

**NORTHEASTERN STATE UNIVERSITY**  
**College of Social & Behavioral Sciences**  
**Criminal Justice & Legal Studies Department**  
Tahlequah, Oklahoma

**SYLLABUS**

**Summer Semester, 2003**

**INSTRUCTOR:**

**Charles L. Dreveskracht**, Assistant Professor

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**Office Hours:**

Monday: 12:30-13:30 & 16:10-17:00

Tuesday: 12:30-13:30

Wednesday: 12:30-13:30

Thursday: 12:30-13:30

or by Appointment.

**Class Hours:**

**June 9- July 3**

Monday: 13:30-16:10 & Online

Tuesday: 13:30-16:10 & Online

Wednesday: 13:30-16:10 & Online

Thursday: 13:30-16:10 & Online

Friday: Online

**July 4-July 31**

Monday: Online

Tuesday: Online

Wednesday: Online

Thursday: Online

Friday: Online

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**COURSE TITLE AND NUMBER:**

Criminal Justice 4113, American Court System

**CLASS DAYS & TIME:**

MTWTH: 13:30-16:10

## **PREREQUISITES:**

Criminal Justice majors - Criminal Justice 1013; Paralegal Studies majors - Criminal Justice 1513.

## **CATALOG DESCRIPTION OF COURSE:**

Organization and administration of the adjudication function on both federal and state levels. Analysis of the roles of court personnel and the adjudication process. Relationships with the other criminal justice functions.

## **COURSE PURPOSE:**

This course is required for the Bachelor of Science degree in Criminal Justice.

## **EXPECTED COURSE OUTCOMES:**

After completing Criminal Justice 4113, the student will be able to:

1. Describe the structure of the court system.
2. Describe functions of the major components of court system.
3. Discuss the various court personal positions.
4. Explain the operations of the pre-trial, trial and post-trial judicial process.
5. Analyze the problems prevalent in the court system.
6. Describe the efforts to reform the judicial system.

Each Chapter has its' specific learning objectives and key words & terms in addition to these general ones. They are:

### **Chapter # 1**

At the completion of Chapter # 1, the student, in addition to being able to define the Chapter # 1, Key Words & Terms, should be able to:

1. Describe the Criminal Justice System and its components.
2. Identify the various actors in the courthouse.
3. Describe the steps in the criminal procedure process.
4. Discuss the two models of crime control developed by Herbert Packer.

### **Chapter # 1 Key Words & Terms**

Criminal justice system

Fragmented criminal justice non-system

Decentralization

Arrest

Initial appearance

Bail

Preliminary Hearing

Charging decision  
Grand jury  
Arraignment  
Evidence  
Plea negotiations  
Trials  
Sentencing  
Appeal  
Law on the books  
Law in action  
Assembly-line justice  
Discretion  
Courtroom work group  
Crime control model  
Due process model

## **Chapter # 2**

At the completion of Chapter # 2, the student, in addition to being able to define the Chapter # 2, Key Words & Terms, should be able to:

1. Describe our common law heritage.
2. Discuss the adversary system.
3. Enumerate the rights of the accused.

### **Chapter # 2 Key Words & Terms**

Law  
Common law  
Judge-made law  
Precedent or *stare decisis*  
Multiple sources of the law (uncodified)  
Constitutions  
Statutes  
Municipal ordinances  
Administrative regulations  
Judicial decisions  
Adversary system  
Substantive law  
Procedural law  
Presumption of innocence  
Proof beyond a reasonable doubt  
Preponderance of the evidence  
Due process of the law  
Bill of Rights  
Incorporation of the Bill of Rights

Civil law  
Tort law  
Contracts  
Real property and personal property  
Remedies  
Judgment  
Plaintiff  
Defendant  
Monetary damages--compensatory and punitive damages  
Declaratory judgment  
Injunction  
Asset forfeiture  
Civil liability  
Misdemeanor  
Felony  
Results of the illegal act  
Legal defenses  
Defense of duress  
Juvenile delinquency  
Piecemeal change of criminal law  
Inconsistencies in criminal law  
Plea bargaining and the criminal law  
Sentencing and the criminal law

### **Chapter # 3**

At the completion of Chapter # 3, the student, in addition to being able to define the Chapter # 3, Key Words & Terms, should be able to:

1. Describe the basic principles by which our courts are organized.
2. Describe the organization of the Federal Courts
3. Outline the history of the Federal Courts.
4. Discuss the changes in the Federal Court caseload.

