

SOCIAL PROBLEMS

Soci2251/W01, CRN#80752
Office: Social Science (SO) 5006
Office hours: by appointment

Instructor: Daniel Farr Fall 2014
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Phone: 470-578-7970

IMPORTANT MESSAGE

This class is an online class using Desire2Learn (D2L).

KSU uses D2L for all online courses.

A short video to introduce online students to D2L is available at

<http://youtu.be/9CO1BRI-E6E>

<http://youtu.be/lqBRHEXhs5A>

(***Please note, D2L has just recently been updated to a new version... so these introductions may not be super current, but offer a basic introduction).

ITS is offering Desire2Learn support and training for students beginning in Fall 2014.

The available training resources are listed at

<http://its.kennesaw.edu/techoutreach/students/StudentsCatalog.pdf>

The basic information about KSU Distance Learning can be found at the following.

Please read important information and see if you are IT savvy and prepared under

“Students” “Online Readiness Assessment”:

<http://www.kennesaw.edu/distancelearning.shtml>

If you want to see how ready you are for a fully online class see:

<http://kennesaw-1021.smartermeasure.com/login>

[login with your net id and password]

For IT help for students and on campus lab hours:

<http://its.kennesaw.edu/students.htm>

To contact IT with a specific question email

studenthelpdesk@kennesaw.edu

Course Catalog Description:

- An overview of current social problems facing American society with attention to developing insights into the conceptual analysis of meaningful solutions.

- *Prerequisites:* Soci2201

Broader Course Description:

This course will examine a diverse set of social issues (e.g., crime, racism, sexism, political policy, etc.) within a sociological framework. We will examine the contexts in which we define certain circumstances and social behaviors/practices as “problematic”. What we think of as social problems and issues has varied over time and will continue to do so. We will examine what are regarded as the primary social problems and issues facing the U.S. today, both as a nation and culture, as well as an actor within a global community.

Course Learning Objectives:

- Students will analyze a number of social problems utilizing different theoretical frameworks
- Students will utilize the sociological imagination when analyzing society's social problems
- Students will analyze and interpret empirical data/research that is relevant to and explanatory of current social problems.
- Students will examine and critique different proposed solutions and offer alternatives to society's social problems.
- Students will be able to think critically about how their actions have an effect on society.
- Students will develop stronger writing skills.

Online “Office Hours”: I will not be holding scheduled online hours, but am certainly willing to schedule an office, online, or phone appointment to speak with you individually as needed.

Email: Email will be the best way to reach me—the best way to email me is within D2L itself. However, you may also email via the general email system (dfarr4@kennesaw.edu) if needed (but please reference your specific course). Also, please note, I am able to reply to emails from KSU student email addresses – if you email me from a “personal” email I may not be able to reply. The reason to not reply to personal emails is to protect your privacy – what if you were being stalked and someone were trying to find out if you were in my course, for example. Throughout the work week I typically will be checking email daily and will likely respond to student emails within 24 hours. I do not check D2L or email as frequently during weekends, but am likely to do so intermittently. Should you email on a Friday afternoon, it is possible you will not hear back until Monday morning. If you email and do not hear back from me within an appropriate amount of time (approximately 36-48 hours), you may email again (however, accusatory or “angry” tone will not be helpful to your situation – please be professional and appropriate). Generally speaking, I am email responsive and will be back to you quickly.

Email etiquette: Email is an extremely important component in an online course and may be one of the few impressions I have of you. Please be conscious of the language and manner in which you email – components that are appropriate include: using an email subject (usually helpful to reference which course you are in!), an appropriate greeting (“Yo Prof” is not appropriate, LOL), basic body of your inquiry/etc (tip: most professors are not particularly keen on “Get back to me ASAP”; avoid ‘texting’ type short hand; also, it is usually appropriate to end with a “thank you” of some sort); a signature/name sign off. Obviously, some of the above aspects (particularly the course—as it comes clearly linked to your D2L class), but please do seek to be appropriate and professional, doing so leaves a positive impression.

