SOCIOLOGY OF GENDER

Soci3324/w01, CRN#81300; ONLINE   Instructor: Daniel Farr   Fall 2015
Office: Social Science (SO) 5006   Email: D2L *preferred*; dfarr4@kennesaw.edu
Office hours: by appointment   Phone: 470-578-7970

IMPORTANT MESSAGE
This class is an online class using Brightspace [Desire2Learn] (D2L).

KSU uses Brightspace for all online courses.

A short video to introduce online students to D2L (now known as Brightspace) is available at:
   http://youtu.be/9CO1BRI-E6E
   http://youtu.be/lqBRHEXhs5A

ITS is offering Desire2Learn support and training for students is available at:
   http://uits.kennesaw.edu/support/training.php

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 examination of the implications of the changes in the kinship, economic, and political structures related to male/female relations and their impact on gender equality in contemporary society.

Expanded Course Description: This course examines gender as a major organizing principle in society and explores the ways in which gender intersects with other types of social differentiation including race, sexuality, social class, and nationality. The course also explores the implications of changes in family, economic, and political structures related to gender and their impact on equality in contemporary society.

   Prerequisites: Soci 2201: Principles of Sociology or Soci 1101: Introduction to Sociology
   (Basic understanding of sociological concepts, theories, and terminology).

Sexual Content Disclaimer: This course will contain some sexual content. Given the gendered nature of sex and sexuality (and the reflexive influence of sexuality upon gender), it is

impossible to avoid such content in a course such as this. The material matter addressed in this class may on occasion include "graphic" material (for example some nudity in film content), however this material will not be substantial or overly graphic and will not occur on a daily basis. I will try to give forewarning of such possible film depictions in class. There will be occasions that graphic language and dialogue addressing sexuality will also occur in class as relevant to course material and social context.

COURSE LEARNING OBJECTIVES:
1. Recognize sociological concepts within a cross-cultural and global framework as they apply to the concept of gender.
2. Demonstrate an ability to place issues of gender in their historical context to better understand the contemporary conditions.
3. Identify diverse constructs, perspectives, and experiences of gender in society, with particular recognition of the intersections of gender, race, class, and sexuality.
4. Recognize the role of society in defining and maintaining gender roles.
5. Demonstrate an appreciation for the research methods employed in the social sciences and feminist frameworks as they apply to gender studies.
6. Critically analyze the relationship between gender and other social institutions.

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—you may obviously email me within D2L (preferred), but you may also email via the general email system (but please reference your specific course—I teach this course online and face-to-face. Throughout the work week I typically will be checking email daily and will likely respond to student emails within 24-36 hours. I do not check email or D2L as frequently during weekends, but do so intermittently. Should you email on a Friday afternoon/evening, it is likely you will not hear back until Monday. 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).

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/

Course Technology Requirements: (see "Technology Skills & Things to Know")
- Computer (Mac or PC) [IPad or IPhone/smartphone are insufficient] with sound card.
- Reliable internet access.
- Basic computer software, including: Microsoft Office, Powerpoint, Web-surfing software, pdf reader program.

Classroom environment:
Some of the issues/topics that are addressed in this course are sensitive in nature. We each come to the table with varying experiences and perspectives, thus will have different understandings and beliefs about our social world. I expect you to be respectful of each other and of differing perspectives and beliefs. I ask that you try to maintain an open and inquisitive mind as we work through the course material.

An important aspect of sociology is not only the exposure to differing perspectives, but also learning to challenge traditional perspectives and beliefs. I will not be asking you to change what you believe, but I will be asking that you be open to understanding why others may have differing beliefs and practices. You are welcome to challenge or question the material presented by myself and the textbook, but it is not appropriate to simply state "___ is 'WRONG'". If you wish to challenge or create a dialogue about an issue or topic, please do so as it may be useful as an aide in the understanding of material for all students. I enjoy a classroom environment that has student participation, interaction, and critical questioning.

If there are particular topics in this course that you find personally difficult please speak with me. Additionally, if you should have questions/problems with the course always feel free to speak with me. I want this course to be a positive and productive experience for us all, without feedback and student input I cannot shape the course to be the best it can be.

