

## **SOCI 3374: Sociology of Occupations**

**Kennesaw State University  
Spring 2014**

Online course--no class meetings  
Credit Hours: 3

Instructor:

Dr. Samuel R. Brown

Cheshire, Connecticut

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Office Hours: Monday - Friday, 8:00 a.m. - 4:00 p.m.

### **Course Content Description:**

An analysis of the contemporary occupations, with emphasis on large-scale organizations, the structure of occupations and the nature of work.

### **Purpose and Structure of the course**

This is an upper-level, elective course usually offered during the Fall and Spring semesters by the Department of Sociology and Criminal Justice. The purpose of the course is to develop some of the core competencies in students that are emphasized by the department, such as communication skills, critical thinking, an understanding of the structure and functioning of groups and organizations, critical self-reflection, interpersonal and intercultural skills, and adherence to the highest ethical standards. The course is structured around the components of discussion forums, quizzes, and a research paper.

### **Required Texts:**

Ehrenreich, Barbara. Nickel and Dimed: On (Not) Getting By in America. (10<sup>th</sup> Anniversary edition, 11<sup>th</sup> ed. revised). Picador, 2011.

Ritzer, George. Ritzer, The McDonaldization of Society (20<sup>th</sup> Anniversary edition). Los Angeles, CA: Sage, 2014.

### **Course-Level Objectives:**

\*Students will interpret the course chapters and themes by participating in weekly discussion forums, focusing on understanding the transformation of work, trends in income inequalities, and globalization forces that are changing the workplace and the organization of work.

Measurement: Discussion Board Forum Grading Rubric

\*Students will write a research paper that identifies an appropriate research question, reviews and interprets the literature, and draws conclusions.

Measurement: Research Paper Grading Rubric

\*Students will take quizzes to apply sociological perspectives to a sociological understanding of occupations. They will translate the primary sociological theories, methods and themes into their real life by presenting evidence, implications and consequences as to how these relate to themselves.

Measurement: Critical Thinking Grading Rubric

\*Students will take quizzes to apply, evaluate and gain self-awareness to different ethical perspectives/concepts related to the sociology of occupations.

Measurement: Ethical Reasoning Grading Rubric

\*Students will take quizzes to interpret attitudes and empathic, verbal and nonverbal communication skills that facilitate and help perpetuate current work trends.

Measurement: Intercultural Knowledge Grading Rubric

### **Module-Level Objectives:**

Week 1--Ethics in the Work Place (Ethical Reasoning)

Appraise your core beliefs related to providing false or misleading information on a resume and the origins of those beliefs. Indicate some of the implications for employers who receive many resumes with false or misleading details.

Week 2--Job Satisfaction (Critical Thinking)

Predict the type of job that would bring you satisfaction (monetary, career, and/or personal). Explain where and how one would look for evidence that employees are satisfied in a workplace.

Week 3--Women in the Work Place (Intercultural Knowledge)

Judge the possible reactions toward having a female boss from some men from traditional, non-Western cultures who come to work in the U.S. Defend a man from another culture who has misinterpreted a gesture or greeting from a female supervisor.

Week 4--Work and Family (Critical Thinking)

Explain your perception of the type of job that would provide you with a balance between work life and family life. Indicate where would you look for evidence that employees have a good work-family balance.

Week 5--Work and Healthcare (Ethical Reasoning)

Appraise your core beliefs related to having healthcare plans pay for abortions and the origins of those beliefs. Indicate some of the implications of a company's healthcare plan prohibiting coverage for abortions for workers and their families.

Week 6--Work and Leisure (Critical Thinking)

Explain your position regarding how much vacation a typical worker in the U.S. should receive. Appraise evidence as to the possible reasons why workers in some countries tend to go away on vacation at a higher rate.

Week 7--Globalization (Intercultural Knowledge)

Predict how people in another culture may think of using a globally marketed product differently or in another setting than consumers in the U.S. Indicate how someone from another culture may misinterpret a U.S. marketing campaign for a consumer product.

