

SOCIOLOGY OF THE FAMILY

Soci3364/W01, CRN#80403 Instructor: Daniel Farr Fall 2016
Office: Social Science (SO) 5006 Email: dfarr4@kennesaw.edu or within D2L (preferred)
Office hours: M/W 2-3pm & by appointment 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>

**ITS is offering Desire2Learn 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:

Presents the institution of the family in historical and cross-cultural perspective, including an analysis of the American family system, its social structure and alteration, and its relation to other social institutions.

- *Prerequisites:* SOCI 2201: Principles of Sociology
(Basic understanding of sociological concepts, theories, and terminology).

Broader Course Description:

This course will provide an overview of contemporary families which goes beyond the traditional nuclear family that is most often referenced in society. We will learn that the term “family” goes far beyond the traditional conceptions of a married heterosexual couple with children. We will work to understand the various conceptions and ideas of what constitutes a “family”. We will examine the family through a sociological lens. Through this lens we will

learn how knowledge of the family is established and how it changes over time and geography.

COURSE LEARNING OBJECTIVES:

Objective 1: Students will leave this course being able to identify functions of the modern family.

Objective 2: Students will leave this course being able to identify and describe how diverse social experiences and identities (for example, race, class, gender, sexual orientation, age, etc.) affect family life.

Objective 3: Students will leave this course being able to explain and appropriately employ major sociological concepts, terms, and theories relevant to the study of families.

Objective 4: Students will leave this course being able to identify major social, cultural, and legal changes in family life over the last two centuries.

Objective 5: Students will leave this course being able to describe and analyze contemporary cultural portrayals of the family.

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 or insufficient] with sound card.
- Reliable internet access.
- Basic computer software, including: Microsoft Office, Powerpoint, Web-surfing software, pdf reader program.

REQUIRED TEXT:

Cherlin, Andrew J. 2013. *Public and Private Families*, 7th ed. McGraw-Hill.
ISBN 978-0-07-802667-6

SUMMARY OF GRADING:

Learning Tool	Percentage
Introduction & Settings	2%
Discussion Boards – commercial activities	3%
Commercial Response Paper	10%
Discussion Board – general discussions	10%
Quizzes (best 13 of 15)	15%
Midterm (Chpt 1-7)	20%
Final Exam (Chpt 8-14)	20%
Research Paper	<u>20%</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 (under “Assignments” tab)
- The best manner to contact the instructor is via email initially—particularly within D2L. If you are struggling to access D2L, you may secondarily email the instructor at dfarr4@kennesaw.edu or leave a voice message.
- ALL ASSIGNMENTS, PAPERS, AND DISCUSSIONS ARE DUE

by 11:59 pm ON THE DUE DATE (many are on Mondays)

- LATE PAPERS and work are NOT ACCEPTED. (*see later policy) To clarify,

I do not accept late papers/work.*

- Unfortunately, KSU ITS performs intermittent technology and system updates. These sometimes occur over weekends and may impede access to D2L. I will seek to post a list of scheduled updates on the course calendar, but unforeseen circumstances may arise and will be dealt with individually as needed.

Course schedule structure: Course materials for each week will be start on Tuesdays. Deadlines for weekly quizzes and discussion boards end on Monday evenings at 11:59pm. Quizzes/exams will typically be made available for access starting on Thursdays and ending on Mondays (Syllabus & Chpt 1 quiz are the exceptions to this cycle due to drop/add date) – this gives a mix of weekday and weekend time opportunities in which you can work.

I realize many of you have myriad life obligations and I hope this clear, consistent course structure will work effectively for your lives.

Please see the course calendar for the paper deadlines.

**Any feedback or suggestions as we go through the course are certainly appreciated!

NOTE: It is possible that I may miss updating something in a course module – the information in the syllabus is the definitive location for consultation! If in doubt, please email the instructor in advance.

Description of Learning Tools and Grading

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)!

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. 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.

Discussion Board (Commercial Activity): There will be three discussion board activities specifically linked to: Chpt 3: Gender and Families, Chpt 5: Race, Ethnicity, and Families, and Chpt 6: Sexualities. In each of these weeks you will locate a commercial (which aired between years of 2000-current) specifically related to the chapter topic – for a simple example, linked to chapter 3 you might draw from the “Dr. Mom” commercials, which speaks to the gendering of childcare, or commercials or portraying gender specific toys... there are many options! You are required to *participate in minimally 2* of these. If you choose to participate in all three, the two best grades will be assessed for this portion of the grade. Further information is clarified in the discussion board description.

Assessment of each of these specific postings will occur within 7-10 days approximately.

Each discussion board is worth 1.5% of your total course grade; using the two best of up to 3 postings.

Please be attentive to the commercials that are already posted! If you should post the same commercial as someone else your grade will be docked 50 points.

[For information on deadline please see course schedule document]

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 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. 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 9 minutes you better hurry up and finish! If your quiz time exceeds 10 minutes your grade will be manually adjusted to count only the questions answered correctly in the first 10 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 9 minutes – in actuality it is set to 9 minutes and then has a 1 minute grace period (a system requirement), which thus totals 10 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.

Midterm & Final Exams: Each of these exams will entail approximately half of the course content in a singular exam structure. Both the midterm and the final exam will be comprised of 50 multiple-choice questions and timed to 60 minutes.

The midterm will assess content from Chapters 1-7; the final will assess content from Chapters 8-14.