I realize for many of you this will all seem obvious – unfortunately, I’ve interacted with many students who struggle with these basic skills. I regard these interactions not as just your impression to me, but as a means to mentor you through appropriate interactions you will likely have with future bosses/etc. Incidentally, generally speaking, the “end” of an email interaction situation is typically left to the “superior” actor – which for example in a dynamic of email exchanges with faculty or a boss it might go as: student email professor question, professor responds, student emails thanks (now the professor needn’t reply). This is basic etiquette for email interactions and speaks positively to the student/employee actor.

Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. This page provides links to both summary and detail information about Netiquette for your browsing pleasure. <http://www.albion.com/netiquette/>

REQUIRED TEXT:

Eitzen, Baca Zinn, & Smith. 2014. Social Problems, 13th ed. Pearson.
ISBN: 978-0-205-88188-8

**Additional readings will be posted on D2L – everything that is posted in the appropriate chapter modules is expected material/content to be addressed by student. The only material or content that is not required is clearly marked “OPTIONAL” in the title of the link/content. All other content and discussion boards will be material that may be included in quiz and test assessments.

SUMMARY OF GRADING:

Learning Tool	Percentage
Online Introduction (part 1)	1%
Introduction Paper (part 2)	4%
Discussion Board Participation	10%
Quizzes (~1.56% per quiz; 16 of 19)	25%
Test 1 (Chpt 1-6)	15%
Test 2 (Chpt 7-12)	15%
Test 3 (Chpt 13-18)	15%
News Analysis Paper (best 1 of 2 max.)	<u>15%</u>
	100%

Grading Scale: Course grades will be assigned based upon final points earned, using course weights above listed.

A = 90-100	D = 60-69.9
B = 80-89.9	F = <59.9
C = 70-79.9	

- Assignments submitted through D2L only
- **ALL ASSIGNMENTS, PAPERS, AND DISCUSSIONS ARE DUE**
by 11:59 pm ON THE DUE DATE
- **LATE PAPERS and work are NOT ACCEPTED.** To clarify,

I do not accept late papers/work.

- Document uploaded should be saved as “LastName First Name – Assignment”, for example: “Farr Daniel – Media Paper 1”. Dropboxes will be set up for each assignment/paper. (Note: failure to include your name as indicated will result in a 5 point deduction on assignment grade)
- Unfortunately, KSU ITS performs intermittent technology and system updates. These sometimes occur over weekends and may impede access to D2L. I have sought to post dates on your calendar, but unforeseen circumstances may arise and will be dealt with as needed.

Course schedule structure: As you can see in D2L, the course has been clearly broken into date segments: START HERE; May 30-June 6: Chpt 1-3; June 7-June13: Chpt 4-6; June 14-16: Exam 1...and so forth. The materials for each main time block will be made available by the start of the time block (hopefully in advance).

The course calendar clearly indicates the major deadlines and suggested time management. To clarify, the suggested time management appears next to the date on the calendar (for example: “May 30: Chpt 1”, this is to suggest you read this chapter this day to begin preparing for Quiz 1, which becomes available on Sunday, June 1, etc.). As an adult, you have the ability to pursue and manage your work through the content with some flexibility – however the deadlines are already established. I particularly encourage you to be sure to read in advance of quizzes so you are adequately prepared.

To also clarify on the calendar, I have tried to color code date ranges and deadlines... The quiz time periods are noted in **green** and **pink** (or it seems to appear maybe red in the pdf calendar) [I’ve used two colors for quizzes just to help you note the staggering of the quiz period ranges]; **blue** indicates test time periods; and **yellow** indicates the deadlines for the varying paper submission deadlines.

While already noted, I will reiterate, all deadlines for time periods and due dates are at 11:59pm on the end date.

