FOUNDATIONS OF MOCK TRIAL
(POLS 295-02)
Fall 2010 – MW 8:10 – 10:00 am (10-115)

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COURSE DESCRIPTION

Every year the American Mock Trial Association sponsors intercollegiate mock trial competitions. Students argue a fictional case in front of real judges. This is a unique opportunity to get hands-on experience in law, from preparing a case to arguing it in front of judges, from acting as a witness to responding to objections. If you are thinking about a career in law, or if you are interested in law and like to argue, this is the class for you! POLS 295 will focus on preparing for AMTA competitions, while providing a concrete introduction to the basic elements of the legal system and legal practice.
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NB: The pamphlet *Suggestions for Writing Papers* (see Section 2 below for availability) is a required appendix to this syllabus, and you should read it carefully. It contains additional rules and requirements

1. COURSE GOALS, OBJECTIVES, AND METHODS

Goals

**The Short Version:** For you to get an introduction to mock trial.

**The Long Version:** This course has five related goals: (a) for you to acquire a basic knowledge of the American trial system; (b) for you to prepare for intercollegiate mock trial competitions; (c) for you to have an opportunity to practice various academic skills (close reading, critical analysis, expository writing, oral presentation, etc.); (d) for you to get feedback about how those academic skills compare to college-level expectations, and for you to get suggestions about how to improve those skills; (e) for me, the Political Science department, and the university as a whole to have a chance to evaluate your progress towards meeting the learning goals appropriate for graduation.

University and Department Learning Objectives

**The Short Version:** Since you are investing time and money in this class, you should have some idea what you will learn and what skills will be tested/developed. You should also have some idea how those goals will be achieved, and how this class fits in to your college education as a whole. It turns out that other people—me, the Political Science department, the university, your parents, future employers, the state legislature—are also interested in knowing what you are supposed to learn in this class, and in figuring out whether you actually learned it.

**The Long Version:** To make sure that you learn something useful in this class, and that all the classes you take fit together to add up to a coherent college education, the university and the Political Science department have both come up with lists of learning objectives, some of which will be met by this class.

The University Learning Objectives (ULO) are for all students to be able to do the following by the time they graduate:

1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
(4) Work productively as individuals and in groups

(5) Use their knowledge and skills to make a positive contribution to society

(6) Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability

(7) Engage in lifelong learning

In addition to those goals, the university has also adopted a set of Diversity Learning Objectives (DLO). By the time they graduate, all Poly students should be able to:

(1) Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally

(2) Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities

(3) Consider perspectives of diverse groups when making decisions

(4) Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

The Political Science department’s learning objectives (PSLO) are:

1: To Increase knowledge of the political science discipline; its principal theoretical frameworks and applications, conceptual vocabulary, and methods of inquiry; its major subfields of study; and its interrelationships with the other social science fields.

2: To increase understanding of basic facts and concepts about the American political system, including its history, philosophical, constitutional and legal foundations, leading political values and ideas, governing institutions, and policymaking processes.

3: To increase knowledge of diverse political systems around the world, including empirical area-based knowledge; broader theoretical understanding of different political systems, institutions and processes; and the changing domestic and global contexts within which they operate.

4: To increase knowledge of the history of classical and modern political thought; of the fundamental values and ethical issues contested in politics over time; and of alternative moral and ethical frameworks for interpreting and evaluating contemporary political discourses.

5: To increase recognition of the major problems, the leading policies, and the legal issues confronting contemporary political systems, particularly in the U.S.

6: To increase acquisition of citizenship skills, ethical values, and the ability to understand and appreciate human diversity; and to engage in community life as active citizens.

7: To increase understanding of political science research and analytical skills, including the ability to think critically; to construct logical arguments; to collect, analyze, and interpret evidence and data; and to formulate reasoned conclusions.

8: To increase development of writing skills through research papers, essay exams, senior projects in political science topics, and collaborative research/writing opportunities with faculty.
9: To provide opportunities to undergraduate and graduate students to link theory and practice and to apply political science knowledge and skills to actual problem-solving and community service.