### **Chapter # 3 Key Words & Terms**

Jurisdiction  
Geographic jurisdiction  
Extradition  
Subject matter jurisdiction  
Hierarchical jurisdiction  
Original jurisdiction  
Appellate jurisdiction  
Trial court  
Appellate court

Dual court system  
Double jeopardy  
Constitutional Convention  
States' rights (Anti-Federalists)  
Nationalists (Federalists)  
Article III of the Constitution  
Judiciary Act of 1789  
Circuit riding  
Court of Appeals Act of 1891  
U.S. Magistrates Judges  
U.S. District Courts  
U.S. District Courts divisions  
Three-judge district courts  
Federal question  
Diversity jurisdiction  
Diversity of citizenship  
Prisoner petitions  
United States Courts of Appeals  
Three-judge panels  
*En-banc*  
United States Supreme Court  
Writ of *certiorari*  
Specialized federal courts  
Constitutional courts  
Article I or legislative courts  
Military justice  
Tribal courts  
Administrative Office Act of 1939  
Court-packing plan  
Chief Justice  
Judicial Conference of the United States  
Administrative Office of the U.S. Courts  
Federal Judicial Center  
Judicial councils  
U.S. Sentencing Commission

## **Chapter # 4**

At the completion of Chapter # 4, the student, in addition to being able to define the Chapter # 4, Key Words & Terms, should be able to:

1. Describe the organization of the State Courts
2. Outline the history of the State Courts.
3. Discuss the major problems with the State Courts' organization.

## **Chapter # 4 Key Words & Terms**

Colonial courts  
Early American courts  
Trial courts of limited jurisdiction  
Inferior or lower courts  
Trial courts of general jurisdiction  
Major trial courts  
General jurisdiction  
Domestic relations cases  
Estate cases  
Personal injury cases  
Intermediate courts of appeals  
Courts of last resort  
Court unification  
Unified court system  
Simplified court structure  
Centralized administration  
Centralized rule making  
Centralized judicial budgeting  
Statewide financing  
Emerging agenda of court reform  
Decentralization and choice of courts  
Local control and local **corruption**

## **Chapter # 5**

At the completion of Chapter # 5, the student, in addition to being able to define the Chapter # 5, Key Words & Terms, should be able to:

1. Describe those who work in the courthouse.
2. Describe the courtroom and behind the scenes.
3. Discuss the significance of the courtroom workgroup.
4. Discuss the problem of delay in the court.

### **Chapter # 5 Key Words & Terms**

Courthouse  
Courtroom  
Clerks of court  
Chief judge  
Court administrator  
Dynamics of courthouse justice  
Excessive caseloads  
Specialization  
Group processing

Routine administration  
Discretion  
Legal judgements  
Policy priorities  
Courtroom work group  
Work-group interactions  
Mutual interdependence  
Shared decision making  
Shared norms  
Normal crime  
Rewards (carrots)  
Sanctions (sticks)  
Delay  
Case-processing time  
Defendant's rights  
Societal protection  
Citizens' confidence  
Strains on resources  
Administrative and procedural factors  
Law on the books  
Law in action  
Case scheduling

## **Chapter # 6**

At the completion of Chapter # 6, the student, in addition to being able to define the Chapter # 6, Key Words & Terms, should be able to:

1. Describe the role of the prosecutor.
2. Describe how prosecutors determine who to charge.
3. Describe how the prosecutor interacts with the courtroom work group.
4. Identify the typical assistant prosecutor in terms of their background, training, career goals and length of service.