Description of Learning Tools and Grading

Introduction:

- Two basic parts:
- (1) photo to profile & online discussion board introduction (1%)
 - (2) expanded introduction to instructor (Dropbox) (4%)

Part 1: As noted above, this is a two-part assignment worth 5% of your grade total. You will offer a brief introduction to the class via the online discussion board – this introduction should be relatively concise, but offer a general introduction of yourself to the class. Generally speaking this would take the form of a solid paragraph and would engage some information about what you are majoring in, perhaps your status/year, career/job information if relevant, why you are “interested” in deviance, maybe a few quirky things that demonstrate your own deviance (we all are deviants afterall!), etc.

Additionally, please post a photo to your D2L profile (this occurs in the main D2L page where you logged in – under “My Settings” “Profile”). Seeing your photo helps me feel more connected to you as a student and helps me more readily recognize someone— particularly in receiving emails and reading the discussion boards. If for some reason you do not wish to post a personal picture of yourself, I am open to other images of personal significance, or you could create a “cartoon” version of yourself online if you wished.

Part 2: The second part of this will be to write a more formal longer self-introduction that is intended solely for the instructor (hopefully it is clear these should be different in tone and structure). This introduction should be minimally one page in length (*see paper submission details, below), but should not exceed two pages. Please note, when I say “one page” it should be a full page... not ½ a page, not ¾ of a page... one page is not asking a lot. To adequately fulfill the assignment, most students will need more than a single page.

In this introduction to the instructor you might include some of the aspects also on the discussion board, but you should expand and offer more in-depth info on yourself. Herein, you might speak more at length about not only where you stand academically currently, but

what aspirations you have for the future as far as education and career? What aspects of the course are you particularly interested in topically? You may share some of your family/social background if you feel it useful. This is fairly open-ended, but is intended to help me to “know” you and be better able to offer appropriate guidance and feedback over the course of the semester. This sort of information may also be helpful as we head towards your major paper – especially if you struggle to establish an appropriate topic. Please write this as a more formal introductory paper stylistically – this will also help me to gauge your writing skills to hopefully advise in advance if the writing center would be a resource you should consider before submitting major papers/assignments. While content is a central aspect of how papers will be evaluated, grammar and structure are also important aspects of writing and will be taken into consideration (basically, are you using proper grammar/writing and did you proofread/etc.). Writing skills should be constantly growing and developing to prepare you for written communication in the working/professional world—obviously, writing skills will be particularly important in an online course where nearly all interactions will be in written form!

Discussion Board Participation: Participation will be based upon your preparedness, discussion of readings, and intelligent class dialogue on the discussion board. Participation may consist of multiple approaches: critical and thoughtful responses to faculty initiated discussion prompts, created discussion threads exploring additional topics/themes introduced within or relevant to course readings/topics, links to youtube videos/news articles/etc and prompts to initiate relevant discussion. There is not a “required” number of postings – participation is not purely quantitative, but also qualitative. Postings that essentially are “verbal nods” to another’s postings (ie. “Suzanne, I totally agree with you!”) are ineffective and not appropriate. It is also ineffective to purely quote from the text—we are all reading the same materials; effective and appropriate deployment of course concepts/terms within context demonstrates understanding and engagement. I encourage you to post within each chapter’s discussion – you are not required to reply to the posted “prompt”, but may build and create new threads of discussion—ideas that emerged to you as you read, perhaps links to articles or youtube videos relating to content, etc. Basically, you may reply to the idea prompt, or create new dialogue – much as would happen in a face-to-face classroom. One never knows what ideas may emerge... new ideas make for far more interesting and engaging dialogue and thought as related to our readings!