10: To increase awareness of career options available with an undergraduate degree in political science; its utility in the public and private sectors; and its value as entry into a range of graduate programs, teaching positions, and legal education.

Course Learning Objectives (What You’ll Learn and How That Relates to the Objectives Above)

**Just One Version:** By the end of this class, you:

A) will understand how trials in the United States are conducted, including having a basic understand of the rules of evidence and courtroom procedure (ULO 3; PSLO 2, 6)

B) will be prepared to compete in intercollegiate mock trial tournaments (ULO 3; PSLO 2, 6, 9, 10)

C) will have had multiple opportunities to test and improve your oral presentation skills, and will have received detailed instruction and feedback from me about how to improve those skills (ULO 2)

D) will have had an opportunity to test your critical reading, critical analysis, and expository writing skills, and will have received detailed instruction and feedback from me about how to improve those skills (ULO: 1, 2, 4, 7; PSLO: 7, 8)

E) will have learned how to work as a team with several of your classmates (ULO 4)

How You (and I) Will Know Whether You’ve Actually Learned Those Things

Your grade in the class will be determined by the following assignments/factors, which in one way or another measure the course learning objectives. Your work this quarter will be assessed (where relevant) with rubrics—standardized scoring sheets. All of the rubrics are available on the course Blackboard page, and I encourage you to take a look at them before completing the assignments, to get an idea of what I’m looking for.

Attendance 10%

The main method of achieving the course objectives (A-E) will be class participation. In almost every class this quarter you will either be making a presentation or evaluating someone else’s presentation. But you can’t do those things if you aren’t there…

Weekly Meetings With Attorney Mentors 5%

Starting in week 1, every student must meet with one of the volunteer attorney mentors at least once a week. Until we split up into teams, I will arrange group meetings. After that, each team is responsible for arranging meetings with their mentor. This is essential to achieving course objectives (A) and (B).

Participation in In-House Tournament 5%

See details below. This is essential to course objectives (A) and (B).
Online Quizzes 10%

Most weeks you will have the opportunity to take a quiz related to the reading or other homework for that week. You can take a maximum of 10 quizzes. Your score will be based on your 7 highest scores. The quizzes emphasize course objectives (A) and (B).

Short Papers 30% total (3 papers at 10% each)

See below for details. The papers assess course objectives (A), (B), (D) and (sometimes) (E).

Presentations 20% (2 presentations at 10% each)

During the quarter you will make a total of 4 oral presentations. These will assess learning objectives (A), (B), (C) and (sometimes) (E).

Final Exam 20% (will include a take-home portion and an in-class portion)

The final will test your knowledge of the case, the rules of evidence, and courtroom procedure. It will assess learning objectives (A), (B), and (D).

Students will be allowed to make up missed work without penalty only in the case of an excused absence (religious holiday, university team competition, illness, etc.), a serious emergency, or with my prior approval. Otherwise severe grade penalties will apply. (Please note: Telling me about a conflict in advance is not the same thing as getting my approval—tell me far enough in advance for me to get back to you.) If you do not turn work in on time (or are absent the day of an exam), it is your responsibility to contact me about making it up.

I do accept late assignments, although I impose a significant grade penalty if there is no excusable reason for the lateness. It is always better to turn an assignment in late rather than not turning it in at all. If you do not complete all the written assignments, you will not receive a passing grade in the class.

I reserve the right to make changes to the course requirements during the quarter.

IMPORTANT DISCLAIMER: I am not a lawyer. Nothing I say should be taken as legal advice. The purpose of this class is to teach you how the American legal system works, not to offer you legal advice, or to prepare you to resolve even the simplest of your own legal problems. If you have legal problems, I urge you to consult a lawyer.

2. BOOKS FOR PURCHASE

Required Books:

Cal Poly Mock Trial Textbook Version 3 (El Corral course pack)

Suggestions for Writing Papers. (This is a pamphlet I produce to help students understand college-level writing expectations. I’m sorry you have to pay for it—the photocopying costs are too high for the college to foot the bill. FYI: I do not receive any money from the sales—the price is entirely the production cost.)