Week 8--Mandatory Retirement (Ethical Reasoning)

Appraise your core beliefs related to mandatory retirement and the origins of those beliefs. Describe the implications of having a mandatory retirement age for some occupations.

Week 9--Outsourcing (Ethical Reasoning)

Explain your core beliefs related to outsourcing and the origins of those beliefs. Describe some of the implications of U.S. companies outsourcing their operations.

Week 10--Workplace meetings (Intercultural knowledge)

Predict how may another cultural group interpret the American tendency toward punctuality in meetings. Indicate how someone from the U.S. may interpret the tendency in traditional Latin American society for

meetings to begin late, and once they begin, for participants to often spend some time discussing each other's families, the weather or other items before getting to the topic at hand.

#### Week 11--Employee Theft (Ethical Reasoning)

Appraise your core beliefs related to employees stealing merchandise or office supplies from their employers and the origins of those beliefs. Indicate the implications of widespread employee theft in a company.

#### Week 12--Employee Benefits (Critical Thinking)

Explain your position on whether same-sex couples should receive employee benefits on an equal basis with married couples. Indicate the type of evidence you would need to collect to help you evaluate the pros and cons of offering employee benefits to same-sex couples.

#### Week 13--Age Discrimination in the Workplace (Critical Thinking)

Indicate your position on whether you think age discrimination is a problem in the American workplace. Identify the type of evidence you would need to collect to help you evaluate the claim that there has been an increase in age discrimination.

#### Week 14--Worker Productivity (Intercultural knowledge)

Predict how an American may view the Spanish custom of taking a siesta and long lunch on work days. Indicate how a Spaniard accustomed to his daily siesta may view the American custom of just a one-hour break for lunch.

#### Week 15--Occupational Aspirations (Intercultural knowledge)

Predict how someone from a traditional culture where women are encouraged to enter certain female-dominated professions such as teaching and nursing may interpret the trend in the U.S. of some women entering non-traditional occupations such as firefighting and construction? Indicate what a patient in a U.S. hospital from a traditional culture may think of the presence of male nurses and female physicians in the hospital.

#### Week 16--Job Preparation (Critical Thinking)

Explain your position on whether a college education should be focused on career training or more broadly in the Liberal Arts. Identify evidence that would help you evaluate the claim that Liberal Arts graduates have more successful careers than students who are focused on career training.

### **Meeting Learning Objectives:**

In order to meet the Course and Weekly Learning Objectives students should read the relevant chapters each week, read the journal articles available through GALILEO, and participate in the weekly discussion forums.

### **Prerequisites:**

While the prerequisite for this course is SOCI 2201, there are some additional considerations that each student must make. The online method of course delivery is different from the classroom environment and requires the following minimum student preparation:

### **Self Discipline**

With Internet courses the instructor remains a valuable resource; however, the day-to-day instruction is not there and requires the student to become proactive in their learning. The student must be self-disciplined in order to be successful. Time management and organizational skills are a must in order to excel.

### **Critical Reading**

A characteristic of online course delivery is the amount of reading required. Students have become accustomed to instructors explaining the text. This has resulted in students' not reading as much or not paying as much attention to what they read. In an online course, students must keep up with reading assignments and comprehend what they read.

## **Computer Skills**

To do well in this course it is necessary that students have certain computer and Internet skills, such as being familiar with email (including attaching documents), searching databases, netiquette, and reading large amounts of text on screen.

## **ADA Considerations:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the disAbled Student Support Services. Carol Pope, the Assistant Director, will gladly assist you. You may contact her at 770-423-6443 or cpope@kennesaw.edu.

## **Course Components:**

The purpose of the course is to give students a better understanding of the role of work in our society and the forces in society that help to shape the workplace. The course consists of the following components--

### **Participation**

It is expected that students will participate in the class each week by contributing to the threaded discussion questions, completing assignments in a timely fashion, and asking questions of your classmates and the facilitator. Participation will be monitored.