Participation will be assessed approximately six times over the course of the semester (likely to coincide with the major chapter groupings: 1-3; 4-6, 7-9; 10-12; 13-15; 16-18). The plan is to assess discussion boards within 3 days of the discussion group ending. Should you perform poorly in a single round it is not the “end of the world” – ultimately, each ‘round’ equates to approximately 1.7% of your total course grade. Postings to the discussion board after the noted deadlines in syllabus will not be granted credit as they are “late” (ie. Chapter 1-3 discussions “end” on Saturday, June 7th). While I will allow you to work ahead in discussions, within a reasonable measure (say several days), you may not work through all discussions at once and expect credit—these are intended to be a consistent part of your participation and engagement with course content for the length of the semester. These six scores will be averaged to provide your final participation score. Thus, you are expected to remain an active and effective online participant throughout the semester to secure a strong grade in this component. If you only respond to peers this does not demonstrate the same level of participation as those who effectively initiate new threads of discussion. Participation

scores will be disseminated in 5 points increments (ie. 100, 95, 90, 85...). Exceptional participation may result in “extra credit”, via participation score of 105 or 110.

Note, your introductory discussion board posting will not be counted towards this aspect of your course grade.

“Ask the Professor” Board: If you have any questions regarding the class, the assignments or other class-related questions, please email me directly. If you email me a question that I think all the class needs to know the answer, I will copy it and post it on this board to answer your question (and email you privately as well), so others may refer to the query and answer – postings herein will not influence your discussion board participation score, above.

Quizzes: There will be a quiz per chapter (and syllabus/course start material). These quizzes will center primarily upon your textbook reading, but may also include questions from your additional readings and films. Quizzes will consist of 10 multiple-choice questions and will be timed to 10 minutes. This time limit should allow the opportunity to briefly “look up” some information from the readings, but is clearly not enough time to look up every answer, unless you have adequately read and prepared for the quiz. There will be 19 quizzes over the course of the semester – a syllabus/introduction quiz and a quiz aligning with each textbook chapter.

As I understand the system, a time clock will appear to you when you take the quiz– but I believe it only shows “minutes” not “seconds”. Thusly, once your time clock hits 10 minutes you better hurry up and finish! If your quiz time exceeds 11 minutes your grade will be manually adjusted to count only the questions answered (saved) correctly in the first 10 minutes.

The quizzes in the course open in blocks, which are noted on the course calendar (for example, Chapter 1-3 quizzes will be open from June 1 (12:01am) through June 5 (11:59pm)). I encourage you to stagger your read and quiz taking during the time period. The syllabus quiz is the only quiz that does not align with other quiz groupings. To the best of my ability, I have tried to include at least one weekend day within each quiz grouping time period. There will be no quiz makeups offered.

Immediately after taking a quiz you should see a preliminary grade. Once the quiz period has ended I will review quizzes for any problems and to make grade adjustments as needed. At which time you will then also have the opportunity to review your quiz. I have set the system (hopefully!) to automatically make your quiz reviews available after the quiz timer period ends (so Quiz 1-3 reviews should become available at 12:01am on June 6).

Quiz reviews will all close prior to the start of a test period, so for test 1 all quiz reviews (as well as powerpoints) will close at 11:59pm on June 13th; closing dates are noted on the calendar.

At the end of the semester, the 3 lowest quiz grade will be dropped and the remaining quiz grades will be averaged for your quiz total score. Thus, 16 quiz grades will be applied to your course grade.

Please note, collaboration on quizzes is a form of academic dishonesty and if noted will be pursued, per below “Plagiarism and Cheating” policies.

Tests: Each of these tests will entail approximately one-third of the course content in a singular exam structure. The exams will likely consist of all multiple-choice questions from the six affiliated chapters. The test will likely consist of 51 multiple choice questions, worth a possible 102 points (100 points, plus a 2 points “bonus” question). Rather than a specific

bonus question (I always hated getting to the bonus question and being clueless!), I allow you to miss any question on the test and still earn a 100.

The questions on the test will be spread roughly equally across the chapters and appear randomly distributed among the chapters (ie. You will not have the first 8 questions on chapter 1; next 8 on chapter 2; --- they will be randomly assigned across chapters throughout the exam).