### **Chapter # 6 Key Words & Terms**

Broad discretion  
Officer of the court  
Prosecutorial immunity  
Decentralized organization  
U.S. Department of Justice  
Attorney General  
U.S. Attorneys  
State Attorney General  
Local autonomy

Chief prosecutor  
Prosecutorial elections  
Local prosecutor  
Prosecutor as fighter  
Prosecutor as negotiator  
Drafting  
Briefs  
Prosecutor as counselor  
Prosecutor as administrator  
Assistant district attorneys  
Turnover rate  
Vertical prosecution  
Horizontal prosecution  
Supervision of prosecutors  
Office conservators  
Courthouse insurgents  
Policy reformers  
Community prosecution

## **Chapter # 7**

At the completion of Chapter # 7, the student, in addition to being able to define the Chapter # 7, Key Words & Terms, should be able to:

1. Describe the advantages and disadvantages of each of the three major systems under which indigent defendants are provided with free legal representation.
2. Discuss whether cooperating with members of the courtroom work group interferes with the defense attorney's responsibilities to their clients.
3. Discuss the relationship between defense lawyers and their clients.

## **Chapter # 7 Key Words & Terms**

Right to counsel  
*Gideon v. Wainwright*  
*Argersinger v. Hamilin*  
Ineffective assistance of counsel  
Effective assistance of counsel  
Self-representation (*pro se*)  
Rewards for cooperation  
Sanctions for lack of cooperation  
Two hemispheres of cooperation  
Corporate client sector  
personal client sector  
Solo practitioners  
Low status  
Securing clients

Fees  
Indigents  
Assigned counsel  
Contract systems  
Public defenders  
Privileged communications

## **Chapter # 8**

At the completion of Chapter # 8, the student, in addition to being able to define the Chapter # 8, Key Words & Terms, should be able to:

1. Describe the relationship between the judge and the courtroom work group.
2. Describe the different methods of selecting judges.
3. Discuss how judges are prepared for the judicial role.

### **Chapter # 8 Key Words & Terms**

Judicial chambers  
Chief judge  
Stability of courtroom work group  
Judge shopping  
Missouri Bar Plan  
American Bar Association (ABA)  
Judicial elections  
Incumbent judges  
Merit selection  
Judicial independence  
Judicial misconduct  
Judicial Conduct Commission  
Federal Conduct and Disability Act Impeachment

## **Chapter # 9**

At the completion of Chapter # 9, the student, in addition to being able to define the Chapter # 9, Key Words & Terms, should be able to:

1. Describe the characteristics of defendants.
2. Discuss the defendant in court.
3. Discuss the role of the victim in court.
4. Describe the programs designed to help victims.

## **Chapter # 9 Key Words & Terms**

Defendant  
Urban underclass  
Witness cooperation  
Witness intimidation  
Domestic violence  
Civil protection order  
Victim/witness assistance program  
Victim compensation program  
Victim's bill of rights  
Victim's rights movement

## **Chapter # 10**

At the completion of Chapter # 10, the student, in addition to being able to define the Chapter # 10, Key Words & Terms, should be able to:

1. Describe the UCR system.
2. Describe the grand jury system.
3. Describe the charging process
4. Describe the Criminal Justice Wedding Cake Model.

## **Chapter # 10 Key Words & Terms**

Uniform Crime Reports  
Type I offenses (index crimes)  
Type II offenses  
Arrest  
Initial appearance  
Charging document  
Complaint  
Information  
Arrest warrant  
Preliminary hearing (preliminary examination)  
Bind over  
Probable cause  
Grand jury  
Indictment  
True bill  
No true bill  
Immunity  
Transactional immunity  
Use immunity  
Subpoena powers

Contempt  
Arraignment  
*Nolle prosequi*  
Criminal justice wedding cake

## **Chapter # 11**

At the completion of Chapter # 11 the student, in addition to being able to define the Chapter # 11, Key Words & Terms, should be able to:

1. Describe the bail bondsman system.
2. Describe the consequences of being denied pre-trial release.
3. Describe the Requirements for ROR.
4. Describe the different bail reforms.
5. Describe preventive detention.

