**SYLLABUS**

**SOCIOLOGY 1010--902**

**Summer Semester 2015**

**DIVISION OF ARTS AND SCIENCES:**

**Dean of Arts and Sciences:** Will Wells

**Chair of Social and Behavioral Sciences:** Lisa Tracy

**COURSE INSTRUCTOR: Melissa Monday**

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**VIRTUAL OFFICE HOURS:** By Appointment

**REQUIRED TEXT:** Ballantine and Roberts. 2014. *Our Social World: Introduction to Sociology* Fourth Edition (Sage; Thousand Oaks, CA)

**PLEASE NOTE:** This course is administered in cooperation with the Center for Distance Education (CDE). I will refer to the Center for Distance Education as CDE throughout the materials you will receive for this course.

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**GENERAL INFORMATION**

**ARTS AND SCIENCES MISSION STATEMENT**

The Arts & Sciences Division provides breadth of knowledge through general education, enabling multiple transfer pathways by maintaining rigorous standards.

**SOCIAL SCIENCE MISSION STATEMENT**

The Social Science Department provides courses in the areas of sociology and psychology to meet program accreditation requirements and community needs. Courses are designed to teach students how to evaluate and analyze ideas; specifically those ideas related to human behavior, group dynamics and societies. To this end, the department encourages an intellectually stimulating, judgment-free environment in which issues related to the social sciences can be openly discussed and debated. In support of both the divisional and college mission, the department challenges students to be active learners in the educational process, and facilitates personal and cultural enrichment for membership in a democratic society.

**COURSE DESCRIPTION**

Sociology is the scientific study of society, including social structure and organization, human behavior, and patterns of interaction between individuals and groups. In a conscious effort to question the seemingly obvious, and to accurately describe, interpret, and predict all aspects of social life, the *sociological perspective* calls upon the student to see beyond individual experience and “common sense” ideas. Through empirical observation and systematic testing and measurement, sociology studies social life and the social causes and consequences of human behavior.

**COURSE OBJECTIVES**

Upon completion of the course students should be able to demonstrate an understanding of:

1. the sociological perspective in observing, analyzing, and understanding the social world through the application of qualitative and quantitative research methods

2. terms, concepts, and the major theories (Functionalist, Conflict, and Symbolic Interactionist) essential to understanding the field of sociology, and be able to apply these fundamentals to their own lives and the larger society

3. the influential role that historical events and issues have had on the evolution of society and development of culture

4. the structures of society (including statuses, roles, groups, formal organizations and social institutions such as family, politics and the economy) and their influence on human behavior

5. the variety of ways in which deviance is socially constructed and the ways in which society attempts to control non-conforming behaviors

6. social differentiation and social stratification as they relate to inequality between individuals and groups in society

7. the variety and influence of social movements

8. the causes and nature of social change.

**A WORD OF CAUTION**

The distance courses offered by Rhodes State College afford an alternative to the traditional method of instruction in that the student: (1) is not restricted to set classroom hours; (2) can literally review any number of times the material that is unclear. However, the student should not believe that the content of such a course has been diluted or that the level of difficulty has been diminished by virtue of its video format. Course objectives, requirements, assignments, and examinations are equivalent to the traditional classroom offerings.

**This distance course is not “self-paced.” Students are expected to complete all exams and assignments in accordance with scheduled timeframes.**

Before registering, one should consider the **added demands** that a distance course presents. The student must have the **discipline** to read and review material on a timely basis. Also, such a format asks that the student work on a far more **independent** basis, without regular contact with the classroom instructor. This does not mean that the student cannot contact the instructor for guidance and/or clarity. What this does mean is that **contact is initiated by the student, not by the instructor.** Please feel free to contact me if you have questions regarding this course. Answers to basic questions can usually be found in the syllabus. Always check before e-mailing or calling.

**E-MAIL and BULLETIN BOARD**

You may contact me via e-mail at the address listed on the front of this syllabus. You can also email me via Canvas.