Recommended Books: I strongly recommend that you buy the following book. It will be very helpful. However, since we won’t be discussing it, it isn’t required for the class.

Useful Reference Books For Deeper Explanations: These will be helpful reference books. I have asked the library to buy all of them. You do not need to buy your own copies.


Note that some of the information in *Pleasing the Court* is out of date. Be very careful about relying on any information about Mock Trial rules or procedures, and confirm them against current copies of the rules.

3. READINGS ON COURSE BLACKBOARD PAGE

*Cal Poly Mock Trial Textbook Version 3*

Even though it’s available here for free, you will want a printed copy, and buying it from El Corral is cheaper than printing it yourself.

*2010-2011 AMTA Case Packet*

You will need at least one printed copy of this; there is no course pack because AMTA releases changes frequently, and last year about 30% of the course pack was out of date by the time the quarter started.

*Midlands Rules of Evidence*

*AMTA Rules*

*Suggestions for Writing Papers*

4. WEEK-BY-WEEK ASSIGNMENTS

There is homework due on the first day of class. Please see Week 1 for the details.

Week 1 (week of 20 September) – Beginnings

**Homework Due at the Beginning of the First Session This Week**

Workup of One Witness (Write a 2-3 page paper summarizing the facts one witness can testify to that are helpful/harmful to each side. To the extent that you are aware of them, be sure to discuss any admissibility issues.) (2-3 pages) (Short Paper 1)

I will assign each student to a witness. Assignments tba.
Workup of One Exhibit (Please write a 2-3 page paper summarizing the facts one exhibit can establish, which witness(es) can testify to the authenticity and contents of the exhibit, and any admissibility issues you are aware of.) (2-3 pages) (Short Paper 2)

I will assign each student to an exhibit. Assignments tba.

Please be sure to follow the requirements for papers in the pamphlet *Suggestions for Writing Papers* (available at El Corral and on the course Blackboard page).

**Assigned Readings Due at the Beginning of the First Session This Week**

Textbook, Ch. I: Introduction to Mock Trial (10 pages)

Textbook Ch. II: Civil Law Basics

Textbook, Ch. IV: Evidence Basics (18 pages)

AMTA 2010-2011 Case File (usually about 100 pages)

*Midlands Rules of Evidence* (36 pages)

**Lectures**

First Session

Introduction to Mock Trial

Civil Law Basics

Second Session

Evidence Basics – we read through the MRE together!

Discussion of case file

**Quizzes Available Until the Start of the First Class Session This Week**

Introduction to Mock Trial

Evidence Basics

Civil Law Basics

**Mandatory Meeting With Attorney Mentors**

You must attend one meeting with an attorney mentor this week. I will post the times and locations of the meetings. Ideally, you would meet with a different mentor each week, to hear different ideas about the case and to get to know each of the mentors.

**Week 2 (week of 27 September) – The Case**

**Homework Due at the Beginning of the First Session This Week**

Each student will give a presentation on one of their workups. I will tell you in advance which one to revise and present.
Assigned Readings

Textbook, Ch. V: Courtroom Communication (5 pages)

Lectures

First Session and Second Session

Presentation and Discussion of Witnesses and Exhibits (Presentation 1)

Note: Each student will present either a witness workup or an exhibit workup. These presentations are your first formal chance to practice your courtroom demeanor and presentation style. The rest of the class and I will evaluate your presentation.

Quizzes Available Until the Start of the First Class Session This Week

Case File Quiz #1

Mandatory Meeting With Attorney Mentors

You must attend one meeting with an attorney mentor this week. I will post the times and locations of the meetings. Ideally, you would meet with a different mentor each week, to hear different ideas about the case and to get to know each of the mentors.