The test will be limited to 1 hour in length total. I plan to set the test up in two parts to be taken in sequence. Likely, the first part will be 25 questions long, timed to 30 minutes and the second part 26 questions long, timed to 30 minutes. I am doing this for several reasons: (1) to help manage the length of the test as shown on the screen (2) and tied to #1, should there be a technology problem you aren't in total trouble on the entire test, and (3) this will allow you to take a brief break between sections to use the restroom, get a drink, "breath", etc. While the test will be two parts, and you may take a break between sections, the length of break will be limited to 30 minutes maximum—ie. From the time you start section 1 until the time you end section 2 cannot exceed an hour and half (if you start part 1 at 1:30pm you must finish part 2 by 3pm). There is a minor loophole in this equation—if you complete section 1 and use only 15 of the 30 minutes, you could, hypothetically take a 45 minute break to assure completion in 1.5 hours. You must be mindful of your time – if you "accidentally" take too long on your break, you may be unable to use the full 30 minutes on section 2. I encourage you to save answers as you proceed through each section – particularly on section 2—should you exceed the allotted 1.5 hour total time, I will be cutting questions answered beyond the time limit manually.

Please note, the system will post a grade on each section immediately after completion – this is a preliminary grade that will only be affirmed after the completion and review of the test by the instructor after the end of the test period. Hopefully, no major issues (such as an incorrectly marked answer in the question database, for example) will emerge and your grade will remain the same or similar.

Please also note, collaboration on tests is a form of academic dishonesty and if noted will be pursued, per below "Plagiarism and Cheating" policies.

News Analysis Papers: You are to select an article from an online news source – this may include online magazines such as *Time*, *US News & World Report*, and *Newsweek*, from newspapers websites, and/or from mainstream news websites such as CNN.com. These articles should be *news*, **NOT** "opinion", letters to editors, or op-ed pieces (some websites will clearly note this in the web address/heading of page)—basically, the material analyzed should be written by journalists intending to report on news events; material that is "supposedly" to be presented in a non-biased/non-opinioned manner. These articles need to be "substantial" and ought not be a single-brief paragraph—You may always email the professor a link to the article to affirm that it is appropriate. To do so, you should email the instructor at least 3 days in advance of the paper deadline; so for deadline 1, you should email no later June 9 to assure response—later emails may receive feedback, but it cannot be guaranteed. Your article needs to be current (for the purposes of this course, I will define current as an article "published" after May 15, 2014 --- be conscious of this particularly as internet sites can be tricky; just because you access it after May 15 does not mean that it was created/published after this date (look closely at your source!). Your article topic must relate to the material that is current/recently addressed in class (for example, Deadline 1 papers should tie back to

Chapter 1-6 in some manner—you are not solely limited to these chapters, but there must be a connection made).

There are three deadlines established in the syllabus. You are required to submit at least *one* paper. You may submit up to *two* papers maximum -- the best grade will be used in final grade calculations. You may for example submit a paper at 1 & 2, 1 & 3, or 2 & 3, if you wish to take advantage of the best of two paper options. If you only submit a paper at the 3rd deadline, this will clearly be your best and only paper.

You are to write a 2-3 page paper responding to this material in light of course content and with a sociological lens of analysis (use your sociological imagination!). Please note, your paper should be 2 FULL pages of content/text. You may use two lines to start: one for your name, and one (or more if needed) to paste in the link to the article you are analyzing—if the link is quite long, be sure to compensate by carrying onto a third page. Please do not submit a paper that exceeded 3.5 pages total text. Unfortunately, given the variation of word length and terminology, I am unable to provide a word count. Your response needs to be critical and thoughtful. It may be appropriate to cite material from the article and text, but your paper should clearly reflect significant sociological thought and critique/response of the article in question. You should incorporate and appropriately use key course concepts, however do not “define” the concepts in your paper – I have the book and am familiar with all the terms; just use them correctly and show you can engage with the correct language and concepts of this course.