Required readings:
Kimmel, Michael. 2013. The Gendered Society, 5th ed. NY, NY: Oxford Univ. Press.
    ISBN: 978-0-19-992746-3

Additionally, a variety of academic articles are posted to D2L. These articles can also be obtained via the university library—you will find full citations, library links, and article pdfs for each article.

Summary of Grading:

Learning Tool:	Percentage of Course Grade:
Introduction & Settings	2%
Introduction Paper	3%
Discussion boards	10%
Quizzes (best 13 of 15) (~1.14% per quiz)	15%
Toy Stories Paper	20%
Film Response Paper (best 1, of up to 2)	10%
Midterm [Exam 1] (Chpt 1-7 & articles)	20%
Final [Exam 2] (Chpt 8-14 & articles)	20%
	100%

Course grades will be assigned based upon final points earned, using course weights above listed, and the below grade guideline.

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

Introduction & Settings:

Two basic parts: (1) photo to profile, settings, & online discussion board introduction (2%)
(2) expanded introduction to instructor paper (Dropbox) (3%)

Part 1: Discussion Board: 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 (any minors), your status/year, career/job information if relevant, why you are "interested" in course, and at least two things about yourself (typically, students speak to family, pets, hobbies, etc.).   Total posting should likely run 3-5 sentences.

Photo: Additionally, please post a photo to your D2L profile (this occurs in the main D2L page where you logged in – under "Profile" "Change Picture"). 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.

Settings: In addition to posting a picture, I ask that you modify your D2L settings to simplify classroom interactions and processes. Primarily, I am looking to have you set up so that when you reply to discussion threads, you do not automatically include the prior postings (it makes for very long discussion postings). I am also looking for your emails to include any prior email interactions—this is particularly helpful if we have an email exchange, to see what was previously stated or discussed. To modify discussion settings, again on main D2L page – under "Account Settings", "Discussions", under "Reply Settings" uncheck "Include original post in reply" and "Save"; to then modify Email Settings (still under "Account Settings"), under "Email" tab, check "Include original message in email replies", you may now "Save and Close". (These are easy adjustments!) After you have adjusted the settings, you should reply to my email to demonstrate that you now have the correct email setup.

Note: Failure to adjust the discussion board settings, will result in a one-time warning from instructor. Later postings with included original messages will not receive credit.

(Late submissions will not be accepted for credit)

Part 2: Introduction Paper: 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 should 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 brings you to this course? 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!

Please note: It is inappropriate to submit the same introduction paper to multiple courses. To do so is an act of academic dishonesty (unless prior approval from instructor) and subject to outlined penalties. It is suggested that you write a new self-introduction to be tailored to the course.

(Late submissions will not be accepted for credit)

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. (continues next page…)

Should you not adhere to both of these expectations, you may lose up to 10 points. Please adhere to page length expectations as described below – these are measured based on the appropriate font/size/spacing/margins. DO NOT skimp on length as it will impact your grade.

If your paper is submitted in a format that is not accepted in D2L (see WORDS OF CAUTION), your paper will not be acceptable and will receive a grade of zero.

Discussion Board (General): 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. Your posting *should not* be pure opinion – you should be speaking sociologically. If you wish to argue something "good" or "bad", focus on social evidence to support reasoning. Relying upon religious texts solely (of whatever form) is not appropriate foundational support for arguments within a sociological realm – although it may be appropriate to speak to generalized religiosity in a particularly context and the implications therein upon various social issues. Avoid dialogue such as "I like your posting" or other simplistic commentary.

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 or to restate other's postings—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 four times over the course of the semester (coinciding with the major chapter groupings: 1-3; 4-7, 8-10; & 11-14). You will be expected to participate in all discussion boards. [Thus if you post only in two chapters of Chpt 1-3, your grade for that grouping will be reduced by 33.3% roughly; if you do not participate in one discussion in grouping Chpt 4-7, your grade will be reduced by 25%].

For each discussion you should start a new thread of your own discussion and then should also reply to at least one classmate (once you post your first thread, you should see other's threads to which you can reply… unless you are the first to post, of course}. The plan is to assess discussion boards within 3 days of the discussion group ending. Postings to the discussion board after the noted deadlines in course calender will not be granted credit as they are "late". You are expected to participate frequently given the short semester time span. These four 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.

