

Kennesaw State University
SOCI 2210/W01 ONLINE CRN 10213
Professional Development for Sociology Students
Spring 2017

**IMPORTANT MESSAGE: This class is an *entirely* ONLINE class
using Desire2Learn BrightSpace (D2L).**

Instructor: Dr. Evelina Sterling, Assistant Professor of Sociology
Email: esterlin@kennesaw.edu or within D2L (*preferred contact option)

Office: PS #143 (Pilcher Building next to Library)

Office Phone: 470-578-4828

**In Person and Virtual Office Hours: Mondays and Wednesdays 11 am until 12 noon
(and by appointment)**

I. BASIC COURSE INFORMATION

Course Description:

This course is designed to introduce students to the skills and strategies necessary to successfully meet the requirements for a B.S. in Sociology. The course provides information about career opportunities in Sociology and related fields as well as information about preparing for and applying to graduate school. The primary objective of this course is to assist students in developing a plan to reach their academic and career goals. *Course Prerequisite:* SOCI 1101 Introduction to Sociology; Credits: 3-0-3

Course Goals and Learning Outcomes:

The course begins with an overview of the undergraduate major, then proceeds with an exploration of career options and graduate study, and concludes with the development of a strategic academic and career plan. Upon completion of this course students, should be able to:

- Recognize strategies for success in the KSU B.S. in Sociology program
- Demonstrate the ability to think critically
- Explain key sociological theories and key concepts
- Discuss successful academic writing skills
- Recognize sociological research questions appropriate for survey research
- Define the components of a successful literature review
- Practice reviewing literature in Sociology, including appropriate analysis and citations
- Prepare a professional resume
- Relate individual personality traits to their relevance for career choice
- Express plans for success in reaching academic and career goals

Required Texts:

All students are expected to obtain the textbooks for this class.

1. Edwards, Mark. 2012. *Writing in Sociology*. Thousand Oaks, CA: Sage.
2. Richard, Paul, and Linda Elder. 2014. *The Miniature Guide to Critical Thinking: Concepts and Tools, 7th Edition*. Tomales, CA: Foundation for Critical Thinking.

3. The following articles are available on Electronic Reserve or D2L. The password for Electronic Reserve will be provided later if needed.

ASA Style Guide (D2L)

Berger, Peter L. 2005. "Invitation to Sociology." Pp. 5-10 in Ron Matson (ed.), *The Spirit of Sociology: A Reader*. Upper Saddle River, NJ: Pearson.

Berger, Peter L., and Thomas Luckman. 2005. "The Social Construction of Reality." Pp. 17-27 in David Kauzlarich (ed.), *Sociological Classics: A Prentice Hall Pocket Reader*. Upper Saddle River, NJ: Pearson.

Charon, Joel M. 2004. "How Do Sociologists Study Society?: Researching the Social World." Pp. 8-28 in *Ten Questions: A Sociological Perspective*. Belmont, CA: Wadsworth/Thomson.

Frye, Ron. 2009. "Chapter 1: The Product is You." Pp. 1-18 in *100 Great Answers to the Toughest Interview Questions, 6th ed.* Boston: Cengage.

----- 2009. "Chapter 2: It's Still a Jungle Out There." Pp. 19-34 in *100 Great Answers to the Toughest Interview Questions, 6th ed.* Boston: Cengage.

Girden, Ellen, and Robert Kabacoff. 2011. "Chapter 1: Introduction." Pp. 1- 25 in *Evaluating Research Articles from Start to Finish, 3rd ed.* Thousand Oaks, CA: Sage.

Kursmark, Louise M. 2012. "Chapter 1: Proving Your Value to Employers." Pp. 3-21 in *Best Resumes for College Students and New Grads, 3rd ed.* St. Paul, MN: JISTWorks.

----- 2012. "Chapter 2: Writing Your Resume." Pp. 23-40 in *Best Resumes for College Students and New Grads, 3rd ed.* St. Paul, MN: JISTWorks.

Lambert, Stephen. 2009. "Chapter 1. The Self-Assessment." Pp. 3-18 in *Great Jobs for Sociology Majors*. NY: McGraw-Hill.

----- 2009. "Chapter 3. Researching Careers and Networking." Pp. 37-54 in *Great Jobs for Sociology Majors*. NY: McGraw-Hill.