As noted above, at the start of the paper, please insert the web address for your article so I can readily access the article. I will read your article selection before I read your paper to see if your interpretations and analysis of the article are appropriate.

Papers based on articles prior to May 15, 2014 will be deducted 40 points; papers without the appropriate article link included will receive no credit.

I have posted several examples of prior successful student papers for you to review. Please note, these examples are from prior courses taught face-to-face and do not entirely adhere to the above guidelines, but help you to see the type of engagement and critical thought expected in this course.

Paper submission details: All submitted papers are expected to be typed using 12pt Times New Roman font, 1” margins, double spaced (unless otherwise specified), and paginated. There *should not be extra space between paragraphs* (if using Word, under “Home”, “Paragraph” in the dropbox there is a box you can check “Don’t add space between paragraphs of the same style.”) Additionally, titles/headings should not be excessive --- you are allowed 2 lines at the top of the first page for name and website. A cover page is NOT necessary. Excessive lines used in heading/spacing will be adjusted to determine if paper length is appropriate. Failure to adhere to these guidelines will result in a 5 point grade deduction.

Additionally, your paper must be saved and uploaded with your name in the title. As previously noted: document uploaded should be saved as “LastName First Name – Assignment”, for example: “Farr Daniel – Media Paper 1”. Failure to save and submit your file with a correct label will result in a 5 point grade deduction.

Should you not adhere to both of these expectations, you may lose up to 10 points.

Paper Submission Note: Much as in a face-to-face course, I must accept and grade the paper you “hand in”. In an online environment such as this, I must grade and assess the paper that was submitted to the dropbox prior to the deadline. This means that I have to evaluate what I

receive – this would include assessing “accidentally” submitted “drafts”, incorrect files, and any files that may be “corrupt” [all of which can be employed by some online students in the hopes of additional time to get the “correct” version to the instructor – ie. To cheat and seek additional time to finish the work] – basically, please avoid these issues and be very conscious of the material/content that you are submitting. You must “own” what you submit to me for assessment. Please realize, I am not trying to be unduly harsh in this policy, I am merely trying to be clear of my expectations to be consistent and fair to all students in the course.

As noted, I do not accept late work.

Extra Credit: At the moment there is no intended extra credit opportunity. However, as noted under the discussion boards, there is some opportunity therein.

Should an extra credit opportunity be offered, it will be announced in the module “updates and deadlines” sections.

Further instructional information is presented in weekly modules.

Plagiarism and Cheating are unacceptable behaviors. If you are found to have cheated or submitted uncited or plagiarized work you will be reported to Student Conduct and Academic Integrity (SCAI) office and fail this course. If you are uncertain about what constitutes plagiarism you should consult the undergraduate catalog & handbooks. You may also wish to consult the SCAI website at <https://web.kennesaw.edu/scai/>.

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Due Dates & Make-up exams/quizzes: Paper due dates are clearly stated in the syllabus/course schedule. Papers are due on the due date by 11:59pm via the Dropbox.

I do not accept late papers.

Late papers might only be accepted in extreme circumstances, as will be described for exam make-ups below. However, if you should have computer/technical problems (such as you're having trouble logging into D2L) you should email the paper to me directly (dfarr4@kennesaw.edu) so that the email is time stamped PRIOR to deadline. Papers emailed after deadline are considered late, thus unacceptable. Should you run into technical troubles, such as “your internet is ‘out’” you must obtain documentation from your internet provider that clearly indicates a system problem. Ultimately, it is to your benefit to not wait until the last moment to submit materials to best avoid such grade hardships.