Week 3 (week of 4 October) – Trial Strategy

Homework Due At the Beginning of the First Session This Week

Write up Theories of the Case from both sides (you should indicate which witnesses you would want to call and which exhibits you would plan to introduce) (6-8 pages) (Short Paper 3). You will also be presenting your paper to the class this week, so be ready to give a 5-minute presentation of your ideas (Presentation 2).

Assigned Readings

AMTA Rules (50 pages, but focus on Chs. 1, 7 and 8

Lectures

First Session

AMTA Rules

Presentation of Theories of the Case (Presentation 2)

Note: Each student will present one theory of the case (either prosecution or defense). The rest of the class and I will evaluate your presentation.

Second Session

Presentation of Theories of the Case

Quizzes Available Until the Start of the First Class Session This Week
Case File Quiz #2

AMTA Rules Quiz

**Mandatory Meeting With Attorney Mentors**

You must attend one meeting with an attorney mentor this week. I will post the times and locations of the meetings. Ideally, you would meet with a different mentor each week, to hear different ideas about the case and to get to know each of the mentors.

**Week 4 (week of 11 October) – Team Assignments and Championship Video**

**DIVISION INTO TEAMS AND ASSIGNMENT OF ROLES**

**Homework Due At the Beginning of the First Session This Week**

I will email everyone the team and role assignments over the weekend. If it is at all possible, please meet with your team before the First Session of this week, to begin deciding on the items listed below under Team Meetings. (You may be able to do some of that by email.)

**Assigned Readings**

- Textbook, Ch. VII: Foundation and Exhibits (9 pages)
- Textbook, Ch. VIII: Direct Examinations (6 pages)

**Lectures**

First Session and Second Session

**Team Meetings – Meet with your team and decide the following things:**

1) choose a captain (see AMTA Rules for the captain’s duties)

2) agree on who will be attorneys and who will be witnesses. (I will give you information about who has first dibs on being an attorney, but your team ultimately has to decide for itself how to divide up the roles.)

3) agree on which attorneys will present the prosecution and which will present the defense.

4) agree on who will deliver the opening statement and closing argument for each side; the third attorney will be your evidence and objections expert

5) try to agree on your theory of the case, and on your trial strategy (which witnesses you want to call and which exhibits you will introduce). No matter what your theory is, you need to be prepared to call and/or cross-examine every available witness.

6) agree on who will portray the various witnesses:

   a) Don’t forget that you may not get the witnesses you most want, so be sure to plan for substitutions.
b) People assigned a Witness role on the team should prepare at least two witnesses.

c) People assigned an Attorney role should typically prepare at least one witness role as well. (It should be obvious, but: Prosecution/Plaintiff attorneys should portray Defense witnesses, and vice versa.)

d) Important: You should plan roles so that no matter what combination of witnesses gets called, all the members of the team get to participate in roughly the same number of trials at competitions. This may involve more than one person prepping the same role.

7) begin discussing the theme for your case (“If the glove doesn’t fit, you must acquit.”)

8) Outside Meetings

a) I will assign each team an attorney mentor. You must meet with your mentor at least once a week, starting this week.

b) You will also need to begin meeting with your team outside of class, at least once a week.

c) Here’s my suggestion: Combine your mentor meeting with your team meeting. If you mentor has an office with an available conference room, ask if you could use it for an hour before or after your mentor meeting. (Your mentors will probably want to meet at the end of the workday, if possible.) If no conference room is available, let me know and I’ll reserve you a room on campus.

d) Sub-units of your team will probably need to have additional meetings (for example, an attorney and a witness they’re directing).

Movie: AMTA Championship Video

Week 5 (week of 18 October) – Scrimmages With Comments, Part I

The only way you’ll really see what you need to do in mock trial is by scrimmaging. So, this week the class teams are going to scrimmage against each other. To make it more like a tournament, we’ll decide which teams go first and in which roles by drawing names out of a hat at the beginning of class. Come prepared for anything!

During this week and next week I will be interrupting the scrimmages to offer comments and suggestions.

To successfully scrimmage, your team will need to have openings and closings written, and will need to be ready to call three witnesses per side and cross examine all opposing witnesses. You’ll need a theory and a theme, and you’ll need to have some idea about objections and the rules of evidence.

