

SOCIOLOGY OF GENDER

Soci3324/w01, ONLINE Instructor: Daniel Farr Fall 2016
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Office hours: M/W 2-3pm & 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 Brightspace support and training for students beginning in January. The available training resources are listed at

<http://its.kennesaw.edu/techoutreach/schedules.html>

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.

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

You will find information on my scheduled office hours at the top of the syllabus, but I am often able to accommodate appointments otherwise. Indeed, even if you plan to come during my scheduled office hours, you are encouraged to email in advance so I can set the appointment time for you.

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 hours. I do not check email or D2L 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).

****WHEN IN DOUBT – PLEASE EMAIL ME SO I
CAN OFFER SUPPORT AND MENTORSHIP
TOWARDS YOUR SUCCESS IN THE CLASS!!!****

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. (Please be aware, internet “problems” are not an appropriate for late work or missed deadlines – it is a good idea to have a backup plan in place and to try to avoid doing work last minute.
- 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:

<u>Learning Tool:</u>	<u>Percentage of Course Grade:</u>
Introduction & Settings	3%
Discussion boards	12%
Quizzes (best 13 of 15)	15%
Film Response Paper (best 1, of up to 2)	10%
Toy Stories Paper	20%
Midterm [Exam 1] (Chpt 1-7 & articles)	20%
Final [Exam 2] (Chpt 8-14 & articles)	<u>20%</u>
	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:

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. (70% of grade)

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. (15%)

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 threads). 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 must reply to my email to demonstrate that you now have the correct email setup. If you did not receive an email from me – please email me so we can resolve things in a timely manner (for example, you may not get my initial email if you add the course during the drop/add time period)! (15%)

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)

Paper submission details:

Formatting: 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.

File name: 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.

Reasoning for these policies: Given expected page lengths of papers, the formatting facilitates an ability to remain consistent in determining length. File name is necessary on my side of things in case I should be grading off-line, where I would have to download your files – if all files are named “Toy Stories” it makes it difficult to then link them to the right students.

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. Avoid dialogue such as “I like your posting” or other simplistic commentary. 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.

A word of caution: Sometimes students feel able to say things in a discussion board that they might never say in a classroom—somehow, being behind a computer makes one feel safe and distanced—please remember, your words have impact and should remain respectful.

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, 8-11; & 12-14). You will be expected to participate in at least two discussion boards from each cluster noted above (so, among chpt 1-3 you could participate in 1 & 2, 2 & 3, or 1 & 3 minimally --- you, of course, can participate in all three!). For each discussion board you should (1) start a new thread of your own discussion and then should also (2) reply to at least one classmate’s original posting (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—all postings will be taken into consideration in assigning your grade. 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.

NOTE: In the “START HERE” module there is a grading rubric available for you review to see how your (minimum) two postings in a discussion board will be assessed. Additional postings will have positive grade impacts.

Quizzes:

Syllabus: The syllabus quiz is unlike other course quizzes – it has *more* questions (20) and is meant to be an easy grade. You will have unlimited time to complete the quiz. You will also have up to 10 attempts on the quiz. The best grade will be recorded in the system. PLUS, after you attempt the quiz, you may immediately review the questions you answered incorrectly (though in this case without showing the correct answer!)... so you can attempt the quiz, if you do not have a grade you are satisfied with, you may review what you got incorrect and retake the quiz until you are satisfied. Why not aim to earn 100%?

Chapters: There will be one quiz per book chapter. 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”. 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). Also, please be aware, because of system settings it will appear that the quiz is set to only 14 minutes – in actuality it is set to 14 minutes and then has a 1 minute grace period (a system requirement), which thus totals 15 minutes.

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 will bring up a pop-up menu to get to the review) 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].

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.

****TIP:** The quiz questions typically focus on *application* of material, not on simple factoid easy to look up assessments. You are encouraged to come to the quizzes prepared!**

Midterm & Final Exams: Each of you 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.

“Toy Stories” Paper & Activity: (*Note: this is just a brief description: see full description in START HERE module, Materials for Written Assignments*) Go to the toy aisle of any department store (you may go to a large toy store or department/”box” 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 several images/pictures 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 reference 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.

[For information on deadline please see course schedule document]

(Late submissions will not be accepted for credit)

*Please expect this paper graded within two weeks of its deadline.

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.

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 GENDER – 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.).

There are three established deadlines in the course syllabus. 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. You should make efforts to tie films to the current/recent course materials –Deadline 1 should tie to Chpt 1-5; deadline 2 tie to chpt 5-9; Deadline 3 tie to Chpt 9-14 (You may also tie to other prior course materials, but should make clear efforts to tie to contemporary course materials).