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 dropbox there is a box you can check “Don’t add space between paragraphs of the same style.”) Additionally, titles/headings should not be excessive --- you are allowed 2 lines at the top of the first page for name and website. A cover page is NOT necessary. Excessive lines used in heading/spacing will be adjusted to determine if paper length is appropriate. Failure to adhere to these guidelines will result in a 5 point grade deduction.

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.

Commercial Response Paper: Selecting from one of the three discussion board commercial activities you are to write a 3-4 page response paper. Within the paper you need to reference/discuss minimally three of the commercials posted in the discussion.

This paper is to be a comprehensive response to the portrayal of the specific topic (gender, race, or lgbt) and commercial imagery. What do these commercials suggest about our cultural understanding of families in the 2000s? It will be appropriate to use information from your text to support interpretations.

Further information on this paper has been discussed in a video – posted to the course. Remember the above stated Paper Submission Details.

Please note this paper will take up to two weeks to grade.

Research Paper: You will be expected to write a 5-7 page research paper. The topics for your paper will be of your choosing, but it is encouraged that you consult with the instructor. This paper should be *relevant to the family* and relate to course/text material, but should not merely repeat text information.

You will be expected to obtain minimally **6 academic** sources (non-assigned material)—academic sources would include articles from *peer-reviewed SOCIOLOGICALLY-focused journals and academic books* primarily; (newspaper articles, magazine articles, and most websites are **not** academic sources; some websites may be appropriate for use, but should be confirmed with instructor). You are also not to use materials assigned for other courses, without prior approval. (brief recommendation to locate sources via library database, EBSCO, particularly in SocIndex and Sociological Collections; or JSTOR also a good resource). Academic articles should be each ~15-20 pages long, dated after 2000. If you have articles that are shorter in length, that is acceptable, but you are expected to add additional sources to reach the approximate page total minimum of 120 for source materials. I encourage you to email me a list of your full citations, so I can give you feedback on appropriateness -- no harm in touching base, I want to help support your success. These academic sources should be culturally appropriate (i.e. if you are examining polygamy, focus your materials to a particular locale/culture) contemporary, unless you are examining a historic topic, wherein you should consult with instructor). You must cite *all* of these in your paper. This paper should be a well-developed discussion in which you synthesize the information you have learned in your research. You should not laundry list information from one source, from a second source, etc, but should integrate these sources/information into an effective discussion.

Remember the above stated Paper Submission Details.

Please note, given the length of paper and number of students enrolled in this course it will likely take at least two, to a maximum of three, weeks to grade all papers

Instructor Support for Written Submission:

In addition to the Writing Center, see description below, your instructor is willing to provide support towards your success on submitted major written works – primarily the Research Paper and Commercial Response Paper. The instructor is willing and happy to provide a quick skim of a draft version of your paper. Primarily, the skim of the paper will focus on the first page (introductory paragraph and preliminary paragraphs), assessing both

content and writing quality/grammar. The feedback provided will give a brief overview of initial impressions of the paper—it is not intended to be a detailed editorial review of your paper. To take advantage of this support, you must provide a draft copy of your paper to the instructor, via email, approximately a week prior to the paper deadline and allow three days for response from instructor.

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.

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 research paper. Details on this opportunity will be disseminated after spring break. This opportunity will be worth a maximum of 2 points extra credit upon course grade. These presentations will be made available to all students in the course and the material presented may be included within the final exam.

Further instructional information is presented in weekly modules.

Plagiarism, Academic Dishonesty and Cheating are unacceptable behaviors. If you are found to have cheated or submitted uncited or plagiarized work in any component of the course 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/submission policy: 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 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 Discussion board's end time coincides with quiz time period	5	6
7	8	9	10	11	12	13
14	15 FIRST Syllabus & Chpt 1 "Syllabus" Quiz start	16	17	18 Chpt 1 Quiz start	19 D2L Maint. 10pm -	20 D2L Maint. ends
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	26	27
28	29 Chpt 2 Quiz ends	30 Chpt 3	31 Gender & Family Commercial Activity	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 D2L Maint. ends 7am
4	5 Labor Day Chpt 3 Quiz ends G&F Commercial Ends	6 Chpt 4	7	8 Chpt 4 Quiz start	9	10
11	12 Chpt 4 Quiz ends	13 Chpt 5	14 Race & Ethnicity Commercial Activity	15 Chpt 5 Quiz start	16 D2L Maint. 10pm -	17 D2L Maint. ends 7am
18	19 Chpt 5 Quiz ends R&E Commercial Ends	20 Chpt 6	21 LGBT Commercial Activity	22 Chpt 6 Quiz start	23	24
25	26 Chpt 6 Quiz ends LGBT Commer. 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	6 Midterm exam start (Chpt 1-7 & misc.)	7 D2L Maint. 10pm -	8 D2L Maint. ends 7am
9	10 Midterm exam ends	11 Chpt 8	12	13 Chpt 8 Quiz start	14	15
16	17 Chpt 8 Quiz ends	18 Chpt 9	19 Commercial Paper Due	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	2 Commercial Paper Grades completed	3 Chpt 11 Quiz start	4 D2L Maint. 10pm - -----	5 D2L Maint. ends 7am -----
6 -----	7 Chpt 11 Quiz ends	8 Chpt 12	9 Research Paper Due	10 Chpt 12 Quiz start	11 -----	12 -----
13 -----	14 Chpt 12 Quiz ends	15 Chpt 13 & 14	16	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 Optional: Extra Credit Due	30 Research Paper Grades completed	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.

