

Dear Perkins Course of Study Student:

As part of your commitment to the Course of Study School at Southern Methodist
Theology, it is critical that you read the policies on sexual harassment and racial harassment in this policies handbook.

Your commitment to ministry and your dedication in seeking solid theological preparation for your

Policies Handbook

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Guidelines for Writing Pre-Class Assignments

As you approach the readings and written assignments, the following guidelines may be helpful. Other guidelines are available in *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. A book that might be helpful if you need help writing an academic paper is *The Seminary Student Writes* by Deborah Core. Following are tips for writing.

Maintain written notes as you study. Outline the main points that the author is making. Include in the notes any

In some cases, students may be instructed or encouraged to confer with one another or with a tutor or other person not directly involved in the course, as part of the preparation of an assignment. In such cases, a

For example, if a tutor has assisted in the preparation of an assignment, the student must consult the instructor to learn what kind of assistance is acceptable and what is not. The student should not assume that consulting another person to correct a paper or problem is acceptable.

Again, within the limits defined by an instructor, it may be proper to consult research materials, published work, or even the work of other students; if so, the student must acknowledge his or her indebtedness to these materials, in the form appropriate to the course or discipline. There are several systems for acknowledging such indebtedness, but the

extent, or the nature of the indebtedness; the acknowledgment should make it possible for the reader to consult the source of the indebtedness. If the system of acknowledgment in a particular discipline departs from the standard practices of footnoting and citation, instructors in that discipline will define the appropriate method. If an instructor, for pedagogic or intellectual the prohibition be observed.

Plagiarism, in brief, is leading your reader to suppose that your words, ideas, or organization in a piece of writing are your own, when in fact they have been taken from someone else.

How Can Plagiarism Be Avoided?

The first step in avoiding plagiarism on an assignment is to be sure that you keep accurate records of what your sources are contributing to your work. Use quotation marks on your notecards if you are quoting words or phrases. If your

with your note, the exact bibliographical information for your source: author, title, facts of publication, page numbers. Because it is possible, when you come to use your notes when writing your paper, that you will forget where your sources leave off and where your own writing begins, such scrupulous note-taking will allow you to keep clear the and careless

plagiarism is still plagiarism. As you prepare your paper, you may find that you wish to quote some of the source material from your notes, and that you want to condense and summarize some of it.

All quoted material must be placed in quotation marks, with footnotes identifying the source. Any condensed or paraphrased summaries must be identified as such, with footnotes identifying the source. While it may not be your conscious intention to mislead your reader, if you omit quotation marks or identification of sources where these are proper, your omissions are still plagiaristic.

Most standard handbooks of composition and usage will offer models of footnoting and the writing of bibliographies. An instructor in a course may prefer that you use a form that is standard in the discipline of the course, and will inform you of any preferences that should be observed in writing for that course. But in any format that you use, the principle should be the same: to inform your reader of the origin and source, the extent, and the nature of your indebtedness, whether that indebtedness is shown in quoted or in summarized material.

Specific Examples of Acceptable and Plagiarized Use of Sources

Chekhov in Performance (Cambridge: Cambridge University Press, 1971), p. 91:

There is a clarity of vision in *Uncle Vanya* not present in *The Seagull*. The broad divisions between the generations in *The Seagull* invited moral judgments too easily. In *Uncle Vanya*, Chekhov risks the comfort of his audience in teaching them to understand his characters without sentimentality, to recognize individuality. He pursues this purpose with a precision and honesty which subjects him as a playwright to a fiercer discipline, and his dramaturgy to a radical reform. The uncertain response of the first Moscow audiences to the play testifies to the extremes to which Chekhov

Example A:

The Seagull, Uncle Vanya

chara

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Correct: The introductory phrase indicates that all the material in the sentence is indebted to Styan. The footnote locates the origin of the quoted and of the summarized material.

Example B:

The first Moscow audiences of *Uncle Vanya* were uncertain in their response to the play.²³ Their confusion reveals the great lengths Chekhov was willing to go to.

Plagiarism: Placing the footnote after the first sentence implies that the writer is indebted to Styan only for the ideas

The unacknowledged paraphrase the great in place of to the makes it clear that the writer intends to deceive the reader about the origin of the idea.

Example C:

The uncertain response of the first Moscow audiences to *Uncle Vanya* testifies to the lengths to which Chekhov goes in eliminating theatrical conventions. He does not invite moral judgments, but instead teaches his audience to understand without sentimentality.

Plagiarism: The absence of any footnote demonstrates theft. The intent to deceive is shown in the paraphrase

All of these examples are completely indebted to the original source. Honesty is displayed only in the first (A), since it acknowledges the total indebtedness.