**E-mail is appropriate for brief messages. It is not adequate for in-depth discussion**. If you need assistance with writing assignments or understanding course material, contact me by phone or make an appointment to speak with me in person. You may use e-mail to make these arrangements. Answers to basic questions can usually be found in the syllabus. Always check the syllabus before e-mailing or calling. If the answer is in the syllabus, I will refer you back to it.

I will use the CANVAS announcement area to post information the entire class needs to know. Except for assigned discussions, I seldom read student postings, so do not attempt to contact me through the announcement board.

**RESPONSE TIME**

Instructors will respond to students within 24-48 hours. Please do not expect immediate responses, so do not wait until the day something is due to email as it may not receive a response. Be sure to review all assignments early in the week and ask questions in advance.

**COURSE FORMAT**

**TYPE OF CLASS**

This is an accelerated online class, meaning that we will cover 2 weeks of a normal semester each week. You must plan to dedicate 18 hours a week to this class (6 hours of class time, 12 hours of reading/study time). This is the typical ratio for a 3 credit accelerated online class as stated in the Rhodes State College Catalog.

**RECOMMENDED STUDY PROCEDURE:**

1. read the Learning Objectives for the chapter in the textbook

2. read the chapter in the text book

3. read the chapter summary in the textbook

4. return to the chapter for clarification of key points read in the summary

5. review the PowerPoints on Canvas

6. complete homework assignments and papers

7. quiz yourself using the study guide—both define and apply the concepts.

**MATERIALS ONLINE**

All of the course material is available online at the course website on CANVAS. You may choose to take exams in paper and pencil format. See p. 7 for more information and requirements on paper and pencil testing.

**CHAPTER NOTES**

You are encouraged to take notes as you read the text chapters. You may use these notes while taking exams. Do not skip studying for exams because you will have notes. Notes should be regarded as backup only. If you depend on notes without having the essential knowledge of the material, you may find that you have exhausted the time allotted for the exam before you have completed it.

You can reduce the amount of note-taking that you do by reviewing the section on Test Content on p. 7 of this syllabus.

**HELP WITH TECHNICAL PROBLEMS**

The instructor is the expert on the course content. However, if you experience technical difficulties with the course website, you should contact the Help Desk at 419-995-8069 for assistance.

**COURSE SCHEDULE: Class Runs Monday 12:00am-Sunday 11:59pm**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topics** | **Readings** | **Assignments due** | | |
| 1 | May 18th – May 24th, 2015 | Introduction and The Sociological Imagination | Getting Started Folder  Ballantine: Chapter 1 | -Getting Started Assignments  -Introduction to Sociology Worksheet | | |
| 2 | May 25th – May 31st, 2015 | Examining the Social World | Ballantine: Chapter 2-3 | -Theories, Theorists, and Doing Sociology Worksheet  -Culture Worksheet  -God Grew Tired of Us: Lost Boys of Sudan Documentary Worksheet  -Survey Creation Assignment | | |
| 3 | June 1st – June 7, 2015 | Culture and Socialization | Ballantine: Chapter 4-5 | -Socialization worksheet  -Social Structure, Groups, and Interaction Worksheet  -Concept Map Assignment  **Exam 1 (Ch. 1-4)** | | |
| 4 | June 8th – June 14th, 2015 | Interaction, Groups, and Deviance | Ballantine: Chapter 6 | -Deviance Worksheet  -Audio Assignment: Am I Deviant? | | |
| 5 | Jun 15th – June 21st, 2015 | Social and Racial Stratification | Ballantine: Chapter 7-8 | -Stratification Worksheet  -Race Video Worksheet  **-Exam 2 (Ch. 5-7)** | | |
| 6 | June 22nd – June 28th, 2015 | Gender Stratification and Family | Ballantine: Chapter 9-10 | -Sex and Gender Video Worksheet  -Family Worksheet  -Audio Assignment: Gender Inequalities  **-Exam 3 (Ch. 8-10)** | | |
| 7 | June 29th – July 5th, 2015 |  |  | - Family Budget Assignment Due by *FRIDAY* July 3rd at 11:59pm | | |
| 8 | July 6th – July 12th, 2015 | Economics and Politics | Ballantine: Chapter 13 | -Politics and Economics Worksheet  -Capitalism A Love Story Worksheet | | |
| 9 | July 13th – July 19th, 2015 | Health and Medicine | Ballantine: Chapter 14 | | E-Portfolio Paper due | |
| 10 | July 20th – July 26th, 2015 | Social Change | Ballantine: Chapter 16 | | | -Coca-Cola Controversy Worksheet  -Self Evaluation Due  -Class Evaluation Due |
| 11 | July 27th – July 31st, 2015 |  |  | | | - **Exam 4 (13, 14, 16) due by Friday at 11:59pm** |