Lore, Nicholas. 2011. "Chapter 15. Temperament and Personality." Pp. 183-207 in *The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success*. NY: Simon and Schuster.

Mills, C. Wright. 2005. "The Promise of Sociology." Pp. 1-8 in David Kauzlarich (ed.), *Sociological Classics: A Prentice Hall Pocket Reader*. Upper Saddle River, NJ: Pearson.

Ritzer, George. 2011. "Introduction to Sociological Theory." Pp. 33-39 in Ron Matson (ed.), *The Spirit of Sociology: A Reader*. Upper Saddle River, NJ: Pearson.

Society for Applied Sociology. 2004. *A Workbook for Job Seekers in Sociology*. Arnold, MD: Author.

Required Technology and Technical Skills

Online learners will need a computer, internet access, basic software (such as Microsoft Office Suite, Windows Media Player, Quicktime movie player, anti-virus protection and a compatible browser), and auxiliary equipment (such as a webcam and microphone headset for video-based communication). Of course, technology needs will vary by course. But this list applies to the majority of courses.

- **Computer:** Distance Learners will need reliable access to a desktop or laptop computer that has adequate memory and processing capabilities for large file downloads, video players, and synchronous meeting applications.
- **Auxiliary Equipment:** The Distance Learning Center also strongly recommends a WebCam and Headset for video-based communication. Many newer laptop or monitor set-ups are pre-equipped. These items may be required by faculty on a course-by-course basis.

- **Internet Access:** Online courses at KSU use the web to deliver courses at a distance. So, to learn in an online course smoothly, you need a high-speed Internet connection (such as DSL, Broadband, etc). This is especially important to the distance learning experience.
- **Software:** While this will vary by course, you will need a recent version of the Microsoft Office Suite. Access to MS Word, MS PowerPoint, and MS Excel are expected and necessary for viewing course material or completing assignments. Additional requirements include anti-virus protection, Windows Media Player, QuickTime movie player, and a compatible browser. Visit [UITS Training](http://uits.kennesaw.edu/) for additional information on software training, compatibility and available downloads. UITS: <http://uits.kennesaw.edu/>

COURSE STRUCTURE:

This Professional Development course will start you off as a sociology major. The overall purpose of this course is to allow you to learn some of the fundamentals needed for a career in sociology. It will allow you to reflect on sociology and share your work with your classmates. It will introduce and reinforce skills necessary for any sociology major such as theory, research methods, communication and critical thinking in order to prepare you for success.

This course also includes several activities and assignments that will address specific sociology-related knowledge and skills. There are no major exams—only written assignments and activities due almost every week. Some of these assignments will only consist of a completion grade (if you complete it fully by following the instructions and turn it in on time) and others will be graded for quality using a rubric. Most importantly, this course will largely reflect what you put into it. Please take this class seriously and use what we learn to prepare you for your future as a sociology major.

PREPARING FOR SUCCESSFUL ONLINE CLASS!

The online format of this course requires that you have a hard-wired (not wireless) high speed Internet, and already possess the basic knowledge on Internet usage (such as browsers and navigation). In addition, students should have access in multiple locations, such as home, work, campus, and/or residences of family members or friends.

This course may be challenging if you are not a self-motivated learner. There are a lot of complex writing assignments to complete within a brief period of time. You must be a strong, self-directed learner with good time management skills to remain up-to-date with readings, writing, and D2L assessments. As with most college level courses, students should expect to schedule three times the course credit hours for readings, assignments, and studying. By giving yourself *approximately nine hours* each week throughout the term for this course, you should be on track for success.

II. GRADING POLICY

Grade Earning Assignments

EVALUATION	DUE DATE	PERCENTAGE OF FINAL GRADE
Course Introductions Activity	Week #1	5%
Weekly Discussion Boards	Weekly	20%
Weekly Quizzes	Weekly	20%
Book Review Paper (1 st Draft)	Week #4	5%
Writing Center Critique	Week #7	5%
Revised Book Review	Week #9	10%
Resume Draft	Week #10	5%
Critical Analysis versus Summary Paper	Week #12	10%
Mini-Literature Review	Week #15	20%

TOTAL		100%
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1. COURSE INTRODUCTIONS -- 5% of total grade DUE: no later than 11:59 pm on 1/18

Part 1: Online Introduction: This is a two-part assignment worth 5% your total grade. First, 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 your classmates. Generally speaking, this would take the form a solid paragraph and would engage some information about what you are majoring in, perhaps your status/year, career/job information if relevant, why you are interested in gerontology, and maybe a few quirky or interesting things about yourself.