You may reply to multiple threads in any discussion (you are not limited to posting only one response). You will be primarily assessed in your discussion posting based upon the quality of your posting and of your response posting(s). Additional started threads and responses to others postings can positively impact your grade.

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.

Quizzes: There will be one quiz per book chapter, plus a syllabus quiz. These quizzes will center primarily upon your textbook reading, but may also include questions from your additional article readings. Quizzes will consist of 10 multiple-choice questions and will be timed to 15 minutes. This time limit should allow the opportunity to briefly "look up" some information from the readings, but is clearly not enough time unless you have adequately read and prepared for the quiz. There will be 15 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". [Note: in the system it will appear as though the quiz is set to 14 minutes – this is because I must also set a "grace period" – so the grace period is 1 minute to total 15 minutes.] Thusly, once your time clock hits 14 minutes you better hurry up and finish! If your quiz time exceeds 15 minutes your grade will be manually adjusted to count only the questions answered correctly in the first 15 minutes. SAVE AS YOU GO (that way if you run out of time, the answers are recorded).

Noted on calendar, the quizzes will open on the listed start date at 12:01am and end on the close date at 11:59pm. There will be no quiz makeups offered, without appropriate documentation discussed later in syllabus.

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. Typically, the quiz should be available for review on the day after the entire quiz period ends 12:01am. Within the quiz review (accessed by clicking into "quizzes" at the top of the main page and the little triangle button by each quiz name to bring up a dropdown menu…) you will have access to any questions you answered incorrectly [you can also click to get a rough idea of where in the textbook this question is roughly drawn from, or from what article or film].

At the end of the semester, the *lowest two quiz grades will be dropped* and the remaining quiz grades will be averaged for your quiz total score. Thus, as there are 15 quizzes, the best 13 grades will be used in calculating your quiz average.

Syllabus quiz: This semester I am actually going to try something different with the syllabus quiz – it will have MORE questions (25 questions) than typical quizzes, but it will have a TWO HOUR time limit (as I have to put in a time limit in the system) and up to 10 attempts (again, system requires a number-can't just say unlimited)! Essentially, you can retake the quiz as many times as you wish to potentially earn a 100. This is the ONLY quiz that will be set up like this. This is setup in this fashion to reinforce and clarify all course structure, expectations, and content to hopefully guide you to greater success in the course and a freebie quiz grade!

Unlike other quizzes, you should also be able to go into your quiz review (immediately, I hope) after take the quiz to see what questions you answered incorrectly—hmmm… if you can take the quiz multiple times and can review the questions you are getting incorrect, seems to me everyone should ideally be able to earn a 100! [assuming I've done the D2L settings correctly!.. if not, please do email me so I can try to work it out!]

Midterm & Final Exams: Each of these exams will entail approximately half of the course content in a singular exam structure. Both the midterm and the final exam will be comprised of multiple-choice, short-answer, and possible some true/false questions. Exam structure will be clarified approximately a week in advance of the test.

The midterm will assess content from Chapters 1-7; the final will assess content from Chapters 8-14. All required course materials will be fair game for inclusion on the exams.

Paper Grading Information: The expected date by which all paper grades/feedback should appear are listed in the calendar. Please realize, papers can't all be graded and show up in system at once – so I likely will be grading a group of papers at a time every day or so… thus some people may have grades appear earlier and some later. Unlike with a stack of physical papers, I can't return them/post the grades all at once.

I am typically an instructor to provide significant internal comment and feedback in a paper. However, my experience teaching online (which is also reinforced by research on this issue) has demonstrated that students are typically more concerned with their "grade" than with the "feedback". So, this semester I will be trying a new approach: with the Documentary Film Papers – if you submit at deadline 1 or 2, I will enter feedback/comments throughout the paper. If you submit a paper at only deadline 3, I will only enter a summary comment with the grade – at which point; with the Toy Stories Paper – I will also initially enter just a summary comment and grade (marking up such longer papers takes a fair amount of time).

