



COM 2031: ARGUMENTATION AND DEBATE (3 Units)
Dr. SKIP RUTLEDGE - FALL SEMESTER 2022

Section 1 Tuesday/Thursday - 1:30 to 2:45 in Cabrillo 202

Section 2 Tuesday/Thursday – 9:30 to 10:45 in Cabrillo 202

Office hours: Tues/ Thur 11:00 – 12:00 2:45 to 3:45,

Most Mondays and Wednesdays 1:00 -3:30, & by appointment

OFFICE: CABRILLO 103, Office 619.849-2391

CELL PHONE: 619.655.0112

Debate Team Practices: Tues/Thur 4:00 –6:00 in COM 202 and/or Cabrillo Annex Speech Lab

COURSE DESCRIPTION: A study of the development of argumentation from classical rhetoricians to contemporary research theories. Practical application of this study through participation in debates and other forensic experiences. (3 units)

OVERALL GOALS, VALUES, AND SKILLS PURSUED IN THIS COURSE: THROUGH THE CRUCIBLE OF ACADEMIC DEBATE, WE WILL TRY TO PROVIDE EACH STUDENT WITH REAL WORLD LIFE ENHANCING AND EMPOWERING SKILLS THAT PROMOTE PERSUASION, CRITICAL THINKING, TEAMWORK, COMMUNICATION, RESEARCH, ANALYSIS AND PRESENTATIONAL SKILLS THAT WILL HELP YOU IN OTHER CLASSES, CAREER READINESS, PROFESSIONAL DEVELOPMENT, GRADUATE SCHOOL PREPERATION AND COMMUNITY DEVELOPMENT, LOCALLY, NATIONALLY AND EVEN INTERNATIONALLY.

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

PLNU General Education Mission Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies.

Foundational Education Learning Objective

GENERAL COMMUNICATION PLO 1 b

Oral: Students will be able to effectively express ideas and information to others through oral communication

COURSE OBJECTIVES AND LEARNING OUTCOMES:

1. THEORY: To develop an understanding of the theory and forms of argumentation and debate.
2. PRAXIS: To learn to apply argumentation theory by preparing and/or participating successfully in various exercises in written and oral persuasive communication and debate.
3. SKILL: To demonstrate specific skill development in the areas of reasoning, critical thinking, questioning, and organizing ideas and supportive (research) documentation into logical proofs, or arguments.
4. FUN: To prepare students to explore and participate in an enjoyable and successful experience in intercollegiate competitive Parliamentary debate taught in a game-like learning atmosphere.
5. PERSONAL DEVELOPMENT: To gain confidence in defending or positing a persuasive view in an adversarial situation. This can enormously benefit the student in real world situations concerning matters of faith, personal well-being or conviction, family, career or public service and ministry. Be the difference you want to see! (Sorry, too cheesy? But it is real).

COURSE PARADIGM:

I have four strong foundational presuppositions for debate, aside from the conviction that all things are possible through Christ Jesus (which is not a bad fallback position for any challenging class by the way, feel free to cross apply it to other situations at no extra charge). ☺

1. The first is that ***Debate is a Game***. It is a fun game that teaches life-enhancing skills. But at its core, it is still just a game. That means it is to be played with, experimented with, enjoyed, and practiced with a view towards how to improve one's mastery of the skill taught by the game. It is not something to be feared, ***So Fear Not***. You are not baring your insides to have strangers attack everything you hold dear. You are instead playing a role assigned by another, like a role-playing game or charades. Win or lose, you simply play the game again, and try to improve on your old mark. Eventually, elsewhere you will better be able to advance causes you passionately believe in through the skills developed in this game, and you help to overcome any fear of public speaking or debate or advocacy.

2. The second belief is that ***you can do this far better than you initially suspect***. The major limitations you will face will be those you place on yourself through your own beliefs in your

potential horizons or limitations. If you are willing to go for it and commit yourself to growing, learning and ultimately winning, you will be amazed at how much you will learn and improve. My hope is that my belief in you will be contagious and you will believe more in yourself. The real key to being an effective debater, as with most other things in life, is that you have to believe in yourself first, before others will believe in you.

3. The third truth I have learned about participating in debate is that **learning to debate well can change the world around you.** You will no longer look at the world or yourself the same way. Most people are just observers in life, not agents for change or improvement. You will learn to become a much better observer, which is a critical skill, and more importantly, you will learn how to find what is wrong and discover a way to make it better. This cognitive and developmental leap usually comes from analyzing the critical thinking and speaking skills you learn in the game, carefully and prayerfully assessing where they should be applied, and then applying them for the betterment of those around you.