Actions Taken for Academic Dishonesty

When the instructor determines that a student has committed an act of academic dishonesty on a course assignment, the instructor will normally (a) assign a grade penalty for the offense and (b) notify the COSS director of the incident, (c) require that the student meet with the academic services coordinator. The normal penalty for the first offense is a zero on the assignment, though in the case of a particularly flagrant offense a more severe penalty, up to failure in the officials. The instructor and the COSS director may require the student to meet with them to discuss the incident.

Academic Reporting and Policies

Grading

Credit for the course is given for attainment of a grade of D- or higher. Some annual conferences will not accept a grade lower than a C, so please consult your annual conference Board of Ordained Ministry about their grading standards.

Academic credit toward a degree program is not available for Perkins Course of Study courses.

permanent record. Official COS transcripts may be obtained by written request to cosregistrar@gbhem.org. It may take up to one month after summer Course of Study ends for grades to be processed in the General Board of

Grades are awarded based on the following guidelines:

A, A-Excellent scholarship

B+, B, B-Good scholarship
C+, C, C-Fair scholarship
D+, D, D-Poor scholarship
FFailure
I.....Incomplete (**Incomplete grades not resolved within 60 days after the course ends will be recorded as an F**)
NCNo credit received
WWithdrew
XNo grade received in COSS office

Final authority in the determination of grades rests with the instructor.

Attendance Policy

worship. Because the summer COSS is offered in both English and Spanish, community events, including worship, are conducted bilingually, in English and Spanish.

Advanced Course of Study

The purpose of the advanced studies program is to fulfill requirements for both provisional and full membership in an annual conference (where an annual conference permits a non- seminary route). The advanced studies are not a requisite for serving as a local pastor or as an associate member. Educational credentials for local pastors comprise the successful completion of the five-year basic program. Advanced studies are designed for persons seeking

Courses taken in the advanced studies must include courses in United Methodist history, doctrine, and polity, as well as in evangelism. Each conference may have additional requirements. Graduate studies not taken in a theological school, which parallel courses offered for advanced studies, may be approved by the Division of Ordained Ministry to a maximum of nine credit hours. One basic unit of Clinical Pastoral Education may be recognized as the equivalent of six credit hours for advanced credit. Students are encouraged to consult with their conference Board of Ordained Ministry to learn if their conference requires certain courses for Advanced Course of Study.

Sexual Harassment

Statement on Sexual Harassment from Perkins School of Theology

Sexual harassment, sexual assault, rape, and sexual misconduct are problems wh

In addition, the following examples are intended to illustrate other behavior that may constitute verbal or physical conduct prohibited by this policy. These examples require a more subjective judgment than the foregoing examples and are further qualified by the assumption that the recipient of the conduct described is a reasonable adult, free of hypersensitivities:

1. implied statements or threats that submission to sexual advances will be a condition of admission, employment, work status, promotion, grades or recommendation;
2. subtle pressure for sexual activity, an element of which may be conduct such as repeated and unwanted staring;
3. a pattern of conduct (not legitimately related to the subject matter of an academic course, if one is involved, or to a workplace discussion, if that is the case) intended to discomfort or humiliate, or both, that includes one or more of the following:
 - (a) comments of a sexual nature; or
 - (b) sexually explicit statements, questions, jokes, anecdotes or gestures.
4. a pattern of conduct that would discomfort or humiliate, or both, a reasonable person to whom the conduct is directed, that includes one or more of the following:
 - (a)
 - (b)
 - (c) remarks about sexual activity or speculations about previous sexual experience.

It is important to note that acts of sexual harassment may take many different forms: verbal statements, messages, physical contact, gestures, pictures or other visuals. They may also be posed as direct threats or as jokes. Sexual harassment can be viewed as occurring along a continuum, from acts that annoy to acts that harm and cause fear. Men and women may perceive things differently, culture may influence perception, and our unique experiences may impact our views. Be aware of these differences. A rule of thumb is: WHEN IN DOUBT, ' 2 1 ¶ 7

Questions about the policy, procedure, or its application may be addressed to the Director, Office of Institutional Access and Equity or visiting the website: [h-2\(c\)-5\(c\)-5\(e\)-5\(s\)-10\(s\)-10\(an\)6\(d\)6\(E\)-7\(q\)6\(u\)6\(it\)11\(y or\)-5\(vi\)3\(s](#)

1. **STATE YOUR OBJECTIONS AT THE TIME.** A clear statement of objection to the person committing the offense when the incident occurs could prevent further occurrences if the individual did not realize that the behavior was offensive. It should be noted, however, that this is often very difficult to do, and unless the statement is very direct the offender may not interpret it as an objection.
2. **TELL SOMEONE.** It is often difficult to assess a situation objectively and can be very helpful to talk to a trusted friend, colleague, or teacher about the incident. Members of the Perkins Panel on Sexual Harassment experienced, free, and confidential support and consultation.
3. **DOCUMENT INCIDENTS.** If the behavior continues, note dates, times, places, and individuals involved together with descriptions of the incidents. Keep notes, answering machine messages, or letters received from the harasser and your response.
4. **REPORT THE INCIDENT.** If stating your objections to the harasser is not feasible or does not end the harassing behavior, members of the Perkins Panel on Sexual Harassment can offer information on the SMU procedure involved in filing a complaint. Since sexual harassment is against the law, the harassee also has the option of seeking legal advice from someone outside the University community as to the feasibility of filing a lawsuit.

