructors will aim to return submitted assignments within 7 days.

We encourage the students use the open discussion forum to ask questions. In this way other students can benefit from the answer. However, there are questions that are student specific and private and require an e-mail submission and response. Each method for feedback and questions are permitted.

Communication:

To the extent possible, we will rely on the "open" discussions and e-mails for communication with students. It is permissible to contact instructors by phone line, or video conferencing. We do request that you not "cold call" instructors. The protocol is to request through an e-mail that you would like a phone call or video conference. The instructor(s) will the coordinate with you on an appropriate time and date for such communication.

Netiquette:

For Netiquette Core Rules visit [The Core Rules of Netiquette](#) web page.

In addition to the core rules here are additional “netiquette,” expectations:

- a. Check the discussion frequently and respond appropriately and on subject (i.e., don't wait until the last day of the unit and drop five posts to the discussion).
- b. Focus on one subject in each message and use pertinent subject titles.
- c. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING!
- d. Be professional and careful with your on-line interaction.
- e. When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post. You can often avoid adding needless length to posts by thinking through what you want to post before you begin keyboarding.
- f. It is considered rude to forward someone else's messages without first seeking his or her permission.
- g. Emojis are appropriate but don't overuse.

It is O.K. to use humor, but use it carefully. The absence of face-to-face cues can often cause “humor” to be misinterpreted as criticism or “flaming” (angry antagonistic criticism).

University Policies

General

This course adheres to all University policies described in the academic catalog. Please pay close attention to the following policies:

Students with Disabilities

Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the [Disability Accommodations](#) page. Further information and a link to the Student Request for Accommodation form can also be found on the [Disability Accommodations](#) page.

Ethics & Plagiarism

JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

Read and adhere to JHU's [Notice on Plagiarism](#).

Dropping the Course

You are responsible for understanding the university's policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the [Academic Calendar](#).

Getting Help

You have a variety of methods to get help. Please consult the help listed in the "Blackboard Help" link in the online classroom for important information. **If you encounter technical difficulty in completing or submitting any online assessment, please immediately contact the designated help desk listed on the [AAP online support page](#).** Also, contact your instructor at the email address listed atop this syllabus.

Copyright Policy

All course materials are the property of JHU and are to be used for the student's individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material content for any other purpose is prohibited, will be considered misconduct under the [JHU Copyright Compliance Policy](#), and may be cause for disciplinary action. In addition, encouraging academic dishonesty or cheating by distributing information about course materials or assignments which would give an unfair advantage to others may violate AAP's [Code of Conduct](#) and the University's [Student Conduct Code](#). Specifically, recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the class. Other distributions of such materials by students may be deemed to violate the above University policies and be subject to disciplinary action.

Code of Conduct

To better support all students, the Johns Hopkins University non-academic [Student Conduct Code](#) has been integrated and updated to include all divisions of the University. In addition, it is important to note that all AAP students are still accountable for the [Code of Conduct for Advanced Academic Programs](#).

Title IX

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment on our campus. I also have mandatory reporting responsibilities related to my role as a Responsible Employee under the Sexual Misconduct Policy & Procedures (which prohibits sexual harassment, sexual assault, relationship violence and stalking), as well as the General Anti-Harassment Policy (which prohibits all types of protected status-based discrimination and harassment). It is my goal that you feel able to share

information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information that I learn of regarding sexual misconduct, as well as protected status-based harassment and discrimination, with the Office of Institutional Equity (OIE). For a list of individuals/offices who can speak with you confidentially, please see Appendix B of the JHU Sexual Misconduct Policies and Laws.

For more information on both policies mentioned above, please see: JHU Relevant Policies, Codes, Statements and Principles. Please also note that certain faculty and other University community members also have a duty as a designated Campus Safety Authority under the Clery Act to notify campus security of certain crimes, as well as a duty under State law and University policy to report suspected child abuse and/or neglect.

Time Management:

What is the time demand and schedule of the course?

It is expected that you look ahead to schedule your time. Plan to complete coursework across several days of the week rather than all in one day. Each unit will be open one week before the discussions begin for that unit. Take advantage of this time so you can immediately engage the first day the unit is open for discussion submissions.

Some assignments require that you work on them for multiple weeks. Be sure to review the assignment directions at the beginning of the course so that you can plan your time accordingly. Please seek help before becoming frustrated and spending a significant amount of time to resolve an issue. The “Open” discussions for each unit are intended for you to ask questions about assignments—use them.