4. The fourth principle may be the most important communication lesson you ever learn. As with all communication activities, you should **strive to be courteous and respectful at all times, putting yourself in the position of the others in the activity.** Be considerate of your partner, your opponents, the critic and the audience if any. Read Dale Carnegie's *How to Win Friends and Influence People*, or Tim Sanders' *The Likability Factor* for support and further suggestions on this important concept. Good communication begins with Respect. And one of the best ways to garner respect, is to freely give respect to others. Here are some specifics as it applies to the activity of debate, which some might view as sort of an aggressive activity.

- Always **respect your partner's** ideas and input. Never make your partner look bad or feel bad about themselves or their arguments. Not only is this poor form, but also it is counterproductive as it hurts your in-round personal and team impression management. You may have a better way, or completely disagree with your partner, but find a way to do so respectfully. I am guessing that couples counselors might provide this advice to their clients.
- Always **be courteous to your opponents**. Deontologically, it is the right thing to do, but it also makes sense strategically. If they want to take the low road and get ugly or nasty, let them. Good critics love to favor the abused side, not only from an instinctive "sticking up for the underdog" motivation, but also to teach the other team better manners. In life and debate, always try to understand what the opposition believes and why. Do not just assume that they are idiots because they disagree with you. Respect their reasons, then politely correct them, or if they are right - admit it and move on to the real point of contention (notice the strategic framing). You then become the reasonable **seeker of truth** persona. Judges are more likely to side with people who appear reasonable in this activity.
- Also, **be considerate of the critic/judge** at all times. Most of the time these are bright, educated, over-worked, underpaid people volunteering their time to help you learn important skills. Be appreciative of their sacrifice. Strive to make the round as easy to follow (organized and impactful) as possible. There are far too many arguments in most rounds. Filter them down to several BIG issues that favor your side of the resolution and show how they outweigh or subsume all other items. Try to be personable and entertaining as well as clear, compelling and logical. Be alert to the judge's reactions to all major arguments and respond accordingly. It is easy to respect the judges that vote for you, but good debaters work on being respectful to those that drop you and try politely to find out how to do better the next time.

- Finally, **be respectful of the audience**. Even if the audience is pulling for the other team, never alienate the audience. Instead use charm, humor and logic to guilt them into treating you and your arguments more fairly. Alert judges will see and appreciate your approach.

Good luck, God bless, and have fun.

- **TEXTS:**

- Gary Rybold, William Neesen, Kelly Kehoe. IVC Project Debate. (Free to you, study this one thoroughly, as it will be the main text book for the class.)

- Steven L. Johnson ((2009). *Winning Debates: A Guide to Debating in the Style of The World Universities Debate*. IDEA Press. International Debate Education Association (New York, Amsterdam, Brussels) (Free to you, but only to be used as an extra resource, not required reading for assignments or exams. Extra knowledge, no charge.)

- One good daily newspaper such as the *San Diego Union Tribune*, the *LA Times*, the *New York Times*, The *Washington Post*, The *Christian Science Monitor*, etc. Electronic versions are fine, and often less expensive. Pay particular attention to the front-page section and the opinions of the editors (OpEd) pages, especially on Sundays. The USA Today usually runs a daily debate in this section, pulling in editorials on both sides from recognized experts in their fields. You can access many of these through our library as students. Review PLNU's Phineas Library homepage

- One comprehensive weekly news magazine such as Time, Newsweek, U.S. News and World Report. The Economist is the best single magazine for international stories, and does a nice job with national stories as well. Again, electronic versions or alternatives are fine, as long as you try to find balanced viewpoints.

- Also the best single source for extensively covering a single new issue each week is CQ Researcher <https://library.cqpress.com/cqresearcher/static.php?page=aboutcq> This started in the 1920s I think as Editorial Research Reports, and is somehow related to Congressional Research Quarterly. Many research librarians first recommend this before any other sources.

CELL PHONES:

Electronic interruptions in class are rude, distracting and unacceptable. You must turn all such devices off (not just to silent) before entering the class. Any electronic interruption of class or personal use of mobile communication device will result in a 10-point reduction from your overall grade for the first offense; a second offense will result in a 50-point grade reduction – the equivalent of half the points on a final exam. A third such interruption may result in even harsher disciplinary actions. This warning includes using laptops for catching up on e-mail, communicating with others, doing outside work, etc, anything beyond note taking or relevant research purposes for this class. Most profs dislike or ban the use of any electronic devices and for good reason. I would like to be able to allow them though since we are often researching from the internet on current events for discussions or drills or debates. But if they get misused, I will be forced to discontinue their use entirely. *Don't make me pull this class room over to the side of the internet highway!* Oops, slipped into angry dad mode, ;-) You get the picture.