### **Chapter #11 Key Words & Terms**

Bail  
Cash bond  
Property bond  
Release on recognizance (ROR)  
Bail agent (bondsman)  
Bond jumping  
8th Amendment  
Failure to appear  
Bench warrant or *capias*  
10% bail deposit  
Pre-trial service programs  
Preventive detention

## **Chapter # 12**

At the completion of Chapter # 12, the student, in addition to being able to define the Chapter # 12, Key Words & Terms, should be able to:

1. Define the exclusionary rule.
2. Describe how the exclusionary rule is applied.
3. Describe how disclosure and discovery work.

## **Chapter # 12 Key Words & Terms**

Discovery  
Disclosure  
Brady material  
Reciprocal disclosure  
Alibi defense  
Exclusionary rule  
Confessions  
Miranda rule  
Unreasonable search and seizure  
Illegal search and seizure  
Search warrant  
Warrantless searches  
Plain view  
Suppression motions

## **Chapter # 13**

At the completion of Chapter # 13, the student, in addition to being able to define the Chapter # 13, Key Words & Terms, should be able to:

1. Describe the three types of plea agreements.
2. Describe the advantages and disadvantages of plea bargaining from the perspective the prosecutor, the judge, the defense attorney and the defendant.
3. Discuss the suggestions to abolish plea bargaining.

## **Chapter # 13 Key Words & Terms**

Plea bargaining  
Charge bargaining  
Count bargaining  
Sentencing bargaining  
Plea on the nose  
Presumption of factual guilt  
Interaction norms  
Jury trial penalty  
Copping a plea  
*Nolo contendere*  
Boykin form  
Abolishing plea bargaining

## **Chapter # 14**

At the completion of Chapter # 14, the student, in addition to being able to define the Chapter # 14, Key Words & Terms, should be able to:

1. Describe the steps in the jury selection process.
2. Describe the steps in the trial process.
3. Discuss the concept of jury nullification of the law.

### **Chapter # 14 Key Words & Terms**

Petit jury  
Petty offenses  
Unanimity  
Master jury list  
Venire  
Statutory exemptions  
Challenged for cause  
Peremptory challenge  
*Voir dire*  
Alternate juror  
Opening statements  
Burden of proof  
Reasonable doubt  
Evidence  
Real evidence  
Testimony  
Direct evidence  
Circumstantial evidence  
Immaterial or irrelevant evidence  
Privileged communication  
Trustworthiness  
Best-evidence rule  
Hearsay evidence  
Impeaching testimony  
Objections  
Bench trial  
Mistrial  
Cross-examination  
Self-incrimination  
Alibi defense  
Affirmative defense  
Self-defense  
Duress  
Entrapment  
Rebuttal  
Closing arguments  
Jury instructions  
Charging conference  
Jury deliberations  
Hung jury

Verdict  
Acquittal  
Post-verdict motions  
Jury nullification  
Prejudicial pre-trial publicity  
Limited gag order  
Change of venue  
Sequestering the jury

## **Chapter # 15**

At the completion of Chapter # 15, the student, in addition to being able to define the Chapter # 15, Key Words & Terms, should be able to:

1. Describe the four main sentencing philosophies.
2. Discuss the evolution of the death penalty in the U.S.
3. Discuss the various sentencing alternatives.

