

# DEVIANCE & SOCIAL CONTROL

Soci4442/W01, CRN#81298  
Office: Social Science (SO) 5006  
Office hours: by appointment

Instructor: Daniel Farr      Fall 2015  
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## 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 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](mailto:studenthelpdesk@kennesaw.edu)

## Course Catalog Description:

A survey of the nature, causes, and consequences of deviant behavior. Provides an analysis of the problems of definition, identification, explanation, and social reaction to violations of institutional expectations. Presents techniques of social control.

## Broader Course Description:

This course offers a general survey of the sociology of deviance and social control, which emphasizes *perspectives* on deviance: ways of looking at deviance and deviant behavior, as well as approaches to controlling that behavior. As a general rule sociologists are less concerned with particular *types* of deviance (e.g. marijuana use, homosexuality, atheism, tax fraud, anorexia) than with *ways of understanding* deviance.

## **COURSE LEARNING OBJECTIVES:**

- Understand how sociological theories explain deviance.
- Be able to present opposing viewpoints in the area of deviance and social control.
- Describe and apply some basic theories or theoretical orientations in at least one area of social deviance.
- Apply a methodological approach to gather data on a deviant issue.
- Be able to present your understanding of a specific deviance issue and sociological perspectives that explain deviance in an academic paper following guidelines.

**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. When emailing within D2L, the email is automatically linked to the course you are in, so some of the following may not be relevant. 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.

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/RESOURCES:**

Goode, Erich. 2015. Deviant Behavior, 10<sup>th</sup> ed. Prentice Hall. ISBN: 978-0-205-89966-1

South Park, Season 7, Episode 12 “All About the Mormons” [available on HuluPlus (via hulu.com) or on Amazon – cost ~\$2-3]

\*\*Additional readings may be posted on D2L – there may be a number of academic articles assigned in addition to the textbook. Any such articles will be available through KSU library and will be linked and possibly posted as a pdf.

### SUMMARY OF GRADING:

Learning Tool	Percentage
Online Introduction & D2L Settings	2%
Introduction Paper	3%
Discussion Board Participation	10%
Quizzes (best 14 of 15)	20%
Midterm (Chpt 1-6 & addn'l readings)	20%
Final Exam (Chpt 7-14 & addn'l readings)	20%
Paper Part 1: Topic & Resources	3%
Paper Part 2: Research Paper	11%
Paper Part 3: Media Analysis	<u>11%</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  
*\*\*\*\*Generally speaking, quizzes and tests will open at 12:01am on Thursdays and end at 11:59pm on Monday nights; Most written assignments are due on Tuesday nights at 11:59pm.*
- 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 – Literature Review”. Dropboxes will be set up for each assignment/paper. (see also, “Paper Submission Details”) [Failure to correctly label your file results in point reductions!!]
- Unfortunately, KSU ITS performs intermittent technology and system updates. These typically occur over Friday 10pm through Saturday 7am and may impede access to D2L. I have posted these dates on the course calendar, but unforeseen circumstances may arise and will be dealt with individually as needed. During maintenance you will likely be unable to access to D2L – Please do not plan to be working on course content online during these time periods. Also, do not start a quiz or test at a time that will cross into the maintenance...doing so will not be justification for restarting or extending your timed access to the assessment content.

**Course schedule structure:** Please refer to the course calendar – it notes the time periods when quizzes open and close, as well as other appropriate deadlines. You are adults and may choose to manage your time as you wish (to work around work, family, or personal obligations)—as all deadlines are clearly indicated from the start, this should help you plan accordingly. If you have a major conflict that you are aware of in advance, please confer with the instructor!

On dates when quizzes open, they should open at 12:01am that day---please inform instructor promptly if you do not see the quizzes available (occasionally settings in the system may not be ‘just right’).

## **Description of Learning Tools and Grading**

### **Introduction:**

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

**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.

**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 from your online introduction). 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.* Broadly, it is NOT to your benefit to skimp on content/length on any course paper.

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 (paragraph format, not stream-of-consciousness, etc.)– 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, especially in a 4000 upper-level course. 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. However, participation in every chapter/discussion board is expected. Postings that essentially are “verbal nods” to another’s postings (ie. “Suzanne, I totally agree with you!”) are ineffective and not appropriate and will receive no credit. 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. You are expected 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! Primarily, the posted discussion prompt will be drawn from the “Account” at the end of each chapter—as they are thoughtful opportunities to relate the chapter concepts to a real-world example, but as said, you may develop other ideas for discussion --- you may find some prompts in the posted powerpoints, you may have responses/questions relating to posted films/additional content, etc. I want this aspect of the course to be student driven and opportunity to expand dialogue beyond the basic course content – perhaps even link to your own real-world experiences if you wish (but hopefully with awareness that our individual experiences are limited by a myriad of social factors, such as age, geography, gender, class, race, etc.).