Additionally, please post a photo to your D2L profile (this occurs in the main D2L page where you logged in – under “My Settings” then “Profile”). 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, please feel free to post another image of personal significance, or you could create a “cartoon” version of yourself online as well

Part 2: Introduction Paper for Instructor:

The 2nd part of this assignment will be to write a more formal longer self-introduction that is intended solely for the instructor (hopefully it is clear that this should be different in tone and structure from your online introduction). This introduction should be minimally one page in length, but should not exceed two pages. Overall, it is not to your benefit to skimp on content/length on any course paper.

In this introduction to the instructor, you might include some of the aspects also on the discussion board, but you should expand and offer more in depth information on yourself. Herein, you might speak more at length about now only where you stand academically currently, but what aspirations you have for the future as far as education and career? What aspects of being a sociology major are you particularly interested in topically? What do you think the biggest challenges will be for you in terms of taking on online course? You may share some of your family/social background if you feel it is useful, especially how you will fit this online class into your existing schedule, responsibilities, and obligations. This is fairly open-ended but is intended to help me to “know” you better and be better able to offer appropriate guidance and feedback over the course of the semester. Please write this as a more formal introductory topic (paragraph format, not stream of consciousness, etc.). Additionally, this introduction will also help me to gauge your writing skills to hopefully advise in advance if the writing center would be a resource you should consider before submitting the final course project paper. While content is a central aspect of how papers will be evaluated, grammar and structure are also important aspects of writing, especially in an upper level course. Writing skills should be constantly growing and developing to prepare you for written communication in the working/professional world. Obviously, writing skills will be particularly important in an online course where nearly all interactions will be in written form!

2. DISCUSSION BOARDS (Due Weekly) -- (worth 20% of final grade)

While your responses won't be graded per se, points are earned for proper participation each week. In the discussion boards, students are REQUIRED to post to every discussion board by responding to the weekly question about that specific week's content. These questions will encourage you to apply what you have learned through the readings.

Additionally, you must also reply to at least one other post with more details, examples, or corrections based on the course content. A total of 15 Discussion Boards will be posted throughout the term (one for each of the 13 weeks of content plus a midterm board during week #7 and a final course discussion board during week #16). Essentially, each completed discussion board participation will count for 1% of your final grade. No partial credit or extensions will be granted for discussion board participation—it is either 100% (you participated by both answering the weekly question and responding to another post within the assigned dates) or 0% (you did not complete both of these things). While the discussion boards will remain available for the entire module, I encourage you post weekly in order to stay on track and not fall behind.

Grading Discussion Board Posts

You can locate the discussion boards by clicking on “Communication with Your Teacher and Classmates” from the Home Page as well as through each week of the three modules. In order to get credit for participating in the Discussion Boards, you need to both 1) Post at least once with a thoughtful response to the weekly question posted by the Instructor and 2) Provide a thoughtful response to one of you classmates’ responses offering additional detail.

POSTING—The Instructor will post an open-ended thought-provoking question based on the week’s topic and readings to stimulate discussion. Your response should include a descriptive topic written in the subject line to clearly give others a sense of the discussion. In the body of your post, focus on original thought and opinion about the material. To further show your understanding, provide an original real-world example or personal experience which supports or refutes the material. EACH POSTING SHOULD BE NO LESS THAN 10 SUBSTANTIVE LINES.

REPLIES—There can be multiple replies to each post, as long as each reply remains focused on the original topic and continues to extend the conversation. Your replies should clearly state if you agree or disagree with the substance of the original post, extend the conversation with additional original thought or opinion about the material, and clearly provide another unique original real-world example or personal experience which supports or refutes the position. AGAIN, EACH REPLY SHOULD BE NO LESS THAN 10 SUBSTANTIVE LINES.

