

SOCIAL PROBLEMS

Soci2251/W01, CRN#81284
Office: Social Science (SO) 5006
Office hours: by appointment

Instructor: Daniel Farr Fall 2015
Email: within D2L *preferred*; dfarr4@kennesaw.edu
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 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 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.

Should you like to schedule an appointment to meet at my office or speak via the phone, please email a request in advance. Please note, if you request to speak to me “ASAP” or “tomorrow” that may not be possible given my work and life obligations – but I’m happy to get something on the calendar to speak with and mentor you.

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 & Settings	3%
Discussion Board Participation	12%
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 to help you keep track of dates and materials, but this information is also readily available on the course calendar.

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: “Aug 18 : Chpt 1”, this is to suggest you start reading this chapter this day to begin preparing for Quiz 1, which becomes available on Thurs, Aug 20, 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.

Please note, all deadlines are at 11:59pm on the date due, per course calendar. You might also note, I try to keep a fairly stable cycle of work to make it easy for you to keep track over the semester --- (other than Syllabus quiz & Chpt 1 quiz) all other quizzes and tests open on Thursday and end on Monday. Papers are always due on a Wednesday night.

Description of Learning Tools and Grading

Introduction:

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.

[For information on deadline please see course schedule document]

(Late submissions will not be accepted for credit)

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 six times over the course of the semester (coinciding with the major chapter groupings: 1-3; 4-6, 7-9, 10-12, 13-15, & 16-18). Given the brevity of semester, you are not required to respond in every chapter discussion. You will be expected to participate in all discussion boards. 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 are welcome to participate in additional discussion boards beyond the minimum. You may reply to multiple threads in any discussion (you are not limited to posting only one response). You will be assessed in your discussion posting based upon the quality of your posting and of your response posting(s).

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 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; quiz deadlines always end at 11:59pm. I encourage you to stagger your reading 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 (see the Chapter “To Do” lists for affirmation of dates).

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 3 lowest quiz grades 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.

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!]

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. Please be sure to SAVE as you go!

Please note, the system will post a preliminary grade upon exam 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. (Unfortunately, due to system settings it will appear as an awkward % with decimals... I will manually adjust these to reflect the correct total grade after the exam).

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 August 1, 2015 --- be conscious of this particularly as internet sites can be tricky; just because you access it after May 1 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 1-9 in some manner—you are not solely limited to these chapters, but there must be a connection made).

There are two deadlines established in the syllabus. You are required to submit at least *one* paper. You may submit up to *two* papers -- the best grade will be used in final grade calculations. Please note, you can only submit a single paper at a deadline. Also, if you should choose to submit a secondary paper, it must be written on a new article and appropriately related to the relevant chapters.

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 August 1, 2015 will be deducted 40 points; papers without the appropriate article link included will receive no credit. Papers based on opinion articles (as previously described) will receive a grade of zero.

PLEASE, put the article link in both your paper heading and in the comments section; failure to do so results in 5 points deduction (assuming link is also in paper).

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 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.

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: with the Media Response/Analysis 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.

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 without grade penalty (as described for late papers), 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 (with grade lateness penalty if necessary).

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 sent directly for formal procedures with Student Conduct and Academic Integrity (SCAI) office. If instructor allegations are affirmed by the SCAI office you will fail this course. Thereafter, presuming reenrollment into internship, you will need to locate a new internship location and you will be limited to a maximum of 3 credits of internship. 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 particular 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.