Participation will be assessed approximately five times over the course of the semester (thus each 1/5 of the course accounts to 2% of your course average)– thus, assessment of Chpt

1-3, 4-6, 7-9, 10-11 (and South Park discussion), and 12-14. Remember, late work is not accepted, so for a posting to count to the appropriate discussion board it must occur by 11:59pm on Monday of the appropriate week.

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 calendar 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.

The five scores will be averaged to your final participation score. Thus, you are expected to remain an active and effective online participant throughout the semester. 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.

**Quizzes:** There will be approximately one quiz per chapter. These quizzes will center primarily upon your Deviant Behavior 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 10 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. To reiterate—**to earn strong grades on quizzes you really must read prior to taking the quiz**—ten minutes will not allow you the opportunity to "look up" every answer... at least based on prior semesters. There will be approximately 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". 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 correctly in the first 10 minutes. If you are found to be consistently exceeding 10 minutes and randomly answering questions during minute 10-11, you will be contacted by the instructor and manual grade adjustments may occur.

Noted earlier, the quiz schedule/availability is clarified on the course calendar. Generally, quizzes open on Thursdays and end on Mondays (syllabus & Chpt 1 quizzes are exceptions, due to the drop/add time period).

Immediately after taking a quiz you should see a preliminary grade. Once the entire 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 quizzes. The review of quizzes will become available after the quiz period ends (so, for example, if a

quiz ends on a Monday night, the review should become available on Tuesday at 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 quiz grade will be dropped and the remaining quiz grades will be averaged for your quiz total score. Thus, as there are 15 quizzes, the best 14 grades will be used in calculating your quiz average. Quizzes that are “missed” will be scored as zero.

*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. The midterm exam is slightly less in chapter content and grade weight to facilitate the ability to accomplish this assessment (and have it mostly graded) before the withdraw deadline.

The exams will include sections of multiple-choice, true/false, and short-answer questions. It is likely the exam will consist of 26 (2pt each) multiple choice questions, 10 (1pt each) true/false questions, and 5 (8 pt each) short answers [among short answers you will have the opportunity to select 5 out of 6 options; answer lengths being approximately 1 concise paragraph in length]. The exam will likely be timed to 1.5 hours in length.

### **Deviance Paper:**

This paper will explore a topic relevant to deviance (too many possible topics to list—you may certainly email the instructor in advance to discuss ideas...) and a (scripted) media depiction of this deviance. You will initially engage with academic literature (beyond course content) to establish a foundational understanding of your topic and what is “known.” From here, you will then observe and analyze a media depiction of this deviance. Often the media offers a biased or unrealistic depiction that skews cultural interpretations and understanding of such deviance [to offer some simplistic examples: If one were to regularly watch *Law & Order: Special Victims Unit* one may have a skewed perspective on the statistical risk of experience crime/sexual assault in NYC; If one were to regularly watch *Scandal*, one may have an unrealistic perspective of politicians sexual lives; If one were to regularly watch *Queer as Folk*, one may have an unrealistic perspective of the sexual behaviors of gay men; If one were to regularly watch *Breaking Bad* or *Weeds*, one may have an unrealistic perspective

of drug production and sales.... And so forth]. Given that for many American television provides our “insight” into other deviant groups or behaviors, assumptions are made about the legitimacy of these portrayals that may or may not actually reflect reality.

While in the past I have pursued the major course paper as a single submission, I am piloting a new tactic this semester with the paper being broken into various deadlines and sections as follows:

### Part 1: Topic & Resources

Herein, you will submit a 1-2 page document (a sample will be posted), where you indicate your chosen deviance topic; a list of academic sources (in appropriate citation style!); and a brief description of the media source (film or television program) you plan to examine.

To clarify academic source expectations: You will need to engage with at least 4 outside academic sources from peer-reviewed journals (you may reference course material, but these *do not count* towards your 4 sources, but ought to be cited of course). Academic sources should be dated from 2000-2014, articles are expected to be approximately 20 pages in length each (you may use shorter sources, but need to compensate with additional sources so the total number pages equals approximately 80 pages), articles should be *relevant* to sociology of deviance (ie, you should not be drawing from psychology articles). Depending on your topic, it may be appropriate to draw some content from other fields—for example, if you were exploring bipolar disorder, you should focus content from Sociological field sources, but one or two sources from psychological journals may be appropriate--- *confer with the instructor in advance, do not make assumptions on this matter!* Journal articles that explore your selected deviance in a cultural context not relevant to your media portrayal are not appropriate (for example, if you were examining “polygamy” an article about polygamy in Northern Africa is not appropriate if analyzing the television program *Big Love*). Biblical and religious texts references are not academic and are not appropriate to this assignment.