3. QUIZZES (Due Weekly) – (worth 20% of your final grade)

These quizzes are to assist you with your general comprehension of the material. As a result, questions are largely definitional and come from the readings. Each week, a new quiz consisting of 10 questions will be posted corresponding with the readings, lecture PPTS, and supplemental website links and videos. You will have 20 minutes to complete the quiz. All quizzes be completed by the end of the week for which they are assigned in order to receive credit. You will have two chances to take each quiz if needed.

4. WRITTEN ASSIGNMENTS – (worth a total of 55% of your grade)

Book Review – (DUE Module #4—2/5) (worth 5%) -- Each student will select a contemporary sociology book to read and critique. This critique should be at least 750 words. This is good practice in with reading sociological research and understanding the discipline. There is a list of books which to choose a book to review and critique, but students can select books outside this list with approval from the instructor. At least 750 words; graded for completion—detailed instructions, book options, and a grading rubric will be posted on D2L.

Writing Center Critique – (DUE Module #7—2/26) (worth 5%) – All students MUST submit their book review papers to the writing center for assistance. A grade will be assigned one a confirmatory email has been received from the writing

center. For this assignment, please type up a summary of the suggestions from the writing center and submit it in Dropbox in D2L. Graded for completion by meeting with the writing center (either in person or online).

Book Review Revisions (DUE Module #9—3/12) (worth 20%) – All students must revise their Book Review papers in accordance to the writing center’s comments as well as the new information discussed in class. Graded for quality (see rubric in D2L).

Resume Draft (DUE Module #10—3/19) – (worth 5%) – Students will need to submit a draft resume incorporating the information discussed in class. Graded for completion through Owl Link submission. Instructions for Owl Link Resume Review will be provided later.

Critical Analysis versus Summary Paper (DUE Module #12—4/2) (worth 10%) -- The purpose of this assignment is for you to begin to organize your thoughts on your paper including locating (and reading) one peer-reviewed journal article. Also, it will help you discern between a summary and a critique. Pick an academic peer-reviewed journal article on any topic from a sociology-related journal. The phrase “peer reviewed” means that the publication contains articles reviewed and deemed academically sound and scientifically rigorous by the author’s peers in the field. 1) In one paragraph, summarize the journal article, telling me what it is about in your own words. 2) Next, in another paragraph, you will need to provide a critical analysis of this article. 3) Please include the citation for this article in the correct ASA format and a few sentences at the end of your paper explaining the difference between summary and critique. You can write this paper with the intent of incorporating it into your final mini-literature review paper. Graded for quality—detailed instructions and a grading rubric will be posted in D2L.

Mini-Literature Review Paper Due (DUE Module #15—4/30) (worth 20%) -- Paper must be 4-5 FULL pages using at least four outside sources about any topic of sociological significance. *A literature review or research paper discusses published information in a particular subject area.* All outside sources (i.e., articles, websites, etc.) must be academic in nature and based on research (not opinion or personal experiences). Always use proper citations using ASA style. Graded for quality--detailed instructions and a grading rubric will be posted in D2L.

Late Assignments & Excuses

Due dates for quizzes, and discussion boards are non-negotiable, and all assignments must be completed on time. You will be given plenty of notification regarding assignment due dates and all assignments will remain posted for a set period of time. Do not miss the expiration dates as no changes or extensions will be granted. In terms of written assignments, late work will be accepted with a 10 point late penalty assigned for each day late. All written assignments must be submitted through D2L before the due date to be considered on-time. Only an extreme emergency with documentation (such as an accident report or emergency room receipt copies sent to me as a .pdf or .jpg file in D2L email) will be considered. In these cases only, you **MUST** contact me **before** the due date. Warning: doctor notes must cover the entire time an exam or assignment was available online and must also be accompanied by a visit receipt date during (not after) the assignment availability time.

What if I have a technology problem?

It is your responsibility to pace and complete the work on schedule. Sometimes circumstances beyond our control (such as upgrades, software and/or hardware failure, and/or computer incompatibility) prevent us from using D2L. Note that computer/technical failure and/or waiting too late to complete the assignment **DOES NOT EXCUSE YOU** from completing the course assignments and requirements on time. You know the course schedule for graded items

now, each is available for an extended period of time, and you have enough notice to make sure your work is completed. It is best to work early in case you have to try again before the deadline.