### **Chapter # 15 Key Words & Terms**

Retribution  
Deserved punishment  
Just deserts  
Incapacitation  
Deterrence theory  
General deterrence  
Special deterrence  
Rehabilitation  
Indeterminate sentences  
Determinate sentences  
Parole  
Parole boards  
Pardons  
Imprisonment  
Conditions of confinement  
Probation  
Recidivism  
Fines  
Restitution  
Direct restitution  
Symbolic restitution  
Community service  
Death penalty  
Capital offenses  
Furman v. Georgia  
Cruel and unusual punishment

Mandatory death penalty laws  
Guided discretion statutes  
Aggravating and mitigating circumstances  
*Gregg v. Georgia*  
Bifurcated process  
Death-eligible homicides

## **Chapter # 16**

At the completion of Chapter # 16, the student, in addition to being able to define the Chapter # 16, Key Words & Terms, should be able to:

1. Describe the different philosophies of the indeterminate and the determinate sentencing structures.
2. Discuss the distribution of sentencing power among the legislatures, the judges and the prosecutors.
3. Describe how members of the courtroom work group influence sentencing.

### **Chapter # 16 Key Words & Terms**

Pre-sentence investigation (PSI)  
Probation officer  
Normal penalties  
Disparity  
Discrimination  
Chivalry/paternalism hypothesis  
The evil woman hypothesis  
The equal treatment hypothesis  
Offender-victim relationship (dyad)  
*McClesky v. Kemp*  
Geography of justice  
Determinate sentencing  
Sentencing guidelines  
Voluntary sentencing guidelines  
Presumptive sentencing guidelines  
Mandatory minimum sentences

## **Chapter # 17**

At the completion of Chapter # 17, the student, in addition to being able to define the Chapter # 17, Key Words & Terms, should be able to:

1. Describe the steps in the appellate process.
2. Discuss the legal limits in the types of issues and subject matter that can be appealed.
3. Describe the *Habeas Corpus* process.

## **Chapter # 17 Key Words & Terms**

Appellate process  
Appeal  
Three-judge panels  
*En banc* hearings  
Policy formulation  
Right to one appeal  
Double jeopardy  
Automatic review  
Interlocutory appeal  
Mandatory appellate jurisdiction  
Discretionary appellate jurisdiction  
Appellant  
Notice of appeal  
Appellate court record  
Brief  
Appellee or respondent  
Oral arguments  
Dissenting opinions  
Affirm  
Reversed  
Reversed and remanded  
Remanded  
Error  
Reversible error  
Harmless error  
Post-conviction remedies  
Habeas corpus  
Expedited processing techniques  
Summary affirmation  
Oral argument  
Unpublished opinions  
New judicial federalism  
Warren Court  
Burger Court  
Rehnquist Court

## **Chapter # 18**

At the completion of Chapter # 18, the student, in addition to being able to define the Chapter # 18, Key Words & Terms, should be able to:

1. Discuss the appropriateness of non-lawyers as judges.
2. Discuss the normal process of adjudication in the municipal courts.
3. Discuss the issues surrounding ADR programs.

## **Chapter # 18 Key Words & Terms**

Trial courts of limited jurisdiction  
Inferior or lower courts  
Misdemeanor  
Ordinance violation  
Traffic offenses  
Small claims  
Non-judicial atmosphere  
Inadequate financing  
Inadequate facilities  
Lax court procedures  
Unbalanced caseloads  
Justice of the peace courts (JP)  
Trial *de novo*  
Fee system  
Municipal courts  
Nature of the event  
Criminal record  
Process as punishment  
Outcome as punishment  
Alternative dispute resolution (ADR)  
Private disputes  
Community-oriented mediation  
Criminal justice-based mediation

## **Chapter # 19**

At the completion of Chapter # 19, the student, in addition to being able to define the Chapter # 19, Key Words & Terms, should be able to:

1. Describe the differences in legal philosophies between juvenile and adult courts.
2. Describe the rights juveniles have in delinquency proceedings.
3. Discuss when a juvenile should be tried as an adult in an adult court.
4. Describe the courtroom work group in juvenile courts