Citation style: As this course is part of several majors, I am open to the use of different citation and reference styles. ASA or APA formats are however the preferred citation styles. When listing your academic sources for this part of the assignment, be consistent and appropriate in your citation style.

To clarify media source expectations: You will be engaging with a popular portrayal of your selected deviance and critically address the difficulties or biases presented. The media you engage should total approximately 2 hours in length (perhaps a single film, or several episodes of a television program -- you are to examine “popular”/scripted mainstream media). Your media source should be contemporary – specifically, no older than 2004. Documentary film and “edu-tainment” television (ie. Not scripted topical educational television programs, such as *Hoarders*, *My Strange Addiction*, etc.) are not appropriate for this assignment (papers based on such, without prior instructor approval, will receive a grade of zero). Some “reality” programs (which are not “scripted” per say) may be appropriate for analysis (for example, *Breaking Amish* or *Sister Wives*), but may be more challenging and require advance instructor approval. Television series that aired prior to, but beyond 2004, may be analyzed, but the episodes examined must be dated from 2004 onward (for example, *Queer as Folk* aired 2000-2005, if analyzing, must focus on episodes from 2004 or 2005).

To sum up, this submission will include: (1) deviance you plan to analyze, (2) appropriately formatted citation list of academic resources, (3) media source (and a brief source synopsis; if using a synopsis found online, be certain to quote appropriately and cite the source or this constitutes plagiarism). [total length, likely 2 pages]



## Part 2: Research Paper

The second major submission will be a 3-4 page research paper (literature review) on your deviance topic. Using the academic sources you have collected you are to write a clear, concise paper presenting what is “known” academically about your topic. I discourage heavy quoting from your academic sources, though some may be appropriate. It is preferred that you demonstrate synthesis and understanding of the literature. It is expected that all sourced used will be cited within this paper. Be certain to adhere to literature expectations as outlined in Paper, Part 1.

Be certain to avoid plagiarism – always quote and cite appropriately. Posted course materials may be helpful---also, remember the writing center is available to provide additional support. Also, be certain to attach/include a complete reference list at the end of this paper—reference pages do not count to the page content expectations. Failure to include a citation list would certainly constitute an act of plagiarism.

To sum up, this submission will include: (1) 3-4 page research paper on topic, (2) appropriate citation page. [total length, likely 5 pages]

## Part 3: Media Analysis

This final paper submission should run 3-4 pages in length and is a critical analysis of your deviance as portrayed in your media source. It is likely appropriate to refer back to some content of your research—when doing so, be certain to cite appropriately (this will also necessitate the attachment of a reference page of any sources used). Your media source(s) should also be fully cited (if you using multiple television episodes, cite each episode). An attached appropriate film/episodes synopsis should also be attached with a web reference to its source (assuming you draw it from the web) (does not count towards page number). Also, look back to Paper, Part 1 for media expectation clarification.

To sum up, this submission will include: (1) 3-4 page analysis paper on deviance portrayal in your selected media, (2) appropriate citation page, (3) media synopsis. [total length, likely 5-6 pages]

[For information on deadlines please see course schedule document]

(Late submissions will not be accepted for credit)

Please note on course calendar, rough expectations for grading time frame for each paper submission.

**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 dropdown 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.

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 to grading your papers – I will provide clear feedback on Part 1 – to help guide to success on parts 2 & 3. On parts 2 & 3, I will enter a summary comment and grade, but will not enter full commentary throughout the paper, unless requested.

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!

**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.

**Extra Credit Opportunity:** Towards the end of the semester I will offer the opportunity for students to earn extra credit via the creation of a powerpoint presentation informed by their literature review and media analysis paper. Details on this opportunity will likely be disseminated in early November. This opportunity will be worth a maximum of 3 points extra credit upon course grade.