Grading Turn Around Times

In terms of grading, I usually provide feedback and scores within two weeks, although it is usually quicker. All grades are posted in D2L.

Extra Credit

I do not provide individual opportunities for extra credit or to earn “extra points” as I want you to focus on all your graded assignments throughout the semester.

Letter Grade Assignment

Grades are “earned” and are not arbitrarily “granted” in this class. Thus, unless I make an error in calculation, I will not change your grade at the end of the semester for scholarship eligibility, graduation requirements, or any other reason. Final grades assigned for this course will be calculated based on the percentages explained above and are assigned as follows:

- A = 90-100 = Excellent; Far exceeds expectations
- B = 80-89 = Good; Exceeds expectations
- C = 70-79 = Satisfactory; Meets minimum requirements
- D = 60-69 = Passing work less than satisfactory
- F = 59 and Below = Failing; Unsatisfactory Work

III. COURSE POLICIES

POLICIES FOR WRITTEN WORK:

All written papers must be typed, double-spaced, using 12-point Times New Roman font, with one-inch margins, and must include page numbers, your name and class, title of the assignment, and proper use of citations and references. Please remove the “extra space” between paragraphs (if using Word, under “home” the “paragraph,” in the dropdown, there is a box you can check “Don’t add space between paragraphs of the same style”). Additionally, titles/heading should not be excessive—and any cover page is not included in the total number of pages. Failure to adhere to these guidelines may result in a grade deduction as per the grading rubric. Since this is a sociology class, please use ASA citation style. (See <http://www.asanet.org/students/index.cfm> for a link to ASA Quick Style Guide.

All papers must be uploaded as a digital copy to the dropbox in D2L BEFORE the beginning of class on the due date.

Your paper must be saved and uploaded with your name in the title. Document uploaded should be saved as “LastName, FirstName—Name of Assignment.” For example: Sterling, Evelina—Writing Assignment #1. Failure to save and submit your file with correct label may result in a grade deduction as per the rubric. Please double and triple check to ensure you have uploaded the correct version of your paper. Also, please verify in D2L that your paper was properly uploaded before the deadline (you should receive an email receipt). I will not grant any extensions or accept excuses for wrong versions or those that I am not able to open.

If you have a personal or family emergency and are unable to complete an assignment, you must speak with me as soon as possible so we can discuss how and when you will complete the assignment. Do not assume that you will be granted an extension, and all late papers will be subjected to a late penalty.

I encourage you to use the KSU Writing Center. It is a free services offered to all KSU students. They offer experienced writing assistants who will work with you throughout the writing process on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment (appointments are strongly encouraged), visit www.kennesaw.edu/english/WritingCenter or stop by Room 242 in the English Building.

A note on plagiarism: I check all papers for plagiarism through TurnItIn so please cite all your references when you paraphrase. If you use direct quotes, you must place the quote in parenthesis and provide the citation with the page number. If you are caught plagiarizing (which includes turning in work that is not your own as well as turning in a paper written previously for another class), you will receive a zero for the assignment, maybe fail the class (depending on the infraction), and appropriate judicial processes will be initiated. *All work produced should be researched and written by you alone and original to this specific class.* If you have any questions or concerns about what constitutes as plagiarism, please talk to me right away. See academic integrity statement below.

TAKING QUIZZES ON D2L

The easiest way to find exams on D2L is to click on the QUIZZES button. An alternative way is from the Course Home and click LEARNING MODULES that contain that module's weekly quiz. **For each Module, the quiz will remain posted on D2L at the beginning of the week so you will have seven full days to access and complete it.** Read through all the instructions the first time you take the quiz. Then, click on START QUIZ. When prompted to finish, submit for grading.

VERY IMPORTANT – Do not complete the quiz wirelessly! D2L may not record your answers, yet your attempt will be used. Instead, use a hard-wired connection.

ALSO VERY IMPORTANT—You have two chances to complete the quiz, and there is a time limit (10 minutes). Keep track of your time remaining by looking at the timer.

VERY, VERY IMPORTANT—The quizzes are scored electronically. You have one chance to choose or change the response. You must click to save the answer for each question and get to the next question. Be sure a checkmark appears for each question before submitting. Do not click on the next question unless you choose not to respond to a question. Otherwise, in any of these situations, D2L will score you zero points on each unanswered and/or unsaved question; I have no way of correcting your error, making your e-score final.