## **Chapter # 19 Key Words & Terms**

Progressive movement  
*Parens patriae*  
Juvenile court  
Juvenile  
Upper age of jurisdiction  
Lower age of jurisdiction  
Transfer

Juvenile delinquent  
 Status offenders  
 Child-victim  
 Dependency cases  
*In re Gault*  
 Hearing officers  
 Summons intake  
 Referral  
 Petition  
 Initial hearing  
 Detention  
 Non-petitioned  
 Conference  
 Adjudicatory hearing  
 Disposition  
 Adjudicated  
 Placement  
 Dismissed

**INSTRUCTIONAL MATERIALS: (*Required Textbook*)**

The text for this course is: **America's Courts and the Criminal Justice System**, 7th. Ed. by Neubauer, David W. (2002), West/Wadsworth Publisher. Students are expected to have read and be ready to discuss the assigned material during the appropriate class meeting.

**INSTRUCTIONAL PROCEDURES:**

The expected course outcomes will be realized through a variety of instructional strategies to complement students' life experiences. Those strategies include, but are not limited to, the following: expository-discussion, demonstration, inquiry, course papers, course assignments and group activities.

**American Court System**

<b><u>Dates</u></b>	<b><u>Subject</u></b>	<b><u>Text Pages</u></b>	<b><u>Notes</u></b>
June 9	Introduction	1-24	
June 10	Legal System	25-57	
June 11	Federal Courts	58-88	
June 12	State Courts	89-110	
June 16	Courthouse Justice	111-136	<b>Exam # 1</b> (1-110)
June 17	Prosecutors	137-165	
June 18	Defense & Judges	166-219	

June 19	Defendants & Victims	220-242		
June 23	Arrest, Arraignment & Bail	243-297	<b>Exam # 2</b>	(110-242)
June 24	Evidence, Negotiated &Guilty Pleas	298-347		
June 25	Trials & Juries	348-382		
June 26	Sentencing Options & Sentencing Decisions	383-450	<b>Exam # 3</b>	(242-382)
June 30	Appellate Courts	451-477		
July 1	Lower Courts	478-500		
July 2	Juvenile Courts	501-533		
July 3	<b>Exam # 4</b>	(382-533)		

**"Please Be Planning Well Ahead So That You Are Prepared for the Required Assignments and Tests on the above Dates"**

**STUDENT PERFORMANCE ACTIVITIES: (Attendance/Punctuality)**

Consistent and punctual attendance is both expected and required for your successful completion of the course. A student should recognize that one of the most vital aspects of a college experience is attendance and participation in classes and that the value of this academic experience cannot be fully measured by testing procedures alone. The members of this class are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this as a personal responsibility and to demonstrate the kind of self-discipline essential for such performance. As a student, one should remember that they are responsible for all material covered in class. If a class should be missed, it is the students task to find and make-up the missed material. Leaving an electronic mail, voice mail, or written message does **NOT** fulfill this responsibility. Attendance will count towards the computation of the student's final grade. **Students who come to class late or leave early will be counted absent.** Excessive absences can be a reason for failure of the course. The University regulations prohibit the use of tobacco (both smoking and chewing), drinking and eating in the classroom. These regulations will be observed. Tape recorders are **NOT** allowed in this course. Additional guidelines regarding classroom behavior will be announced in class. A student found to be acting unethically (cheating on tests, quizzes, papers or assignments, plagiarism, etc.) will be failed in this course. All work submitted to the instructor must be the result of the student's own effort. If it is not it is **PLAGIARISM**. Any instances of plagiarism in any class assignment or test will result in a grade of zero for the assignment or test. The assignment or test will have to be redone as well. To plagiarize is to represent as one's own work the words or ideas of another. Examples of plagiarism include:

- a. Failure to give credit to the person whose words or ideas have been borrowed;
- b. Failure to place quotation marks (or other proper citation forms) around passages that are cited verbatim;

- c. and Minor changes of someone else's sentences and words that do not alter the essential style or meaning of the passage.