Persons who are subjected to sexual harassment are often reluctant to file charges against their harassers, whether out of misplaced self-blame, sympathy for the harassers, or fear of reprisal.

The school expects the cooperation of all members of the school community with respect to avoiding such harassment.

The school will investigate all complaints. If it is determined after an investigation that a member of the school community has violated this policy, he or she will be subject to appropriate disciplinary action up to and including

Instrucciones Para La Preparación De Tareas De Pre

3. Mentir respecto al motivo de faltar a una prueba, examen, etc., o de haber entregado un trabajo tarde.
4. Ayudar a otras personas a mentir o a encubrir actos de deshonestidad.
5. Robar trabajos académicos o buscar acceso no autorizado a los mismos, ya sean de compañeros de clase o de instructores.
6. Pedir ayuda, ayudar o intentar ayudar a otro estudiante a planear o a cometer un acto de deshonestidad.
7. Entregar como trabajo propio el trabajo de otra persona de manera parcial o total.
8. Dar a entender que el trabajo entregado ha sido el resultado de la investigación o estudio propio sin que esto sea cierto.
9. Robar o dañar los libros de la biblioteca.
10. Cometer plagio.

¿Qué es el Plagio?

En la Declaración de Consejo ofrecida al Cuerpo Judicial Universitario, el Senado de Instructores de SMU citó la siguiente definición de plagio, la cual se encuentra en el Modern Language Association Handbook (1977):

El plagio se define, según el a

Plagiarism and Originality [New N10F0003500046>50052005034

La mayoría de los manuales generales de composición y uso ofrecen ejemplos de la forma tanto de anotar al pie de página como de escribir bibliografías. El instructor podrá preferir cierta manera de uso generalizado dentro de la disciplina del curso que enseña, y le indicará las pautas que usted debe observar a la hora de hacer un trabajo escrito para ese curso específico. De todas formas, sea cual sea el formato que usted use, el principio que rige deberá ser el mismo: informar al lector del origen del material, del grado y la naturaleza de la cita, y si la cita se indica en forma directa o si se trata de material resumido.

Informes Académicos y Políticas

Reglamento Para La Evaluación

Las calificaciones finales se adjudicarán en forma de letra en el Curso de Estudio Básico de Perkins. Solamente se recibirá crédito con una calificación de D-, o superior a ésta. No se recibirá crédito académico para los cursos del Curso de Estudio de Perkins.

Las calificaciones serán registradas y enviadas por correo electrónico a la Junta General de Educación Superior y Ministerio para añadir al expediente permanente del/de la estudiante. Se podrá obtener copia oficial del archivo académico haciendo una petición por correo electrónico a cosregistrar@gbhem.org.

Se enviarán las calificaciones al estudiante, así como al superintendente, registrador(a) de la conferencia si en requerido.

Se usarán las siguientes pautas al poner las calificaciones:

A, A-Trabajo académico excelente

B+, B, B-Trabajo académico bueno

C+, C, C-

D+, D, D-..... Trabajo académico deficiente

F Reprobado

I Incompleto (OD FDOLILFDFLyQ VH FDPELDUi D ³)´ VL QR VH HQWUHJDC

3. Requisitos De Computadoras

Para conectar con la red, alámbrica o inalámbrica, su computadora debe cumplir ciertos requisitos. Las computadoras Windows deben tener Windows, Windows XP Service Pack 2 o Windows Vista. Se deberán aplicar todas las innovaciones Windows antes de conectarse a la red. Además, todas las computadoras Windows deberán tener instaladas y actualizadas las aplicaciones anti-virus. El no tener las aplicaciones aprobadas o las innovaciones requeridas le impedirá el poder conectarse a la red. Para conectarse a la red inalámbrica, su tarjeta de red debe poder soportar la encriptación WPA-Enterprise.

Las computadoras Macintosh deberán tener instalado el programa OS X, o más avanzado, y con todas las innovaciones aplicadas.

Las instrucciones para conectarse a la red, sea alámbrica o inalámbrica, se distribuirán a su llegada al campus o estarán disponible en la página web del Curso de Estudio. Para configurar la red inalámbrica antes de su llegada, podrá ir a <http://smu.edu/help/networking/wireless.asp> y bajar el programa de configuración.