Make-up exams will only be allowed in extreme circumstances with appropriate documentation such as: 1) documented illness (a note from a physician indicating your inability to take an exam due to illness or medical treatment), 2) written certification of a death in the family, 3) written certification (from court or police, through the Dean's office, or other appropriate offices) is provided for rare events (not covered by 1 or 2) that would make attendance of the exam impossible. A note from one's "mother," "friend," etc. is NOT sufficient. If in doubt, speak with me.

Please contact professor privately for all personal hardships.

disAbled Student Support Services

Kennesaw State University welcomes all students, recognizing that variations of abilities contribute to a richly diverse campus life. Prospective students are encouraged to visit the university -- explore the campus and talk with faculty, staff and current students. Find out that KSU is the place for you.

http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Student Success Services (SSS): The SSS center (Kennesaw Hall, Room 2401; phone: 770-423-6600) provides year-round counseling, advising, and testing services. For incoming students, First Year, Transfer and Parent Orientation services are also available. They have recently added a program devoted to Alcohol and Drug Education & Prevention and a Collegiate Recovery Center. The SSS website is

<http://www.kennesaw.edu/studentssuccess/>

KSU's Student Development Center: The Student Development Center (Carmichael Student Center, Suite 267; phone: 770-423-6443) provides information of particular interest to adult learners, minority students, multicultural and international students, and disabled students; and provides links to opportunities for student community service and a peer mentor program. The Student Development website is

http://www.kennesaw.edu/stu_dev/home/home.html

KSU's English as a Second Language (ESL) Study and Tutorial Center: The ESL Study and Tutorial Center (Library, Room 442) offers tutoring in writing a paper, reviewing grammar, reading, and preparing for the Regents' tests. Appointments are usually necessary. For an appointment, contact David Schmidt at (770) 423-6377, or dschmidt@kennesaw.edu. The ESL Study and Tutorial Center website is

<http://www.kennesaw.edu/uc/esl/>

Writing Center: "The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. For more information or to make an appointment (appointments are strongly encouraged), visit <http://www.kennesaw.edu/english/WritingCenter> or stop by Room 242 in the English Building.

NOTE: If you use campus computers, please do not save your work on the computers. Use a usb drive or email it to yourself. Computers are periodically wiped clean and your work will be lost. This is not an excused reason to not turn in papers on time.

August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>Yellow = Quizzes Pink = Tests</p>	<p>Green = Paper Due Blue = Misc.</p>				1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	<p>18 FIRST DAY Carefully begin reviewing syllabus & class layout/structure</p>	<p>19 Read Chpt 1 & begin reviewing powerpoints</p>	<p>20 Syllabus Quiz starts</p>	<p>21 Chpt 1 Quiz starts</p>	<p>22</p>	<p>23</p>
<p>24 Drop/Add ends</p>	<p>25 (see Note 1) Syllabus Quiz Ends Chpt 1 Quiz Ends Intro Postings Due</p>	<p>26 Chpt 2 & 3</p>	<p>27 Intro Paper Due</p>	<p>28 Chpt 2 Quiz starts Chpt 3 Quiz starts</p>	<p>29</p>	<p>30</p>
<p>31</p>	<p>Sept 1 Chpt 2 Quiz ends Chpt 3 Quiz ends</p>		<p>Note 1: Deadlines remain the <u>same</u>, regardless of date course added.</p>	<p>If course added "extra" late, missed quizzes will be zero.</p>	<p>Discussions: Discussions for each chapter end when chpt quiz ends...</p>	<p>... for example, Chpt 1 discussion ends 8/25 ... Chpt 2 & 3 end 9/1</p>