PLAGIARISM & ETHICS:

Your integrity and character are the truest measures of your worth. Status, money, power, fame, family, friends, looks, grades, etc. can all be misleading and fleeting indicators of who others think you are at best, and can be taken away by outside forces in a blink of an eye. Only you can truly diminish your own character and integrity, as it is what you are when no one else is looking. Guard this jealously. What you are truly worth is entirely up to you. Please debate with integrity and high ethical standards.

Assuming credit for another's work without providing complete and accurate references is plagiarism, and strictly prohibited. If this occurs, the offending student(s) will fail the assignment and probably the class. A recommendation to suspend or expel the student may also be forwarded to the Provost. Ignorance is no defense. Ask ahead of time if you have questions. Plagiarism is one of the worst possible offenses in most colleges and universities. That is especially true in a university attempting to promote Christian ideals. Fabricating or falsifying evidence to support your view or claim in a debate context is even worse. Lying is unacceptable, even in this game-like environment of debate. I have heard and seen individuals that seem to believe that lying or cheating on small things is acceptable because the issue is so small, like stealing a newspaper or sneaking into a second movie. Have you considered that it is not the cost of the paper or the movie that we are discussing but instead the worth of your character or integrity? Don't place too small a value on our character please.

CURRENT EVENT AWARENESS:

Students will be required and expected to keep up with the daily news of local, national and international importance. Not only is this a hallmark of a well-educated person it is critically important in order to faithfully uphold one's citizenship responsibilities in a democracy. What good is the right to vote when votes are based on ignorance? It is not enough to simply know the big picture or even the big details. You should dig for opposing views and try to analyze issues at a deeper level. Expect quizzes and debates to include questions on these current events. Especially, know your leaders, both nationally and internationally. Who currently holds cabinet positions (or try), who are the foreign heads of states, etc.. One other advance warning, know your U.S. Constitution! Read it. Learn it. Love it. And yes, it could be on the test. 😊 Finally, for those of you that know and respect the power of prayer, please ***pray for your leaders daily***. Awareness of specific issues and particular leaders can allow for a more focused and effective prayer life.

GRADING SCALE:

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

GRADES:

Grade points will be awarded for each assignment as listed below. Grade points will also be awarded or detracted for attendance, class participation, and tests as follows: Big Picture

1. Tests and Quizzes 200

2. Assignments 300

TOTAL POSSIBLE GRADE POINTS 500

ASSIGNMENTS:

A. WRITTEN: POSSIBLE POINTS - 200

1. Government Brief & Affirmative Case 100

2. Opposition or Negative briefs 100

B. ORAL: POSSIBLE POINTS - 100

1. In Class Debates 50 (weighted on your later, better rounds, so more is better)

2. Compete in 1 Debate Tournaments and watch another (or 4 extra practices) 50

Extra Credit: compete in that second tournament for extra credit rather than just watching it.

C. EXAM(S) – 200 (Midterm and Final)

Exam Points Possible 200 (100 for midterm, and 100 for final)

• **RESEARCH ASSIGNMENTS:**

Each person will be responsible for researching, constructing and submitting two well-crafted briefs; a negative and an affirmative position and or case surrounding one of various current event issues. You will select these issues in class based on which current events you are most interested in learning more about. You will, with the approval of the instructor, select a resolution, and research arguments for and against that resolution. Your research will begin as concept briefs with different quotations from various expert sources supporting pertinent arguments. These arguments will be developed into two negative briefs (including at least one disadvantage and either a harm mitigation brief, or a counterplan or critique brief), and one affirmative case per person. The points per assignment are listed above.