### **Discussion Boards**

The discussion forums are based on the readings in the texts. Points will be deducted for responses that fall below the minimum of 1,600 characters/letters (no spaces)--NOT words. Participation credit will be given for responding to the posts of at least two other students each week--please note that participation points are only given for the current week and may not be made up. Posts are due by 11:59pm each Sunday.

There will also be a discussion forum entitled Sam's Speakeasy. Please use this section to post questions you have about how to complete an assignment, something about the course you do not understand, or use it as a place to ask questions in general of each other. If you would like to ask the Instructor a question please put "Question for Sam" in the subject line. Check this section each week to see if you can be of help to anyone else in the class. Responses and questions posted here will NOT count toward weekly participation points.

### **Quizzes**

The weekly quizzes are meant to aid in your sociological understanding of occupations as you apply sociological perspectives, evaluate and gain self-awareness to different ethical perspectives/concepts, and interpret attitudes and types of communication. YouTube videos and full-text articles in the Academic Search Complete database in GALILEO will provide context for the quizzes.

### **Research Paper**

For your research paper please select one of the topics that we will be covering in the coming weeks or a related topic.

Requirements: The body of the research paper--not including the title page and bibliography--must be 4-5 pages, typewritten (Times New Roman font, size 12), and double-spaced. If you have posted the outline and bibliography to the Discussion Board they do not need to be included with your paper. However, if you have added or deleted sources from your bibliography since it was posted please include the revised bibliography with your paper. You are required to use at least four articles that are in one of the databases available through Academic Search Complete or another of the databases available through GALILEO. These databases are available at the following link: [<http://www.kennesaw.edu/library>] Click on GALILEO. For help in accessing databases or general searching techniques please go to <http://galileo.usg.edu> . For additional help please contact the KSU Reference Desk at (770) 423-6325.

APA or MLA style may be used for in-text citations and the bibliography. No abstract or title page is required for the research paper.

You are not permitted to use books for the research paper unless the complete book is in electronic form, in which case put [e-book] next to the citation in your bibliography. A bibliography is a listing of the bibliographic citations of the sources that you will use for the research paper. For each source list the author of the article, title of the article, title of the journal, date, etc—an example appears below.

APA format:

Author's last name, Author's initials (Year of publication). Article title. Journal title, Volume number(Issue number), pages of article. Retrieved from Name of the database.

Sample citation using APA format:

Curley, A. M. (2005). Theories of urban poverty and implications for public housing policy. *Journal of Sociology & Social Welfare*, 32(2), 97- . Retrieved from Academic Search Complete database.

**Points will be deducted for including books or Internet sources other than databases that are available through GALILEO.**

The outline should contain headings for the major points in the paper and subheadings for the minor ones. Headings may be ordered by indentation, numerals and/or letters.

For your research paper you may use footnotes, endnotes or include (author, date) in the text. A bibliography should always be included.

Submission: Please submit the paper using the Dropbox link. All other parts of the research paper (the topic, bibliography, outline, and introductory paragraph) should be submitted to the **Research Paper Discussion Board**.

**NOTE:** The Writing Center, located in Room 242 in the English Building, is a free service available to all members of the university community. Tutors assist writers in all aspects of writing: inventing topics, organizing, drafting, revising, grammar, punctuation, documentation, and composing on the Word Processor. Students needing information about the Regents Test and/or practice in writing the essay itself should contact the Writing Center. Check the door of the Writing Center for current hours this semester, or click on the following link: <http://www.kennesaw.edu/writingcenter/>

### **Undergraduate Advising Center**

The College of Humanities and Social Sciences is pleased to offer academic advising to students in the Undergraduate Advising Center (UAC). The UAC is located in Pilcher 132, on the first floor near the Foreign Language Resource Center. Their hours are Monday-Friday 9:00 am – 6:00 pm. Students are strongly encouraged to make appointments using the website, <http://www.kennesaw.edu/hssadvising/appointments.php>, or by calling the Center during office hours at 770-794-7728. For more information, visit the UAC website: <http://www.kennesaw.edu/hssadvising/home.php>.