4. Centro Para Actividades Deportivas Dedman

Existe una variedad de actividades de recreo en el Centro para Actividades Deportivas Dedman (214.768.3374) por un costo bajo. Dedman dispone de canchas para el voleibol y raquetbol, mesas de ping pong y billar, así como para el baloncesto (las cuales se pueden reservar llamando al número de arriba), salas de baile, de gimnasia y de pesas, canchas de arena para el voleibol, una piscina, un muro para escalar, un área para actividades al aire libre y una pista para correr. Vea la página <http://smu.edu/recsports/dedman> para obtener horarios, políticas y más información.

5. Servicio De Correos

El correo enviado a los estudiantes del Curso de Estudios se deberá dirigir a:

Correo Regular

directas o de chistes. El acoso sexual se puede describir como algo que ocurre en una dirección progresiva, empezando por actos que incomodan hasta actos dañinos y que causan temor. Los hombres y las mujeres pueden percibir las cosas de manera diferente, y la cultura puede que influya en la percepción y nuestras experiencias únicas pueden impactar en nuestros puntos de vista. Se debe tener conciencia de estas diferencias. La pauta deberá ser: SI LO DUDAS, ¡NO LO HAGAS!

Las preguntas sobre la política, el procedimiento o la aplicación del mismo deberán dirigirse al/la Director(a), Oficina de Acceso y Equidad Institucionales. <http://smu.edu/aa0>

una demanda judicial.

Ocurre a menudo que las personas que son sometidas al acoso sexual no están dispuestas a presentar cargos contra la persona que ofende, ya sea porque se culpan a sí mismas indebidamente, ya sea porque sienten compasión hacia la persona que los ha ofendido, o porque tienen miedo de represalias. En todo caso, si no se denuncia la conducta, la persona que ofende puede llegar a la conclusión de que la conducta es aceptable, e incluso recibida con agrado, y podrá seguir perjudicándose a sí misma y a los demás. Un concepto adecuado del amor cristiano exige que la comunidad facilite la denuncia de los incidentes de acoso sexual, ofreciendo estructuras de apoyo y protección para evitar las represalias contra los demandantes, y debe dar información precisa sobre los Estatutos y Procedimientos de SMU.

Acoso Racial

El Estatuto Sobre Acoso Racial de la Junta De Educación Superior y Ministerio

(El siguiente Estatuto sobre Acoso Racial viene de Los *Estatutos Administrativos del Curso de Estudio para el Ministerio Licenciado y Ordenado y del Curso de Estudios Avanzados* de la Junta de Educación Superior y Ministerios de la Iglesia Metodista Unida.)

Las personas inscritas en el Curso de Estudio están bajo la jurisdicción de los estatutos sobre el acoso racial de su propia conferencia anual. Sin embargo, mientras estén asistiendo al Curso de Estudio en la universidad, también se les aplicará el siguiente estatuto:

La Escuela del Curso de Estudio está dedicada por la fe cristiana al principio de justicia para todos y no tolerará ninguna conducta, ya sea verbal o física, por parte de ninguna persona asociada con la escuela, que constituya acoso racial contra cualquier otra persona asociada con la escuela. Cualquier persona de la comunidad del Curso de Estudio

Si la persona demandante o la acusada no quedará satisfecha con la acción tomada por la Escuela del Curso de Estudio, podrá expresar su descontento por escrito al Director del Board of Ordained Ministry Relations, General Board of Higher Education and Ministry en el transcurso de 15 días después de recibir la notificación de la disposición de la queja.

Confidencialidad

Se hará todo lo posible para asegurar la confidencialidad hasta donde fuera posible, a la vez que le permitirá a la escuela investigar la queja a fondo y tomar la acción correspondiente. La Escuela no tolerará represalias contra ningún miembro de la comunidad de que se queje de acoso racial.

Notas Aclaratorias

Si la persona acusada de acoso racial es el/la Director(a) del Curso de Estudio, entonces la persona que presenta la queja deberá notificar a uno o a los dos instructores miembros del Comité sobre Acoso Racial. Ambos instructores le pedirán al presidente del seminario que nombre a un(a) administrador(a) para servir como presidente del comité y que haga las funciones de Director(a) en el proceso señalado anteriormente.

Declaración Antidiscriminatoria

(El siguiente párrafo es la Declaración Antidiscriminatoria de Southern Methodist University.)

SMU no discriminará en cualquier práctica de empleo, en programa de educación, ni en actividad educativa por carrera, por el color, por la religión, por origen nacional, por el sexo, por la edad, por la incapacidad, por información genética, ni por estatus de veterano. El compromiso de SMU para igualar oportunidad incluye no discriminación por identidad sexual de orientación y género y expresión. El Vicepresidente Asociado, de la Oficina de Acceso y Equidad Institucionales, ha sido designada a manejar indagaciones con respecto a las políticas de no discriminación.