• **TESTS:**

A midterm and final exam will also be given. Please also be prepared for periodic (though not necessarily pre-announced) quizzes covering the assigned reading and material covered in class, and current events. Your in-class debates will be open note, open computer, so feel free to access whatever material you have accumulated for your practices. The midterm is pretty difficult, so study hard. **Look to tournament participation section to see how to ace an exam automatically!!!**

ATTENDANCE POLICY:

Snooze - ya lose! Success in this class requires strong attendance. Excused absences include only: A) Provost's approved college activities, and B) written Doctor's excuse for emergencies. This is a performance-oriented class. Practice debates must start at the very beginning of class. Tardy

entries and early departures create rude disturbances that may negatively impact your classmates' concentration and your grade. Try to be considerate and arrive a bit early. Three tardies = 1 absence. **Excessive absences (beyond 2 class periods) will result in lowered grades. Missing two weeks of classes is grounds for failure.** Please do not assume that medical appointments, job issues or family gatherings, unauthorized breaks, or even hurting friends that need your help are excused absences. They are merely absences. Bathroom breaks and water cooler appointments are on your time, not class time. Thanks. Please plan ahead.

DUE DATES AND DEADLINES:

Written assignments missed due to an excused absence must be made up by the following class. Missed written assignments due to unexcused absences may be turned in up to 1 class late for half credit. Oral assignments will be made up on a time available basis only (with no guarantees that time will be available. If it is not, the assignment will be awarded a grade of F). **Don't even think of missing a practice debate.** This negatively impacts 3-5 other grades and throws an entire class session off and cannot be condoned!

MY GOAL AND COMMITMENT TO YOU: I WANT THIS TO BE THE MOST IMPACTFUL, LIFE ENHANCING AND LIFE EMPOWERING CLASS YOU EVER TOOK, WITH SOLID, REAL WORLD BENEFITS. BUT, TO DO SO I NEED YOU TO DO A FEW THINGS TO HELP IN THIS MUTUAL GOAL:

- GIVE THIS CLASS A SOLD EFFORT AND TRY TO GET THE MOST OUT OF IT, RATHER THAN JUST HAVING A GOAL OF GETTING THROUGH WITH THE LEAST EFFORT. GET YOUR MONEY'S WORTH. YOU DESERVE NOTHING LESS.
- LET ME KNOW IF ANYTHING THAT WE HAVE COVERED, OR ARE WORKING ON IS AT ALL UNCLEAR, AND I WILL MAKE EVERY EFFORT TO BRING GREATER CLARITY TO A LESSON, DISCUSSION, OR ASSIGNMENT. I AM HAPPY TO MEET OUTSIDE OF CLASS, IN MY OFFICE, AT THE CAFETERIA OVER LUNCH, OR WHATEVER FITS BEST WITH YOUR SCHEDULE, GIVEN SOME ADVANCE NOTICE.
- LET ME KNOW PERIODICALLY HOW WE CAN COVER THINGS BETTER, SINCE IF YOU ARE WORKING SERIOUSLY ON IT, AND STRUGGLING, OTHERS PROBABLY ARE ALSO. PLEASE NEVER BE AFRAID OR ASHAMED OF ADMITTING SOMETHING IS UNCLEAR. PLEASE LET ME KNOW SO I CAN HELP. MIDCOURSE CORRECTIONS HELP US ALL.

TOURNAMENT PARTICIPATION:

One of the most exciting and unique challenges, opportunities and requirements of this course is that each student is required to participate in one to two intercollegiate tournaments during the semester. The purpose is to allow the students to enjoy using and testing the skills they have developed in class within the ultimate crucible of learning, the real world. Remember a few important items to help reduce the anxiety level.

· ***First***, you will be in a Novice Division of other beginners like yourself.

· ***Second***, your grade is participation based, not performance based. As long as you compete and seriously try, you receive 100% of the possible grade points for the tournament assignment. You can lose all your debate rounds combined and still receive an A+ for this part of the grade. This is the Blankenchip Rule, named after an outstanding alum who was a strong student and terrific debater, but never actually won a formal round at a tournament, and still managed to finish with a

strong A, and is a terrific public speaker to this day. (He approved naming the rule after him btw - I am not that mean.)

· **Third**, it is a lot of fun (remember that debate is a game, an educational game).

· **Fourth**, and finally, you will learn so much more from really participating than you could ever learn just from reading about it. It seems for some that the course really first begins at that first tournament, as that is when the lessons start to make sense and seem more significant.

The whole class will be expected to compete in the one day Tournament at PLNU in Mid-October (Oct 23 or 24, 2021). It is the closest, cheapest and held at the best time. For the brave there may also be one at Concordia University Irvine the first weekend in October, on a Saturday and or Sunday. And there may be other alternatives so stayed tuned. The class debaters will be responsible for entry fees and judging fees for tournaments, but the team will try to help with the fees for PLNU. Entry fees range from \$30 to \$100 dollars a team depending on the tournament (Grossmont has been \$30 per team), and judges run from \$50-100 per tournament. We will try to help locate judging for the Grossmont tournament from our alumni to minimize these fees. Should either of these tournament dates not work with your schedule it may be possible for you to attend another tournament, but all related expenses would be borne by you individually (for away tournaments remember this includes lodging, meals, and transportation as well as entry fees and judges).