### **Etiquette expectations for online discussions and email**

I would encourage you all to contribute to the discussions in the Forums. Remember: Participation is essential and important. Please be respectful of your classmates in these discussions. Derogatory comments, inflammatory remarks, violent references, etc. will not be tolerated. Before posting your first message become familiar with some issues regarding e-mail etiquette found at [[www.dynamoo.com/technical/etiquette.htm](http://www.dynamoo.com/technical/etiquette.htm)]

### **Course Requirements:**

**1. Discussion Questions**—10 points each week (Graded using the Research Paper Grading Rubric)

**2. Quizzes**—30 points each week (Graded using either the Critical Thinking, Ethical Reasoning, or Intercultural Knowledge Rubrics)

**3. Participation**—10 points each week (Respond to the posts of at least two other students)

**4. Research Paper**

The Research paper is worth a total of 210 points: Choosing a topic: 10 points; Bibliography: 10 points; Outline: 10 points; First paragraph: 10 points; Final paper: 170 points

Receiving extra credit and credit for late or revised assignments:

I will grade your assignments as receiving zeroes, for administrative purposes, if they are not posted by the deadline. Post late assignments to the Discussion Board. They will be graded the week after they are posted. You will receive the grades that you would normally have received and will not be penalized for lateness. For extra credit you may revise any DQ responses for which you did not receive full credit. The deadline for all late assignments and extra credit is the last day of class as noted on the syllabus.

Completing assignments ahead of time:

You will not be penalized for completing assignments before they are due. This includes commenting on the responses of other students. However, participation credit will not be given once the deadline for the week has passed.

**Grading (points):**

Discussion Questions (160)

Quizzes (480)

Participation (150)

Research paper (170)

--Choice of topic (10)

--Bibliography (10)

--Outline (10)

--First paragraph (10)

Total points (1000)

**Grades:**

A (900-1000 points)

B (800-899 points)

C (700-799 points)

D (600-699 points)

F (Less than 600 points)

**Instructor Responsiveness and Availability:**

The instructor will respond to all e-mails and discussion board questions within 24-48 hours. Grades will be posted within one week of the assignment due date.

**Topic outline:**

**Week 1. January 8 - 12, 2014. Ethics in the Work Place**

Chapter 1: Ritzer, The McDonaldization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 1 (Ethical Reasoning)

Take the quiz after viewing the two items below:

YouTube video:

Resume Padding: Unforgivable or Understandable?

<http://www.youtube.com/watch?v=OBkQSPNMbf4>

Article in Academic Search Complete database in GALILEO:

Yahoo CEO's exit: debacle for company, and a warning for resume padders. By Mark Trumbull. Christian Science Monitor. May 14, 2012.

## **Week 2. January 13 - 19, 2014. Job Satisfaction**

**Submit the topic you have chosen** for your research paper to the Research Paper Discussion Board

Chapter 2: Ritzer, The McDonaldization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 2 (Critical Thinking)

Take the quiz after viewing the two items below:

YouTube video:

Increase your Job Satisfaction today!

<http://www.youtube.com/watch?v=yBvUPBvg15w>

Article in Academic Search Complete database in GALILEO:

Can High Salary Buy Job Satisfaction? USA Today Magazine. April 2006.

## **Week 3. January 20 - 26, 2014. Women in the Work Place**

Chapter 3: Ritzer, The McDonaldization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 3 (Intercultural Knowledge)

Take the quiz after viewing the two items below:

YouTube video:

Women in the Workplace

<http://www.youtube.com/watch?v=UBiUQ2EboVA>

Article in Academic Search Complete database in GALILEO:

Correctional Promotions: The Path to Success for a Female Supervisor. By Cathy Elliott. Corrections Today. December 2012/January 2013.

## **Week 4. January 27 - February 2, 2014. Work and Family**

**Submit the bibliography** for your research paper to the Research Paper Discussion Board

The reason for submitting the bibliography at this early date is to encourage you to get started on your research. Please submit your final bibliography with the research paper--you may add or subtract sources from the bibliography that you posted with no penalty. If you do so please submit a revised bibliography with the research paper.