For those students who are interested in improving their writing and will engage with feedback, I am happy to provide such to support your continued growth. For feedback and marking throughout your paper you have two options: 1) when you submit your paper to the dropbox (be sure to use correct file formats! – see Words of Caution box below) you may ask for the feedback in the comment/note section or 2) after receiving a grade on the paper, if you want more feedback you may ask me to go back and add commentary (however, please realize with a five class teaching load this semester, it may take me an additional week or so to accomplish that).

You may review paper feedback in your actual paper, via Grademark--- incidentally, in the system I can tell if you do so!

"Toy Stories" Paper & Activity: Go to the toy aisle of any department store (you may go to a large toy store or department store with significant child's toy section). Go slowly up and down the aisles. Spend enough time analyzing the toys to note what the toys are and how they are packaged. Be sure to take notes about any gender stereotyping and gender specific messages. You should also take digital photographs (with a digital camera or cell phone) to support your observations and analysis. [If you do not have access/ability to take such images, please contact the instructor to make individual arrangements].

Informed by this field research, you will write a 4-5 page response paper (follow paper submission details of syllabus, 4-5 pages is of text—additional pages will include imagery). You will find guidance questions below. In addition to the text of your paper, you are to include at least 3 images/pictures (or more) from your field work. These images should be *yours* (copying them from the internet will be considered acts of academic dishonesty)—please insert the images within your paper, at the end of the text and label the pictures (#1, #2, etc.). You may then easily use these images within your text to support your analysis and discussion (for examples: As seen

in image #2….; a common theme found among boys' toys was ____, as shown in picture #1). You should be referencing all photos you include—thusly, you should reference at least the minimum three images. Including images, your total paper submission will likely run 7-9 pages in length.

Please be aware your paper and photographs will be analyzed for originality.

Further information is included in the START HERE module.

(Late submissions will not be accepted for credit)

Documentary Film Response Paper: You will select one of the "OPTIONAL: FILM"s listed in some course modules (or from the list of "Additional Film Suggestions") [see START HERE, Paper Assignment Section for info], view the film, and write a 2-3 page response paper. While I have provided ample film links and suggestions, if you have a different documentary film (dated after 2000) that you are interested in examining, please email the instructor for approval in advance. If you write your paper on a film that is NOT marked as OPTIONAL – thus a required film to watch – then you will receive no credit for that paper.

A response paper is _not_ a film summary, although you will be including aspects of film in your dialogue. You should be engaging the film for issues of <u>GENDER</u> – certainly, there will be other embedded issues affiliated with various films, ranging from class, sexual orientation, and racial/ethnic identity, etc.—you may discuss these aspects, but be sure to address how these issues are intersecting with issues of *gender*.

It is expected that you will integrate and relate to course materials (textbooks and articles of the appropriate chapters affiliated with that deadline) (with appropriate reference as needed). I suggest you not only engage with how what you have learned relates to gender and appropriate course content, but you may wish to also be critical (are there biases? Things left out? Etc.).

You may select an OPTIONAL film/etc from any point in the course, however, for each deadline you do need to make some clear, effective connections to the current/recent course chapters/materials.

So, Deadline 1 should link to materials in Chpt 1-5; Deadline 2 to Chpt 5-8; Deadline 3 to Chpt 9-14. Were you to submit a response paper at deadline 3 that linked primarily (per your dialogue) to Chpt 2 or 3, your grade would be significantly impacted in a negative manner.

You should, minimally, submit at least one paper. You may write up to two papers, if you wish, wherein the best grade will be used in course calculations. You may only submit a single paper at any one deadline. Thusly, to submit more than one paper, you must submit across multiple deadlines: such as deadline 1 and 2. You may not write two papers on the same film— while some films certainly relate to multiple chapters, you must use different films for each paper.
(Late submissions will not be accepted for credit)

WORDS OF CAUTION: (1) As an instructor, I take academic honesty and plagiarism very seriously. Your papers will be assessed closely on these matters, using originality detection software. As is clarified below, if concerns of plagiarism emerge, the matter will be pursued as outlined.