September 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Labor Day Chpt 2 Quiz ends Chpt 3 Quiz ends	2 Chpt 4 & 5	3	4 Chpt 4 Quiz starts Chpt 5 Quiz starts	5 _____ _____	6 _____ _____
7 _____ _____	8 Chpt 4 Quiz ends Chpt 5 Quiz ends	9 Chpt 6 & paper	10 Media Paper Option 1 Due	11 Chpt 6 Quiz starts	12 _____ _____	13 _____ _____
14 _____ _____	15 Chpt 6 Quiz ends	16 Study & exam prep	17 Quiz 1-6 reviews & Powerpoints close	18 Test 1 starts (chpt 1-6)	19 _____ _____	20 _____ _____
21 _____ _____	22 Test 1 ends	23 Chpt 7 & 8	24	25 Chpt 7 Quiz starts Chpt 8 Quiz starts	26 _____ _____	27 _____ _____
28 _____ _____	29 Chpt 7 Quiz ends Chpt 8 Quiz ends	30 Chpt 9				
			Discussions: Discussions for each chapter end when chpt quiz ends...	... Chpt 4 & 5 end 9/8; chpt 6 ends 9/16	Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

October 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>Yellow = Quizzes Pink = Tests</p>	<p>Green = Paper Due Blue = Misc.</p>		1	2 Chpt 9 Quiz starts	3 -----	4 -----
5 -----	6 Chpt 9 Quiz ends	7 Chpt 10 & 11	8 Last Day to withdraw (See Note 2)	9 Chpt 10 Quiz starts Chpt 11 Quiz starts	10 ----- -----	11 ----- -----
12 ----- -----	13 Chpt 10 Quiz ends Chpt 11 Quiz ends	14 Chpt 12 & Paper	15 Media Paper Option 2 Due	16 Chpt 12 Quiz starts	17 -----	18 -----
19 -----	20 Chpt 12 Quiz ends	21 Study & exam prep	22 Quiz 7-12 reviews & Powerpoints close	23 Test 2 starts (chpt 7-12)	24 -----	25 -----
26 -----	27 Test 2 ends	28 Chpt 13 & 14	29	30 Chpt 13 Quiz starts Chpt 14 Quiz starts	31 ----- -----	
		Note 2: By this point you have completed ~37.5% of course...	... grade; or 52.5% if submitted Paper Option 1			Discussions: Discussions for each chapter end when chpt quiz ends...

November 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>Yellow = Quizzes Pink = Tests</p>	<p>Green = Paper Due Blue = Misc.</p>			<p>Oct 30 Chpt 13 Quiz starts Chpt 14 Quiz starts</p>	<p>Oct 31</p>	<p>1</p>
<p>2</p>	<p>3 Chpt 13 Quiz ends Chpt 14 Quiz ends</p>	<p>4 Chpt 15</p>	<p>5</p>	<p>6 Chpt 15 Quiz starts</p>	<p>7</p>	<p>8</p>
<p>9</p>	<p>10 Chpt 15 Quiz ends</p>	<p>11 Chpt 16</p>	<p>12 Media Paper Option 3 Due</p>	<p>13 Chpt 16 Quiz starts</p>	<p>14</p>	<p>15</p>
<p>16</p>	<p>17 Chpt 16 Quiz ends</p>	<p>18 Chpt 17 & 18</p>	<p>19</p>	<p>20 See Note 3 Chpt 17 Quiz starts Chpt 18 Quiz starts</p>	<p>21</p>	<p>22</p>
<p>23</p>	<p>24</p>	<p>25</p>	<p>26 Fall Break</p>	<p>27 Thanksgiving</p>	<p>28</p>	<p>29</p>
<p>30</p>	<p>Dec 1 Chpt 17 Quiz ends Chpt 18 Quiz ends</p>		<p>NOTE 3: As you can see with Chpt 17 & 18, I have extended these...</p>	<p>quizzes over the break. You can either finish quizzes before..</p>	<p>break or during the break – your choice!</p>	<p>Discussions: Discussions for each chapter end when chpt quiz ends...</p>

December 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Nov 30	1 Chpt 17 Quiz ends Chpt 18 Quiz ends	2 Study & Exam prep	3 Quiz 13-18 reviews & Powerpoints close	4 Start Exam 3 (chpt 13-18)	5 -----	6 -----
7 -----	8 End Exam 3	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.					