The above paragraph is copied from a professional colleague with his permission.

### **ASSIGNMENT DUE DATES:**

Assignments are due at the beginning of the class period on the date indicated when the assignment is given. The student should understand that assignments, papers and presentations are to be turned in on or completed before the class indicated. **Papers and assignments that are not turned in by the class period indicated will have a penalty of letter grade per each weekday (Monday-Friday) assigned.** Those student not doing a presentation during the assigned time without prior approval will have a penalty of two letter grades assigned per occurrence. **Failure to complete a major part of the course (turn papers, take major exams or make presentations) can result in the failure of the course.**

### **STUDENT EVALUATION:**

Grades will be based upon formal written examinations, periodic quizzes, written assignments, term papers, and meaningful class discussion/participation.

Each examination will counts 22.5%	$22.5 \times 4 = 90\%$
Class participation will count 10%	$10 \times 1 = 10\%$
	Total = 100%

1. Class participation means interaction with fellow students and the instructor--not simple presence. Class comments will reflect reading and honest consideration of the viewpoints of fellow students.
2. Written examinations and the final exam will constitute the formal written evaluation instruments utilized in this course.

There will be **four (4)** examinations in this course (see schedule for dates). Make-up examinations will **"NOT"** normally be given. It is the students responsibility to be at and take the examination at the appropriate times and dates.

### **Number 2 Lead Pencils will be REQUIRED for All EXAMS.**

3. Performance on examinations and subsequent cumulative course averages will be based upon standard definitive grade values as indicated below:

90 - 100 = A	60 - 69 = D
80 - 89 = B	Below 60 = F
70 - 79 = C	

4. The final examination will be administered at **13:30-16:10, Thursday, July 3, 2003.**
5. Your first responsibility is scholarship. The grade you receive for this course will not be the grade of the instructor, but rather the grade you earn.

6. You are encouraged to give your best effort throughout the semester. From the beginning, you should plan for a steady, organized and continuous effort, which in the long run will prove more effective for your final grade than a last minute crash-cram policy.
7. You are expected to read all assigned material. Keep up to date and informed on assignments, especially after a period of absence.
8. Good class notes are indispensable for earning a good grade since both the material assigned and the material discussed in class will be the basis for examination material. Regular attendance is essential for the same reason.
9. If you would like to know your final grade at the end of the semester before the university sends it to you, **bring a self addressed, stamped business sized envelope to the final examination** and your final grade and final exam grade will be sent to you.
10. Students may withdraw with a “W” grade until the last day allowed by the University (**June 25, 2003** this semester) regardless of their grade in the course. Students who withdraw after the last day to withdraw with a “W” will receive a “W” grade if they are passing at the time of their withdrawal and have less than ten absences (calculated on the basis of a fifty-minute class period). Students who want to withdraw and are passing with more than ten absences and students who have an “F” average and less than ten absences should see the instructor. Those students with ten or more absences (calculated on the basis of a fifty-minute class period) and a failing average, who withdraw will receive an “F” grade. A grade of "F" will be assigned if you stop attending and have not turned in assignments or have not taken scheduled exams prior to the withdrawal date. **The last day to drop this class without regard to grade is July 2, 2003.**
11. Under **EXTREMELY** compelling circumstances, exceptions can be made to some policies in this syllabus. If you have a problem, inform me as soon as possible, preferably beforehand and in person. If I am alerted early, it may be possible to work out a mutually satisfactory solution to the situation. Delay almost always makes resolution more difficult. I prefer to discuss problems in my office rather than in front of the class and find that the students are usually happier about the decisions made there. All exceptions to class policies in this syllabus must be requested in writing and, if approved, will be granted in writing. The instructor, not the students, determines class policy or policies in any instance in which the syllabus does not seem to be clear.

#### **ADA COMPLIANCE:**

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the University's Office of Student Affairs to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at the first class attended.