Chapter 3, continued: Ritzer, The McDonaldization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 4 (Critical Thinking)

Take the quiz after viewing the two items below:

YouTube video:

Nigel Marsh: How to make work-life balance work

<http://www.youtube.com/watch?v=jdpIKXLLYYM>

Article in Academic Search Complete database in GALILEO:

Work Ethic Overrides Family Values. By Dang Xiaofei. China Today. April 2013.

### **Week 5. February 3 - 9, 2014. Work and Healthcare**

Chapter 4: Ritzer, The McDonaldization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 5 (Ethical Reasoning)

Take the quiz after viewing the two items below:

YouTube video:

Abortion bill denies coverage in health care exchange

<http://www.youtube.com/watch?v=AN4POEtYPL8>

Article in Academic Search Complete database in GALILEO:

Unholy Alliance. By Jonathan Cohn. New Republic. March 15, 2012.

### **Week 6. February 10 - 16, 2014. Work and Leisure**

**Submit the outline** for your research paper to the Research Paper Discussion Board

Chapter 4, continued: Ritzer, The McDonaldization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 6 (Critical Thinking)

Take the quiz after viewing the two items below:

YouTube video:

Vacation's All I Ever Wanted (But I Still Didn't Get One)



<http://www.youtube.com/watch?v=ZYTCwnDsCBg>

Article in Academic Search Complete database in GALILEO:

In Europe, there's always time for vacation. By Sara Miller Llana. Christian Science Monitor. July 31, 2013.

### **Week 7. February 17 - 23, 2014. Globalization**

Chapter 5: Ritzer, The McDonaldization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 7 (Intercultural Knowledge)

Take the quiz after viewing the two items below:

YouTube video:

Top 10 International Marketing Blunders

<http://www.youtube.com/watch?v=cWd6L37EmUc>

Article in Academic Search Complete database in GALILEO:

Marketing Strategies of Global Brands in Indian Markets. By Girish Taneja, Rajan Girdhar, Neeraj Gupta. Researchers World: Journal of Arts, Science & Commerce. July 2012.

### **Week 8. February 24 - March 2, 2014. Mandatory Retirement**

**Submit the introductory paragraph** for your research paper to the Research Paper Discussion Board

Chapter 6: Ritzer, The McDonaldization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 8 (Ethical Reasoning)

Take the quiz after viewing the two items below:

YouTube video:

To Abolish Mandatory Retirement or not to Abolish Mandatory Retirement - Is that the Question?

<http://www.youtube.com/watch?v=bvlAW11jGkM>

Article in Academic Search Complete database in GALILEO:

Mandatory Retirement Age. By Aaron M. Clemens. Florida Bar Journal. June 2009.

### **Week 9. March 3 - 9, 2014. Outsourcing**

Chapter 7: Ritzer, The McDonaldization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 9 (Ethical Reasoning)

Take the quiz after viewing the two items below:

YouTube video:

Pros and Cons of Outsourcing

<http://www.youtube.com/watch?v=90a2qHYqMoU>

Article in Academic Search Complete database in GALILEO:

Is international outsourcing ethical? By Kenneth Harrison and Lawrence Kren. Machine Design. August 19, 2004.

### **Week 10. March 10 - 16, 2014. Workplace meetings**

Chapter 7, continued: Ritzer, The McDonalidization of Society

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 10 (Intercultural Knowledge)

Take the quiz after viewing the two items below:

YouTube video:

Mexican Business Meeting

<http://www.youtube.com/watch?v=LnshEO2QAX4>

Article in Academic Search Complete database in GALILEO:

If Time Is Money Is It a Common Currency? Time in Anglo, Asian, and Latin Cultures. By Glen H. Brodowsky, Beverlee B. Anderson, Camille P. Schuster, Ofer Meilich, M. Ven Venkatesan. Journal of Global Marketing. Vol. 21 Issue 4, 2008.