Week 6 (week of 25 October) – Scrimmages With Comments, Part II

Assigned Readings

Textbook, Ch. X: Witnesses (2 pages)
Lectures
First and Second Sessions
Finishing the scrimmages from last week (we won’t be done...)

Quizzes Available Until the Start of the First Class Session This Week
MRE Titles I - VI
MRE Titles VII - X

Week 7 (week of 1 November) – Full-Dress Scrimmages, Part I

Basically we’re going to do the same thing as during the past two weeks, except that I will not be interrupting the scrimmages. We’ll let them play out and then I will offer some summary feedback (as will your fellow students).

Assigned Readings
Textbook, Ch. VI: Opening Statements (6 pages)
Textbook, Ch. IX: Expert Testimony (6 pages)
Textbook, Ch. XII: Impeachment (4 pages)
Textbook, Ch. XIII: Objections (4 pages)
Textbook, Ch. XIV: Closing Arguments (3 pages)

Lectures
First and Second Sessions

Full-Dress Scrimmages

Quizzes Available Until the Start of the First Class Session This Week

Objections

Hearsay Rule

Week 8 (week of 8 November) – Full-Dress Scrimmages, Part II

Take-Home Portion of Final Distributed in Class

Lectures
First and Second Sessions

Full-Dress Scrimmages continued (we won’t have finished...)
Week 9 (week of 15 November) – In-House Tournament

**Take-Home Portion of Final Due in Class at the Beginning of the First Session This Week**
*(please submit it using the Digital Dropbox function on the Blackboard page)*

**Class is cancelled this week to give you time to prepare for the weekend-long tournament.**

**Weekend Tournament:** During the weekend of November 20-21, there is a mandatory, weekend-long, on-campus tournament. During this tournament all of the Poly mock trial teams (class and club) that would like to become one of the school’s official teams will compete against one another. The top two class teams will automatically become official teams. Then the next two best teams will also become official teams. The four official teams will go on to regional competitions.

During the tournament, each team will participate in four trials—two as the plaintiff and two as the defense. The trials will be judged and scored by local attorneys, using the same standards as at AMTA competitions.

You should expect the tournament to take all day both Saturday and Sunday (roughly from 9 am to about 6 pm). Obviously, this will significantly reduce the time you have available to do other work. Please take advantage of the time off you have due to our usual class meetings being cancelled, and please don’t leave work for other classes until the last minute. There will be no second-chance for teams to obtain official recognition and move on to regionals.

**ABSENCES FROM THE TOURNAMENT ARE NOT EXCUSABLE FOR ANY REASON, AND THERE WILL NOT BE ANY WAY FOR YOU TO MAKE UP THE MISSED WORK.**

Week 10 (week of 22 November)

**Lectures**

First Session

Tournament: lessons learned / problem solving

MRE Jeopardy!

Second Session

Canceled due to Thanksgiving holiday

Week 11 (week of 29 November) – Intercollegiate Scrimmage

**Our regularly scheduled classes are cancelled this week because of:**

**Intercollegiate Scrimmage:** On Saturday 4 December the four official Poly teams will be participating in a mandatory, one-day-long, intercollegiate scrimmage. The details haven’t all been worked out yet; as soon as I know them, I’ll pass them on… But again, please plan ahead for this disruption of your work and school schedule.

Week 12 (week of 6 December) – Final Exam

Final Exam – Wednesday 8 December, 7:10 – 10:00 am, in usual classroom
5. TEAM FORMATION AND ROLE ASSIGNMENT

At the beginning of Week 4, I will divide the class into teams and assign individual students to generic roles (attorney or witness). I will base the division and assignments on students’ work in the class up to that point, as well as on my own judgment about who will work well together, and who will be well suited for which roles. Barring highly unusual circumstances, I will not allow people to change teams.

6. REQUIREMENTS FOR PAPERS

See section 1 of Suggestions for Writing Papers for the basic requirements. You must follow these requirements in all your papers for this class.