(2) Students are responsible for the document that is uploaded and submitted to the instructor. *You are responsible to adhering to the file formats that are supported by D2L (MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain text).* Incomplete or "draft" versions of papers, if submitted, account to the content the instructor must assess --- if this were a face-to-face course, and you handed me a paper and then returned to me two days later with the "correct" version I would be unable to accept the corrected version, thus I must take a firm line on this issue. Additionally, it is student responsibility to submit a file that is correct—submitting a "corrupted" file will not allow for resubmission of a secondary file. Unfortunately, some students have, in the past, used either of these tactics with hopes of extra time to complete an assignment; as such, I must accept the file submitted (to the Dropbox) at face value—unless a corrected version is provided in a timely fashion (particularly prior to the deadline).

If the file received is in a format that cannot be opened via D2L, it will be marked as zero.

Due Dates & Make-up exams/quizzes: Paper due dates are clearly stated in the course calendar and within the dropbox. I discourage waiting until too close to the deadline time to upload and submit—give yourself at least 10 minutes to be sure everything goes well. If there is a dropbox problem, at least email the paper to the instructor (as attachment) to demonstrate the paper is completed by the deadline.

I do not accept late papers.

Late papers will only be accepted in extreme circumstances, as will be described for exam make-ups.

Make-up quizzes/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 ra**r**e 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.

Plagiarism and **Cheating** are unacceptable behaviors. If you are found to have cheated or submitted uncited or plagiarized work you will fail the course and be reported to the Student Conduct and Academic Integrity (SCAI) office. Additional penalty may be implemented by the SCAI office, in keeping to their procedural policies.

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/ . I particularly encourage review of the KSU Student Code of Conduct at https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.

A section of particularly importance:

Plagiarism and Cheating

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

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.

KSU Writing Center: The writing center provides support to students on their submitted written work.
As found on their website (http://www.kennesaw.edu/writingcenter/)

What the Writing Center Does
Your writing assistant can help you . . .

- Move forward with your writing process—whether you have a completed draft or are still trying to figure out how to get started.
- Focus your topic or hone your thesis.
- Review your assignment sheet and make a checklist to make sure you meet the assignment requirements.
- Organize your ideas into a coherent structure.
- Develop your ideas.
- Find strategies for addressing particular problems in a draft.
- Identify patterns of error in grammar, punctuation, or mechanics and learn ways to address them.
- Help identify resources you can use when your session is over.

What the Writing Center Doesn't Do
   Your writing assistant won't . . .

- Edit the paper for you or provide comprehensive proofreading, though he or she can help you identify recurring errors and learn how to correct them.
- Tell you what to write.
- Provide exact wording for your essay.

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

> **NOTE:** If you have a documented visual or auditory disability, please email the instructor so that s/he can make appropriate accommodations. Currently, audio/visual videos are not subtitled—should a student with hearing impairment be enrolled, efforts will be made to either subtitle videos or to privately email summaries of audio content.

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/studentsuccess/

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/university_studies/esl/center.shtml

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 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Generally, each module week runs Wednesday to Tuesday		Note 1: Deadlines remain the same, regardless of date course added.	If course added "extra" late, missed quizzes will be scored as zero.	Note 2: Syllabus quiz departs from quiz schedule to accommodate drop/adds.		1
					Discussions: Discussions for each chapter end when chpt quiz ends….	..for example, Chpt 1 discussion ends on 8/20.
16	17 CLASSES Carefully begin reviewing syllabus & class layout/structure	18	19 Chapter 1 Syllabus Quiz* Starts	20 ---------------------------	21 Chpt 1 Quiz Starts ---------------------------	22 --------------------------- ---------------------------
23 --------------------------- ---------------------------	24 *Drop/Add Ends ---------------------------	25 Chpt 1 Quiz Ends Syllabus Quiz Ends Intro Posting/etc. Due	26 Chapter 2	27 Intro Paper Due	28 D2L Maintenance 10pm- Chpt 2 Quiz Starts	29 D2L Maint -7am ---------------------------
30 ---------------------------	31 ---------------------------	Sept 1 Chpt 2 Quiz Ends	*Drop/add ends 11:45pm on Aug 24th.		Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