### **Week 11. March 17 - 23, 2014. Employee Theft**

**Research Paper due.** Submit using the Dropbox. (170 points)

Introduction: Ehrenreich, Nickel and Dimed

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

Quiz 11 (Ethical Reasoning)

Take the quiz after viewing the two items below:

YouTube video:

Signs of Employee Theft

[http://www.youtube.com/watch?v=jJx\\_isGpiP0](http://www.youtube.com/watch?v=jJx_isGpiP0)

Article in Academic Search Complete database in GALILEO:

Are Your Staffers Stealing? How to Prevent Employee Theft and Protect Your Bottom Line. By Scott Westcott. Inc. October 2006.

### **Week 12. March 24 - 30, 2014. Employee Benefits**

Chapter One: Ehrenreich, Nickel and Dimed

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

### Quiz 12 (Critical Thinking)

Take the quiz after viewing the two items below:

YouTube video:

Same-Sex Spouse Military Benefits

[http://www.youtube.com/watch?v=JnOLtQShz\\_Q](http://www.youtube.com/watch?v=JnOLtQShz_Q)

Article in Academic Search Complete database in GALILEO:

Same-Sex Couples Get More Benefits. By Susan Garland and Joy Taylor. Kiplinger's Personal Finance. September 2013.

## **Spring Break: March 31 – April 6, 2014**

### **Week 13. April 7 - 13, 2014. Age Discrimination in the Workplace**

Chapter Two: Ehrenreich, Nickel and Dimed

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

### Quiz 13 (Critical Thinking)

Take the quiz after viewing the two items below:

YouTube video:

Facing Age Discrimination At Work

<http://www.youtube.com/watch?v=SzRFTI1vvrM>

Article in Academic Search Complete database in GALILEO:

Fired Is the New Retired. By Ellis Cose. Newsweek. November 9, 2009.

### **Week 14. April 14 - 20, 2014. Worker Productivity**

Chapter Three: Ehrenreich, Nickel and Dimed

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

### Quiz 14 (Intercultural Knowledge)

Take the quiz after viewing the two items below:

YouTube video:

CNN: Spaniards sleep to save the siesta

<http://www.youtube.com/watch?v=m56b6pPa1zo>

Article in Academic Search Complete database in GALILEO:

Sleepless in Spain: The siesta recedes. By Sara Miller Llana. Christian Science Monitor, January 19, 2006.

### **Week 15/16. April 21 - 27, 2014.**

#### **Occupational Aspirations**

#### **Job Preparation**

Evaluation: Ehrenreich, Nickel and Dimed

Discussion Questions (based on the text)

--post your replies to the Discussion Question forum for this week

-- TEN are due this week

Quiz 15 (Intercultural Knowledge)

Take the quiz after viewing the two items below:

YouTube video:

Women Learn About Non-Traditional Careers

<http://www.youtube.com/watch?v=ySNqGbNNFQI>

Article in Academic Search Complete database in GALILEO:

Making the Shift from Pink Collars to Blue Ones: Women's Non-Traditional Occupations. By Kristin Hulme. Labour / Le Travail. Spring 2006.

Quiz 16 (Critical Thinking)

Take the quiz after viewing the two items below:

YouTube video:

Preparing for a career

<http://www.youtube.com/watch?v=1AcRWSexkUg>

Article in Academic Search Complete database in GALILEO:

Why a liberal arts education is the best job preparation. By Kenneth P. Ruscio. Christian Science Monitor, September 19, 2012.

## **ACADEMIC INTEGRITY**

In no case will academic dishonesty be tolerated. Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the undergraduate and graduate Catalogues. Section II of this code 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 formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester requirement.

## **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).

## EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by KSU.

## STATEMENT OF NON-DISCRIMINATION

Kennesaw State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, sexual orientation, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college. Any individual with a grievance related to the enforcement of any of the above provisions should contact the Assistant Director of Human Resources, Ombudsperson.