7. COURSE POLICIES

A. Academic Integrity / Cheating / Plagiarism

1. All of the assignments you turn in during this course must be your own independent and original work, unless I explicitly give you other instructions.

2. It is your responsibility to know how to complete the work independently, and to know how to document any use you make of other people’s ideas. If you do not know how to do these things, please come talk with me BEFORE your work is due, and I will explain them to you. I will not accept ignorance as an excuse for academic dishonesty.

3. The Cal Poly Campus Administrative Manual defines cheating and plagiarism as follows:

   684.1 Definition of Cheating
   Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same.

   684.3 Definition of Plagiarism
   Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit.

4. Technical Mistakes vs. Academic Dishonesty

   a. If in my judgment a student’s failure to properly give credit for someone else’s work or ideas represents only a technical mistake, I will impose the grade penalties explained above in Requirements for Papers or other penalties up to and including a zero on the assignment.
b. If in my judgment the failure to give credit is such that the only reasonable explanation is that the student did know or should have known that they were representing someone else’s ideas as their own, I will impose the cheating/plagiarism penalties explained below.

5. The Campus Administrative Manual requires, and I will impose, the following punishment for cheating or plagiarism:
   a. An “F” grade in the course.
   b. That the student stop attending class, unless an appeal is pending.
   c. That the professor formally notify the office of the Vice President of Student Affairs through the Office of Student Rights and Responsibilities.

6. If you are accused of cheating / plagiarism, you have the right to appeal. You should contact the Office of Student Rights and Responsibilities as soon as possible, since appealing will allow you to continue attending class.

7. The Political Science department has its own academic integrity policy, which differs from the campus-wide policy. I encourage you to read the department policy, which is available in the department office and on the web page.

B. Classroom Protocol

1. This stuff is obvious, and you already know it. However, just to be explicit about my expectations:
   a. Students are expected to attend and be prepared for ALL regularly scheduled classes.
   b. Students are expected to arrive on time and stay in class until the class period ends. If a student knows in advance that he/she will need to leave early, he/she should notify the instructor before the class period begins.
   c. Students are expected to treat faculty and fellow students with respect. For example, students must not disrupt class by leaving and reentering during class, must not distract class by making noise, and must be attentive to comments being made by the instructors and by peers.

C. Cal Poly Email Account

1. From time to time I will send email to your Cal Poly email account. Please be sure that you either check this account regularly, or that you set it up to forward to whatever account you do check regularly.

D. If You Join The Class Late (After the First Class Meeting)

1. While you are welcome to join the class after the first meeting, it is your responsibility to make sure that you complete any assignments you may have missed, and also to familiarize yourself with the course rules and requirements.

2. Please check this syllabus carefully to see if you have missed any assignments. If you have, please talk with me immediately about making them up ASAP.

E. If Disaster Strikes…
1. Even though professors like to think that the world revolves around our classes, it does not. People still get sick, injured, depressed, and confused, and their families and friends still have problems and crises of their own. If disaster strikes in your life during the semester, COME TALK WITH ME AS SOON AS POSSIBLE.

2. I will be very sympathetic if you tell me **early** about problems that are preventing you from keeping up with the coursework. If you wait until your paper is, say, 4 weeks late, I will be very unsympathetic.

**F. Copyright Notice**

1. I have taken steps to ensure that all course material, including this syllabus and the lectures associated with this class, are protected by copyright law as my own original expression. Students are authorized to take notes in class and thus to create their own “derivative work” from my lectures, but this authorization extends only to your personal use. Reproduction, distribution, or publication (on-line or otherwise) of transcribed or recorded versions of my lectures, handouts, or other materials, are not permitted without my express written permission.

**G. Permissions, Wait List, Etc.**

1. If you are registered for the class but do not attend the first meeting, I will disenroll you from the class to make room for other students. If you know that you will miss the first meeting but otherwise plan to take the class, you must let me know before the first class meeting.

   a. It is **your** responsibility to be sure that you are disenrolled from any class you do not wish to receive a grade in. If you expect to be disenrolled from my class because you did not attend the first session, you **must** confirm that disenrollment yourself, and must take steps to complete disenrollment if for some reason I have not done so.