13

September 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Aug 30 -------------------------	Aug 31 -------------------------	1 Chpt 2 Quiz Ends	2 Chapter 3	3	4 (Expect Intro Paper grades to post) Chpt 3 Quiz Starts	5 -------------------------
6 -------------------------	7 NO CLASS LABOR DAY -------------------------	8 Chpt 3 Quiz Ends	9 Chapter 4	10	11 Farr gone to Italy D2L Maintenance 10pm- Chpt 4 Quiz Starts	12 Farr gone to Italy D2L Maint -7am -------------------------
13 Farr gone to Italy -------------------------	14 Farr gone to -------------------------	15 Farr gone to Chpt 4 Quiz Ends	16 Farr gone to Chapter 5 Pascoe article	17 Farr gone to Documentary Film Paper Option 1 Due	18 Farr gone to Italy Chpt 5 Quiz Starts	19 Farr gone to -------------------------
20 -------------------------	21 -------------------------	22 Chpt 5 Quiz Ends	23 Chapter 6 Stacey & Biblarz art. Medved & Rawlins art.	24 Expect DF. #1 grades to post	25 D2L Maintenance 10pm- Chpt 6 Quiz Starts	26 D2L Maint -7am -------------------------
27 -------------------------	28 -------------------------	29 Chpt 6 Quiz Ends	30 Chapter 7	Oct 1	Oct 2 Chpt 7 Quiz Starts	Oct 3 -------------------------
		NOTE: Italy While I'm gone to Italy for conference, I intend to still….	… check email, so feel free to be in touch. I don't know how wifi	…will be, so it may take a bit longer to reply than usual.	Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

October 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Sept 27	Sept 28	Sept 29	Sept 30	1	2 Chpt 7 Quiz Starts	3 --------------------------
4 --------------------------	5 --------------------------	6 Chpt 7 Quiz Ends	7 Withdrawal deadline Midterm Week	8 Quiz Reviews close at 11:59pm	9 D2L Maintenance 10pm- . Midterm Exam starts	10 D2L Maint -7am --------------------------
11 --------------------------	12 --------------------------	13 Midterm Exam Ends	14 Chapter 8	15 D.F. Paper Option 2 Due	16 Chpt 8 Quiz Starts	17 --------------------------
18 --------------------------	19 --------------------------	20 Chpt 8 Quiz Ends	21 Chapter 9 Wingfield article	22 Expect DF. #1 grades to post	23 D2L Maintenance 10pm- Chpt 9 Quiz Starts	24 D2L Maint -7am --------------------------
25 --------------------------	26 --------------------------	27 Chpt 9 Quiz Ends	28 Chapter 10	29	30 Chpt 10 Quiz Starts	31 --------------------------
					Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

November/December 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 ------------ Chpt 10 Quiz Ends	4 Chapter 11 Horvath et al. article	5	6 D2L Maintenance 10pm- Chpt 11 Quiz Starts	7 D2L Maint -7am ------------
8 ------------	9 ------------	10 ------------ Chpt 11 Quiz Ends	11 Chapter 12 & Ward article & Quinn article	12 "Toy Stories" Paper Due (see note)	13 Chpt 12 Quiz Starts	14 ------------
15 ------------	16 ------------	17 ------------ Chpt 12 Quiz Ends	18 Chpt 13 & 14; Dozier article & Thompson et al. article.	19 Documentary Film Paper Option 3 Due	20 D2L Maintenance 10pm- Quiz 13 & 14 Quiz	21 D2L Maint -7am ------------
22 ------------	23 ------------	24 ------------	25 ----NO CLASS---- (Fall Break)	26 🦃🦃🦃🦃🦃	27 ------------ T.S. & DF3 grades post	28 ------------
29 ------------	30 ------------	Dec 1 Ch 13 & 14 Quiz Ends	Dec 2 Final Exam week	Dec 3 Quiz Reviews close at 11:59pm	Dec 4 Final Exam Starts	Dec 5 D2L maintenance 12:01am – 7am ------------
Dec 6 ------------	Dec 7 CLASS ------------	Dec 8 Final Exam Ends		NOTE: Toy Given the length of papers; grades should post by ~11/27	Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.