## TECHNICAL SUPPORT

If you have not yet initialized or need help with your NetID account, then please go to <http://netid.kennesaw.edu> for assistance or send an email to [service@kennesaw.edu](mailto:service@kennesaw.edu).

For other D2L help, visit the Online Support Center at <http://help.view.usg.edu> or contact the KSU Service Desk.

## ACADEMIC SUPPORT

For Academic Support please go to the following website:  
<http://learnonline.kennesaw.edu/resources/index.php>

## DISABLED STUDENT SUPPORT SERVICES

For institutional policies for disability services please go to the following website:  
[http://www.kennesaw.edu/stu\\_dev/dsss/policies.html](http://www.kennesaw.edu/stu_dev/dsss/policies.html)

## STUDENT SUPPORT

For Student Support please go to the following website:  
<http://learnonline.kennesaw.edu/resources/index.php>

### Discussion Board Forum Grading Rubric:

Criteria	A (8-10) Outstanding	B (6-7) Proficient	C (4-5) Basic	D/F (0-3) Below Expectations
<b>Critical Thinking</b>	*rich in content *full of thought, insight, and analysis	*substantial information *thought, insight, and analysis has taken place	*generally competent *information is thin and commonplace	*rudimentary and superficial *no analysis or insight is displayed
<b>Connections</b>	*Clear connections to previous or current content to real-life situations	*connections are made, not really clear or too obvious	*limited, if any connections *vague generalities	*no connections are made *off topic

<b>Uniqueness</b>	*new ideas *new connections made with depth and detail	*new ideas or connections *lack depth and/or detail	*few, if any new ideas or connections *rehash or summarize other postings	*no new ideas **“I agree with ...” statement
<b>Timeliness</b>	*all required postings early in discussion throughout the discussion	*all required postings *some not in time for others to read & respond	*all required postings *most at the last minute without allowing for response time	*some, or all, required postings missing
<b>Stylistics</b>	*few grammatical or stylistic errors	*several grammatical or stylistic errors	*obvious grammatical or stylistic errors *errors interfere with content	*obvious grammatical or stylistic errors makes understanding impossible

Research Paper Grading Rubric:

<b>Criteria</b>	<b>A (150-170) Outstanding</b>	<b>B (130-149) Proficient</b>	<b>C (110-129) Basic</b>	<b>D/F (0-89) Below Expectations</b>
<b>Introduction</b>	*Strong introduction of topic’s key question(s), terms. *Clearly delineates subtopics to be reviewed. *Specific thesis statement.	*Conveys topic and key question(s). *Clearly delineates subtopics to be reviewed. *General thesis statement.	*Conveys topic, but not key question(s). *Describes subtopics to be reviewed. *General thesis statement.	*Does not adequately convey topic. *Does not describe subtopics to be reviewed. *Lacks adequate thesis statement.
<b>Focus &amp; Sequencing</b>	*All material clearly related to subtopic, main topic. *Strong organization and integration of material within subtopics. *Strong transitions linking	*All material clearly related to subtopic, main topic. *Logically organized material within subtopics. *Clear, varied transitions linking subtopics and	*Most material clearly related to subtopic, main topic. *Material may not be organized with subtopics. *Attempts to provide variety of transitions.	*Little evidence material is logically organized into topic, subtopics or related to topic. *Many transitions are unclear or nonexistent.

	subtopics and main topic.	main topics.		
<b>Support</b>	*Strong evidence-based research support for thesis.	*Sources well selected to support thesis with some research in support of thesis.	*Sources generally acceptable but not evidence-based research.	*Few sources supporting thesis. *Sources insignificant or unsubstantiated.
<b>Conclusion</b>	*Strong review of key conclusions. *Strong integration with thesis statement. *Insightful discussion of impact of the researched material on the topic.	*Strong review of key conclusions. *Strong integration with thesis statement. *Discusses impact of research material on topic.	*Review of key conclusions. *Some integration with thesis statement. *Discusses impact of researched material on topic.	*Does not summarize evidence with respect to thesis statement. *Does not discuss the impact of researched material on topic.
<b>Grammar and Citations</b>	*The paper is free of errors in grammar, spelling, punctuation, and format of citations.	*Errors in grammar, spelling, punctuation, and format of citations are rare and do not detract from the paper.	*Very few errors in grammar, spelling, punctuation, and format of citations interfere with reading the paper.	*Errors in grammar, spelling, punctuation, and format of citations substantially detract from the paper.