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 2015

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	<p>17 CLASSES Syllabus Quiz Starts</p>	<p>18 _____</p> <p>Chapter 1</p>	<p>19 _____</p>	<p>20 _____</p> <p>Chpt 1 Quiz Starts</p>	<p>21 _____</p> <p>_____</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 & 3</p>	<p>26</p>	<p>27 _____</p> <p>Chpt 2 Quiz Starts Chpt 3 Quiz Starts</p>	<p>28 D2L Maintenance 10pm- _____</p> <p>_____</p>	<p>29 D2L Maint -7am _____</p> <p>_____</p>
<p>30 _____</p> <p>_____</p>	<p>31 Chpt 2 Quiz Ends Chpt 3 Quiz Ends</p>		<p>Note 1: Syllabus quiz will not be allowed makeup for late adds.</p>		<p>Note 2: Nearly all quiz/discuss end on Mondays in semester – Quiz 1</p>	<p>... end on Tuesday only to accommodate the end of drop/add</p>

September 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Aug 30 	Aug 31 Chpt 2 Quiz Ends Chpt 3 Quiz Ends	1 Chapter 4 & 5	2	3 Chpt 4 Quiz Starts Chpt 5 Quiz Starts	4 	5
6 	7 NO CLASS LABOR DAY Chpt 4 Quiz Ends Chpt 5 Quiz Ends	8 Chapter 6	9	10 Chpt 6 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 6 Quiz Ends	15 Farr gone to Italy Study for test	16 Farr gone to Quiz reviews close at 11:59pm	17 Farr gone to Italy TEST 1 starts (chpt 1-6)	18 Farr gone to 	19 Farr gone to
20 	21 Test 1 Ends	22 Chapter 7	23	24 Chpt 7 Quiz Starts	25 D2L Maintenance 10pm- 	26 D2L Maint -7am
27 	28 Chpt 7 Quiz Ends	29 Chapter 8 & Media Paper	30 Media Paper 1 Due (link to chpt 1 -8)	Oct 1 Chpt 8 Quiz Starts	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	Sept 30 Media Paper 1 Due (link to chpt 1-8)	1 Chpt 8 Quiz Starts	2	3
4	5 Chpt 8 Quiz Ends	6 Expect media paper 1 grades to post Chapter 9 & 10	7 Withdrawal deadline	8 Chpt 9 Quiz Starts Chpt 10 Quiz Starts	9 D2L Maintenance 10pm-	10 D2L Maint -7am
11	12 Chpt 9 Quiz Ends Chpt 10 Quiz Ends	13 Chapter 11 & 12	14	15 Chpt 11 Quiz Starts Chpt 12 Quiz Starts	16	17
18	19 Chpt 11 Quiz Ends Chpt 12 Quiz Ends	20 Study for test	21 Quiz reviews close at 11:59pm	22 TEST 2 starts (Chpt 7-12)	23 D2L Maintenance 10pm-	24 D2L Maint -7am
25	26 Test 2 ends	27 Chapter 13 & Media Paper	28 Media Paper 2 Due (link to chpt 9-13)	29 Chpt 13 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 13 Quiz Ends	3 Chapter 14 & 15	4 Expect media paper 2 grades to post	5 Chpt 14 Quiz Starts Chpt 15 Quiz Starts	6 D2L Maintenance 10pm- ----- -----	7 D2L Maint -7am ----- -----
8 ----- -----	9 Chpt 14 Quiz Ends Chpt 15 Quiz Ends	10 Chapter 16 & 17	11	12 Chpt 16 Quiz Starts Chpt 17 Quiz Starts	13 ----- -----	14 ----- -----
15 ----- -----	16 Chpt 16 Quiz Ends Chpt 17 Quiz Ends	17 Chapter 18	18 Media Paper 3 Due (link to chpt 14-18)	19 Chpt 18 Quiz Starts	20 D2L Maintenance 10pm- ----- -----	21 D2L Maint -7am ----- -----
22 ----- -----	23 ----- -----	24 ----- -----	25 NO CLASS (Fall Break)	26 ----- ----- 🦃🦃🦃🦃🦃	27 ----- -----	28 ----- -----
29 ----- -----	30 Chpt 18 Quiz Ends	Dec 1 Study for test	Dec 2 Expect media paper 3 grades to post: Quiz reviews close	Dec 3 TEST 3 Test 3: starts Chpt 13-18	Dec 4 ----- -----	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.