**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 course calendar. 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](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](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 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p><b>Yellow</b> = Quizzes <b>Pink</b> = Tests</p>	<p><b>Green</b> = Paper Due <b>Blue</b> = Misc.</p>	<p>Generally, each module week runs Tuesday to Monday</p>	<p><b>Note 1:</b> Deadlines remain the same, regardless of date course added.</p>	<p>If course added "extra" late, missed quizzes will be scored</p>	<p><b>Note 2:</b> Syllabus quiz departs from quiz schedule to accommodate drop/adds.</p>	<p>1</p>
					<p><b>Discussions:</b> Discussions for each chapter end when chpt quiz ends....</p>	<p>..for example, Chpt 1 discussion ends on 8/20.</p>
	<p>17 <b>CLASSES</b> Syllabus Quiz Starts</p>	<p>18 Chapter 1</p>	<p>19</p>	<p>20 Chpt 1 Quiz Starts</p>	<p>21</p>	<p>22 (see note) Syllabus Quiz Ends</p>
<p>23</p>	<p>24 Drop/add ends 11:45pm</p>	<p>25 (see note) Intro Posting/etc. Due Chpt 1 Quiz Ends Chapter 2</p>	<p>26</p>	<p>27 Intro Paper Due Chpt 2 Quiz Starts</p>	<p>28 D2L Maintenance 10pm-</p>	<p>29 D2L Maint -7am</p>
<p>30</p>	<p>31 Chpt 2 Quiz Ends</p>					

# September 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Aug 30 -----	Aug 31 Chpt 2 Quiz Ends	1 Chapter 3	2	3 Expect Intro Paper Grades to Post Chpt 3 Quiz Starts	4 -----	5 -----
6 -----	7 (NO) LABOR DAY Chpt 3 Quiz Ends	8 Chapter 4	9	10 Chpt 4 Quiz Starts	11 Farr gone to Italy D2L Maintenance 10pm- -----	12 Farr gone to Italy D2L Maint -7am -----
13 Farr gone to Italy -----	14 Farr gone to Chpt 4 Quiz Ends	15 Farr gone to Italy Chapter 5	16 Farr gone to	17 Farr gone to Italy Chpt 5 Quiz Starts	18 Farr gone to -----	19 Farr gone to -----
20 -----	21 Chpt 5 Quiz Ends	22 Chapter 6	23	24 Paper Part 1 Due Chpt 6 Quiz Starts	25 D2L Maintenance 10pm- -----	26 D2L Maint -7am -----
27 -----	28 Chpt 6 Quiz Ends	29 Study for midterm	30 Quiz reviews close at 11:59pm	Oct 1 Expect Paper Part 1 Grades/Feedback to post -----	Oct 2 -----	Oct 3 -----
					Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

# October 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Sept 27	Sept 28	Sept 29 Study for midterm	Sept 30 Quiz reviews close at 11:59pm	1 <b>MIDTERM</b> Midterm Exam	2	3
4	5 Midterm ends	6 Chapter 7 & 8	7 Withdrawal deadline	8 Chpt 7 Quiz Starts Chpt 8 Quiz Starts	9 D2L Maintenance 10pm-	10 D2L Maint -7am
11	12 Chpt 7 Quiz Ends Chpt 8 Quiz Ends	13 Chapter 9	14	15 Chpt 9 Quiz Starts Paper Part 2 Due	16	17
18	19 Chpt 9 Quiz Ends	20 Chapter 10	21	22 Expect Paper Part 2 Grades to post Chpt 10 Quiz Starts	23 D2L Maintenance 10pm-	24 D2L Maint -7am
25	26 (Don't forget South Park Discussion) Chpt 10 Quiz Ends	27 Chapter 11	28	29 Chpt 11 Quiz Starts	30	31
					Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

# November 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 -----	2 Chpt 11 Quiz Ends	3 Chapter 12	4 Expect media paper 2 grades to post	5 Chpt 12 Quiz Starts	6 D2L Maintenance 10pm- -----	7 D2L Maint -7am -----
8 -----	9 Chpt 12 Quiz Ends	10 Chapter 13	11	12 Chpt 13 Quiz Starts	13 -----	14 -----
15 -----	16 Chpt 13 Quiz Ends	17 Chapter 14	18	19 Paper Part 3 Due Chpt 14 Quiz Starts	20 D2L Maintenance 10pm- -----	21 D2L Maint -7am -----
22 -----	23 -----	24 -----	25 NO CLASS (Fall Break)	26 ----- 	27 -----	28 -----
29 -----	30 Chpt 14 Quiz Ends	Dec 1 Study for final	Dec 2 Quiz reviews close	Dec 3 FINAL Expect Paper Part 3 Grades to post Final Exam	Dec 4 Extra Credit Deadline -----	Dec 5 D2L maintenance 12:01am – 7am -----
Dec 6 -----	Dec 7 CLASS Test 3 Ends	Dec 8			Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.



Soci4442:w01: Deviance & Social Control (CRN#81298)

Fall 2015 Instructor: Daniel Farr (email in D2L or [dfarr4@kennesaw.edu](mailto:dfarr4@kennesaw.edu))