Critical Thinking Grading Rubric:

<b>Criteria</b>	<b>A (27-30) Outstanding</b>	<b>B (24-26) Proficient</b>	<b>C (21-23) Basic</b>	<b>D/F (0-20) Below Expectations</b>
<b>Student's Position</b>	*Specific position is imaginative, taking into account the complexities of an issue. *Limits of position are	*Specific position takes into account the complexities of an issue. *Others' points of view are	*Specific position acknowledges different sides of an issue.	*Specific position is stated, but is simplistic and obvious.

	acknowledged. *Others' points of view are synthesized within position.	acknowledged within position.		
<b>Evidence</b>	*Information is taken from sources with enough interpretation and evaluation to develop a comprehensive analysis or synthesis. *Viewpoints of experts are questioned thoroughly.	*Information is taken from sources with enough interpretation and evaluation to develop a coherent analysis or synthesis. *Viewpoints of experts are subject to questioning.	*Information is taken from sources with some interpretation and evaluation, but not enough to develop a coherent analysis or synthesis. *Viewpoints of experts are taken as mostly fact, with little questioning.	*Information is taken from sources without interpretation or evaluation. *Viewpoints of experts are taken as fact, without question.
<b>Conclusions</b>	*Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	*Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	*Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	*Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Ethical Reasoning Grading Rubric:

<b>Criteria</b>	<b>A (27-30) Outstanding</b>	<b>B (24-26) Proficient</b>	<b>C (21-23) Basic</b>	<b>D/F (0-20) Below Expectations</b>
<b>Ethical Self-Awareness</b>	*Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has	*Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	*Student states both core beliefs and the origins of the core beliefs.	*Student states either their core beliefs or articulates the origins of the core beliefs but not both.



	greater depth and clarity.			
<b>Application of Ethical Perspectives or Concepts</b>	*Student can independently apply ethical perspectives or concepts to an ethical question, accurately, and is able to consider full implications of the application.	*Student can independently (to a new example) apply ethical perspectives or concepts to an ethical question, accurately, but does not consider the specific implications of the application.	*Student can apply ethical perspectives or concepts to an ethical question, independently (to a new example) but the application is inaccurate.	*Student can apply ethical perspectives or concepts to an ethical question with support (using examples) but is unable to apply ethical perspectives or concepts independently (to a new example).
<b>Evaluation of Different Ethical Perspectives or Concepts</b>	*Student states a position and can state the objections to, assumption and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives or concepts, and the student's defense is adequate and effective.	*Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives or concepts, but the student's response is inadequate.	*Student states a position and can state the objections to, assumptions and implications of different ethical perspectives or concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	*Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives or concepts.

Intercultural Knowledge Grading Rubric:

<b>Criteria</b>	<b>A (27-30) Outstanding</b>	<b>B (24-26) Proficient</b>	<b>C (21-23) Basic</b>	<b>D/F (0-20) Below Expectations</b>
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<p><b>Skills (Empathy)</b></p>	<p>*Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</p>	<p>*Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</p>	<p>*Identifies components of other cultural perspectives but responds in all situations with own worldview.</p>	<p>*Views the experience of others but does so through own cultural worldview.</p>
<p><b>Skills (Verbal and Nonverbal Communication)</b></p>	<p>*Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</p>	<p>*Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p>	<p>*Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</p>	<p>*Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p>
<p><b>Attitudes (Curiosity)</b></p>	<p>*Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple</p>	<p>*Asks deeper questions about other cultures and seeks out answers to these questions.</p>	<p>*Asks simple or surface questions about other cultures.</p>	<p>*States minimal interest in learning more about other cultures.</p>

	cultural perspectives.			
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