MOST IMPORTANT—EMAIL ME IMMEDIATELY IF YOU ENCOUNTER ANY QUIZ PROBLEMS!

EVEN MORE IMPORTANT—Even though these quizzes are open book and open notes (due to the nature of an online course), these exams are not designed for you to look up each questions as you take the exam. You **MUST** complete all the readings, PPT lecture slides and any additional assigned materials before the quiz date AND study thoroughly. These quizzes should also be an accurate reflection of your own work and effort, so do not plan to work with anyone else (in class or outside of class) while taking these quizzes as it will be considered cheating and be subjected to academic integrity policies, including earning a zero for the exam, failing the class, and any other appropriate judicial processes.

COMMUNICATION:

Contacting the Instructor

You are required to utilize your D2L account and check it regularly for periodic communications. **D2L email is the best way to personally communicate with me.** If you send me an email at esterlin@kennesaw.edu, please always include

“Mental Illness Online – YOUR NAME” in the subject line in order to ensure a response! For general questions that are not private, please post it in the “Ask Dr. Sterling” Discussion Board. I will also have time to meet in person while I’m on campus as well as by telephone, chats or video conferencing on D2L. These meetings are by appointment only and must be scheduled at least 24 hours in advance.

Email Responses

It is my goal to be a responsive educator and replying to your emails in a timely manner. However, just as I respect that students are usually balancing school schedules with work and family, I ask for your understanding regarding my response time as well. I do try to check my email and the D2L site at least twice a day Monday through Friday (once in the morning and once late afternoon or early evening) so I’m usually able to respond within 24 hours, although occasionally due to my schedule, it might take up to 48 to 72 hours. I do not typically check my email from late Friday afternoon until Monday morning so please do not expect an immediate response from me on the weekends or school holidays.

Connecting with Your Classmates

Just because this is online class, I still encourage you to interact with your classmates. Often, they are a great source of information and assistance, especially when you cannot reach me immediately. The best place to reach out to fellow students is on the “Student Cyber Café.” This non-graded area of the course is the proper place for students to help each other about something covered in the syllabus, the schedule, or where to find something in the course D2L site. Postings and replies should be information beneficial for all students. Do not spam the class with non-course related information under any circumstance! Also, remember these messages are not private! Although virtual communication may be less threatening, be cautious not to share inappropriate personal details. Always maintain professionalism, academic integrity, proper netiquette, and all course policies and procedures are in effect. Discussions will be monitored, and the instructor reserves the right to delete problematic postings and/or prevent an individual student from posting again.

VI. KSU POLICIES

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. **The full policy is published at the following link:**
<https://web.kennesaw.edu/scail/content/ksu-student-code-conduct>

FERPA (CONFIDENTIALITY AND PRIVACY STATEMENT)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. **The full policy is published at the following link:**
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

UNIVERSITY-STUDENT RIGHTS STATEMENT

Students of Kennesaw State University are entitled to an environment that is conducive to learning and individual growth. To this end, students enrolling at Kennesaw State University assume a responsibility to abide by the policies and regulations expressed in this section. By doing so, students may fulfill their responsibilities and enjoy the exercise of their own rights while also respecting the rights of others. **The full policy is published at the following link:**

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

KSU ETHICS STATEMENT/CODE OF CONDUCT

All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct. Kennesaw State University reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies.

The full policy is published at the following link:

<http://scai.kennesaw.edu/KSU%20Codes%20of%20Conduct%202016-2017%20edits.pdf>

KSU SEXUAL MISCONDUCT POLICY

As a recipient of federal funds, Kennesaw State University is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX), which prohibits discrimination on the basis of sex in education programs or activities. KSU is committed to providing programs, activities, and an educational environment free from sex discrimination. Sex discrimination involves treating someone unfavorably because of that person's sex. Sexual misconduct, as defined below, is a form of sex discrimination prohibited by Title IX. **The full policy is published at the following link:** http://diversity.kennesaw.edu/docs/TitleIX_Policy.pdf

STUDENTS WITH DISABILITIES

Any student with a documented disability needing academic adjustments is requested to notify the instructor as early in the semester as possible. Verification from the KSU Student Disability Services is required. All discussions will remain confidential. For more information, please contact Student Disability Services at <http://sss.kennesaw.edu/sds/>

ENROLLMENT STATUS:

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Please refer to the official KSU policy for potential reimbursement if you withdraw from a class.