Enticement: Participating in at least one tournament is required. But if you participate in a second you can replace your lowest exam grade with an A.

DEBATE TEAM INVOLVEMENT: (also optional and not needed for a strong class grade)

PLNU has an intercollegiate debate team that meets and practices twice weekly (T/R 4:00 to 6:00) and competes against other colleges and universities on weekends. Novices from the class are encouraged to consider joining this team at any point in the semester, but the sooner you decide the better it is, and the easier you will find it. A major part of our school's success (6 times past National Champions) through the years comes from members of this class with no previous experience. Even if you are not interested in joining the team you are welcome to come and watch the meetings and the practice debates. This should help the concepts to make sense, just through seeing them practiced over and over again. The more rounds you see the easier it is to debate. The more rounds you debate the better you become. Familiarity breeds success.

You should never feel, though, that by not being on the team you are hurting your chances to do well in this class. The course is designed with the assumption that everyone can earn a strong grade without doing anything other than class assignments (those must obviously be done very well for top grades). It is true that typically about a third of the class chooses to be on the team and that through all this extra work - above and beyond class requirements - they polish and perfect class relevant skills that allow them to exceed normal class standards. However, this does not mean that non-team members cannot also do very well; many do. The important thing to remember, as you should with any performance assignment, is that practice makes perfect. The unique difficulty with debate is that practicing alone is very difficult. Whether you join the team or not, partner up with other class members to practice periodically. The class size is too large to allow everyone to practice in class each day.

Note: The toughest yet most important thing to get used to in the game of debate is flowing, the systematic means of note taking. Good flowing skills are essential to keep your thoughts and

arguments organized, to respond to your opponent's points, and to leave a good impression with the critic. Watch as many rounds as you can, and flow every round you watch. Also, watch with the idea in mind that you are the judge. Who do you vote for and why? The more you flow and judge, the easier it is for you to then debate with the flow and the judge's decision in mind. You organize your attack or defense and you weigh issues for the critic, explaining why your arguments outweigh their arguments. That is good debating. Practice flowing lectures, the news, songs, stand up comedy, whatever. . .

Some Tournament Tips

1. Dress for success. Professional attire. First impressions are very important.
2. Watch as many practice debates as you can before competing. If possible, even watch actual rounds at a tournament. There will be a tournament in early October at SDSU that might help to watch. Always flow when watching a debate round.
3. Practice a couple of times on both sides before competing in a tournament.
4. Plan on arriving an hour early to the campus. Assume it will be hard to find where to park, to meet the team, and to debate. Allow yourself time to get lost, find us, & relax.
5. Bring some money for meals. We often go out to a restaurant after the tournament to compare experiences, and swap war stories.
6. Relax and have fun. It is a game and you are interacting with other beginners. You get an A+ on the assignment for just competing seriously and trying your best. To help relaxation, forget my ill-timed comment on the war analogy above. ☺
7. Should you advance to the elimination rounds and/or get a speaker award you can earn extra credit for the class.
8. If you regularly attend the team meetings (even if you are not on the team), and/or if you compete in extra tournaments, you can also receive extra credit for the extra learning.
9. Always remember the power of nonverbal communication. If you look like you are confident and winning an argument or the round, it is more likely that the critic will agree with you. If you look overwhelmed and clueless it will not inspire confidence in the content of your message. Sometimes you sell the sizzle, not the steak.
10. In debate, as in life, positive mental attitude is the key to success. Whether you think you can or think you can't, you are usually right. Envision yourself eloquently delivering nuggets of wisdom appreciated by the audience and critics and you will succeed.
11. Always practice seriously as if it were a real tournament round, and practice giving your speech over again on your own after being critiqued incorporating the suggestions. In your mind you will remember the perfect speech, rather than the imperfect first attempt.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California. Refer any questions on this section to the Academic Dean's office. It will likely never be an issue for most in this class.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number will be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog. Obviously group assignments will include notice to all members of that group,

whether in terms of formal grades, or more direct and informal feedback and assessment, with recommendations for improvement and items performed well.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY ☼

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.