NOTE: If you submit a paper on a required film (such as *Tough Guise 2* or *Killing Us Softly*) you will receive no credit for the paper.

[For information on deadlines please see course schedule document]

(Late submissions will not be accepted for credit)

*Please expect this paper graded within 7-10 days of its deadline.

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 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.

Plagiarism and Cheating are unacceptable behaviors. If you are found to have cheated or submitted uncited or plagiarized work in any component of the class 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 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.

KSU Writing Center: The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit writingcenter.kennesaw.edu or stop by English Building, Room 242 (Kennesaw campus) or Johnson Library, Room 121 (Marietta campus).

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.

NOTE: If you have a documented visual or auditory disability, please email the instructor so that 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 Disability 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://sss.kennesaw.edu/sds> Kennesaw Campus: 470-578-2666; Marietta Campus: 678-915-7244

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

August 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
NOTE: Except for Syllabus & Chpt 1 Quizzes, all other quizzes & tests...	1 run on a Thursday to Monday time cycle.	2	3	4	5	6
7	8	9	10	11	12	13
14	15 FIRST DAY Syllabus & Chpt 1 "Syllabus" Quiz start	16	17	18 Chpt 1 Quiz start	19 D2L Maint. 10pm -	20 D2L Maint. ends 7am
21	22 Drop/Add Ends	23 Chpt 1 Quiz ends "Syllabus" Quiz ends Intro posting/etc. Due	24 Chpt 2	25 Chpt 2 Quiz start Intro. Paper Due	26	27
28	29 Chpt 2 Quiz ends	30 Chpt 3	31	Sept 1 Chpt 3 Quiz start	Sept 2 D2L Maint.	Sept 3
					Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

September 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Chpt 3 Quiz start	2 D2L Maint. 10pm -	3
4	5 Labor Day Chpt 3 Quiz ends	6 Chpt 4	7	8 Chpt 4 Quiz start	9	10
11	12 Chpt 4 Quiz ends	13 Chpt 5 Pascoe article	14 Documentary Film Paper Option 1 Due	15 Chpt 5 Quiz start	16 D2L Maint. 10pm -	17 D2L Maint. ends 7am
18	19 Chpt 5 Quiz ends	20 Chpt 6 Stacey & Biblarz art. Medved & Rawlins art.	21	22 Chpt 6 Quiz start	23	24
25	26 Chpt 6 Quiz ends	27 Chpt 7	28	29 Chpt 7 Quiz start	30	
					Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

October 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				Sept 29 Chpt 7 Quiz start	Sept 30	1
2	3 Chpt 7 Quiz ends	4 Exam prep	5 Withdraw Deadline	6 Midterm exam start (Chpt 1-7 & articles)	7 D2L Maint. 10pm -	8
9	10 Midterm exam ends	11 Chpt 8	12 Documentary Film Paper Option 2 Due	13 Chpt 8 Quiz start	14	15
16	17 Chpt 8 Quiz ends	18 Chpt 9 Wingfield article	19	20 Chpt 9 Quiz start	21 D2L Maint. 10pm -	22 D2L Maint. ends 7am
23	24 Chpt 9 Quiz ends	25 Chpt 10	26	27 Chpt 10 Quiz start	28	29
30	31 Chpt 10 Quiz ends				Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

November/December 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Chpt 11 Horvath et al. article	2	3 Chpt 11 Quiz start	4 D2L Maint. 10pm - -----	5 D2L Maint. ends 7am -----
6 -----	7 Chpt 11 Quiz ends	8 Chpt 12 Ward article & Quinn article	9 Documentary Film Paper Option 3 Due	10 Chpt 12 Quiz start	11 -----	12 -----
13 -----	14 Chpt 12 Quiz ends	15 Chpt 13 & 14 Dozier article & Thompson et al. article.	16 "Toy Stories" Paper Due	17 Chpt 13 & 14 Quizzes	18 D2L Maint. 10pm - -----	19 D2L Maint. ends 7am -----
20 -----	21 -----	22 -----	23 NO CLASS (Fall Break)	24 ----- 🍁🍁🍁🍁🍁	25 -----	26 -----
27 -----	28 Chpt 13 & 14 Quizzes ends	29 Prep for final	30	Dec 1 Final Exam starts (Chpt 8-14 & articles)	Dec 2 -----	Dec 3 D2L Maint. * -----
Dec 4 -----	Dec 5 Final Exam ends		*D2L Maintenance on Dec 3: 12:01am-7am		Yellow = Quizzes Pink = Tests	Green = Paper Due Blue = Misc.