2. On the first day of class, I will give out Permission Numbers so that students not yet registered may register. I will follow the following rules:

   a. I will only give out as many permission numbers as there are available seats in the class. (I may make exceptions for seniors who need the class to graduate **this quarter** (see below).)

   b. I will give out additional permission numbers only when:

      (1) the ones I have given out have been used

      (2) and/or more seats become available

   c. I will give numbers in this order:

      (1) to seniors who need the class to graduate **this quarter**, or this year if the class will not be offered again

      (2) to people who are on the wait list maintained by the registration system, in the order that they are on the list, but only if they are present in class to receive them.

   d. I will generally not override the class registration limit. Typically, the only exception I’ll be willing to make is for seniors who need the class to graduate **this quarter** (as above).
3. Permission numbers can only be used once. If you attempt to use the number, even if you do not succeed in getting a seat, the number is “burned” and you will need to get another one. (I will put people in this position at the top of the list to receive a number, but will only issue a new number if there is an available seat in the class at that time.) It is your responsibility to make sure that there is actually a seat available before you attempt to use the number.

4. It is your responsibility to ensure that you are either enrolled or disenrolled from the class. If you believe there is a mistake about your enrollment status, please notify me as soon as possible, and I will try to help you fix it.

H. ADA / DRC / Disabilities

1. If you have a diagnosed learning disability, or any other disability that interferes with your ability to complete the coursework, you may be entitled to a variety of accommodations (extra time on tests, a quiet testing room, using a computer during exams, and so on). I will be very happy to provide accommodations, but ONLY to students who have been certified as needing them through the university’s Disability Resource Center (DRC).

2. It is your responsibility to acquire the necessary certification from the DRC, and to inform me about it in a timely manner. If you require testing accommodation, you will probably need to take quizzes and exams at the DRC’s proctoring center, which schedules several weeks in advance.

I. Learning Resources — Cal Poly offers many learning resources to students, some of which may be helpful to you in this class.

1. Student Academic Services — offers workshops, tutoring, and on-going support for general academic skills and some particular courses

2. Health and Counseling Services — offers extensive resources and services for physical and mental health

3. Writing Skills Program — offers extensive support for students who want to improve their writing skills

J. Unclaimed Course Materials

1. Any course materials (papers, quizzes, exams) that are not returned to you during the term will be available for pickup in my office for one quarter after the end of the course (in accordance with Campus Academic Manual Appendix XI). After that, I will discard them.

K. Quiz Policies

1. Time Limit
   
   a. Blackboard will not automatically end the quiz once you reach the time limit. It will let you keep going, but will record that you have gone over time.

   b. If you go over time on a quiz, I will deduct the value of one question for every 30 seconds (or portion thereof) that you go over. For example, if the quiz has 10 questions worth 10 points each, and you have 10 minutes to answer them but take 10:40, I will deduct the value of 2 questions, or 20 points.

2. Blackboard / Internet Problems
a. Every quarter, a few people have computer or internet problems while taking the online quizzes. These are usually easily fixed, but you have to let me know about them for me to be able to fix them. Please tell me asap about any problems.

b. BTW, this is another reason not to leave the quizzes until the last minute---if you have a problem, I may not be able to fix it in time. Since you have plenty of time to do the quizzes, I will not be sympathetic if last-minute glitches lead to a low quiz average.

L. Grading Policy

1. Rounding – I round all course grades to the nearest whole number (thus an 81.4 becomes an 81 and an 81.5 becomes an 82).

2. Grade Equivalents

<table>
<thead>
<tr>
<th>How Much Credit You Get for Letter Grades</th>
<th>Letter Grade Equivalents to Numerical Grades</th>
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<tr>
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<tr>
<td>A</td>
<td>95</td>
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<td>A-</td>
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<td>B+</td>
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