V. **COURSE SCHEDULE****READING ASSIGNMENTS AND CLASS SCHEDULE**

I plan to follow the course schedule listed below as closely as possible. If changes are necessary during the semester, I will announce them in advance in class and on D2L. Please read the specified material in the text prior to the dates on which they will be discussed. I expect that you will come to class prepared to discuss assigned course material. You will be responsible for all assigned readings, whether they are explicitly covered in class or not. Please ask questions about any information presented in texts or lectures.

COURSE SCHEDULE FOR PROFESSIONAL DEVELOPMENT FOR SOCIOLOGY STUDENTS
(All weeks run from Monday morning until Sunday evening)

Module/Dates	Topics	Readings	Assignments Due DUE: Sundays by 11:59 pm
PART 1: Welcome to Sociology (Modules 1-5)			
Module 1 Jan 9-15	Thinking Like a Sociologist	-Berger, "Invitation to Sociology" (D2L) -Mills, "The Promise of Sociology" (D2L)	Introductions Assignment DUE 1/18 Discussion Board #1 Quiz #1
Module 2 Jan 16-22	How to Think Critically	Richard and Elder, <i>The Miniature Guide to Critical Thinking</i>	Discussion Board #2 Quiz #2
Module 3 Jan 23-29	A Brief Introduction to Sociological Theory	Ritzer, "Introduction to Sociological Theory" (D2L)	Discussion Board #3 Quiz #3
Module 4 Jan 30-Feb 5	Sociology as a Science	Charon, "How do Sociologists Study Society?" (D2L)	Discussion Board #4 Quiz #4 Book Review FIRST DRAFT DUE 2/5
Module 5 Feb 6-12	Researching Sociology	Edwards, Ch 1-3	Discussion Board #5 Quiz #5
Part 2: Resources for a Successful Sociology Student (Modules 6-10)			
Module 6 Feb 13-19	Student Conduct and Integrity		Discussion Board #6 Quiz #6
Module 7 Feb 20-26	Library Services and the Writing Center	Edwards, Ch 4-5	Discussion Board #7 Quiz #7 Book Review Meeting with Writing Center and Summary of Suggestions DUE 2/26
Module 8 Feb 27-Mar 5	Study Aboard and Internships	Edwards, Ch 13 and 16	Discussion Board #8 Quiz #8 Mid Course Feedback Survey DUE
Module 9 Mar 6-12	What Do You Want to Do in Life?	-Lambert, "The Self--Assessment" (D2L) -Kursmark, Ch 1 (D2L)	Discussion Board #9 Quiz #9 Revised Book Review DUE 3/12

Module/Dates	Topics	Readings	Assignments Due DUE: Sundays by 11:59 pm
Module 10 Mar 13-19	Getting a Job in Sociology	SAS, "Workbook for Job Seekers in Sociology" (D2L) -Lambert, "Researching Careers and Networking" (D2L) -Kursmark Ch 2 (D2L) -Frye, Ch 1-2 (D2L)	Discussion Board #10 Quiz #10 Resume Draft DUE 3/19
Part 3: Becoming a Sociologist (Modules 11-15)			
Module 11 Mar 20-26	Reviewing Literature	-Edwards, Ch 6-7 -ASA Style Guide (D2L)	Discussion Board #11 Quiz #11
Week 12 Mar 27-Apr 2	Writing for Sociology	Girden and Kabacoff, "Introduction" (D2L)	Discussion Board #12 Quiz #12 Critical Analysis versus Summary DUE 4/2
Apr 3-9	Spring Break		
Module 13 Apr 10-16	Managing Time, Handling Stress, and Working with Faculty		Discussion Board #13 Quiz #13
Module 14 Apr 17-23	Senior Seminar and Student Organizations	Berger and Luckman, "The Social Construction of Reality" (D2L)	Discussion Board #14 Quiz #14
Module 15 Apr 24-30	Preparing for the Future		Discussion Board #15 Quiz #15 Mini Literature Review DUE 4/30