**COURSE REQUIREMENTS**

**NOTE ABOUT ATTENDANCE**

**The Federal Government requires instructors to report *attendance*** in traditional classes, and ***progress* in Center for Distance Education (CDE) classes** for all students on financial aid. However, *all* students, regardless of their financial aid status, will be tracked due to the difficulty and the privacy issues involved in selecting out only those students receiving financial aid for this process.

***Each week, students will have assigned coursework to complete. Completing the assignments also accounts for your attendance.*** This information will be monitored by school officials (other than myself), who may administratively process a “withdraw failing” (WF) for any student who is not meeting standards for satisfactory progress. In addition, failure to progress satisfactorily may jeopardize a student’s financial aid.

**PORTFOLIO**

**This is a portfolio designated course which requires you to submit a sample of your writing to the electronic portfolio database. You must satisfy this requirement as part of earning a grade for this course. Submitting the paper as instructed will ensure that you receive a grade commensurate with your work in the course.**

Information about and instructions for submitting the paper to the e-portfolio can be found on the Rhodes State homepage (www.RhodesState.edu) and on the course homepage. If you are not comfortable doing the submission on your own, you can bring your disk to the Tech Lab or Information Tech Building and request help from a Lab Assistant. Students who have taken this course in the past and submitted the e-portfolio paper will not be able to submit the paper for this class to the e-portfolio. However, they must still write the paper and submit it to the instructor.

The portfolio assignment for this course is the Application Paper. The instructions for this paper will be given during the second class meeting with the instructor.

**COURSE ASSESSMENTS**

The ability to communicate ideas through the basic skill of writing is fundamental to any college course. Careful writing requires the student to think clearly, organize information, and demonstrate conceptual knowledge and critical thinking. You should approach these writing assignments seriously and *sociologically*.

**MEETING LEARNING OBJECTIVES:** Students will meet the learning objectives with the following assessments:

|  |  |
| --- | --- |
| Learning Objective | **Assessments to Meet Each Objective** |
| demonstrate an understanding of the sociological perspective in observing, analyzing, and understanding the social world through the application of qualitative and quantitative research methods | * Exam 1 * Survey Creation Assignment * Introduction to Sociology Worksheet * Theories, Theorists, and Doing Sociology Worksheet | |
| demonstrate an understanding of terms, concepts, and the major theories (Functionalist, Conflict, and Symbolic Interactionist) essential to understanding the field of sociology, and be able to apply these fundamentals to their own lives and the larger society | * Exam 1, 2, 3, 4 * Theories, Theorists, and Doing Sociology Worksheet * E-Portfolio Paper | |
| demonstrate an understanding of the influential role that historical events and issues have had on the evolution of society and development of culture | * Exam 1 * Culture Worksheet * Lost Boys of Sudan Worksheet | |
| demonstrate an understanding of the structures of society (including statuses, roles, groups, formal organizations and social institutions such as family, politics and the economy) and their influence on human behavior | * Exam 2 * Social Structures, Groups and Interactive Worksheet * Family, Politics, and Economic Worksheets * Research Project * Capitalism: A Love Story Worksheet * Coca-Cola Video Worksheet | |
| demonstrate an understanding of the variety of ways in which deviance is socially constructed and the ways in which society attempts to control non-conforming behaviors | * Exam 2 * Deviant Behavior Worksheet * Audio Assignment 1 * Coca-Cola Video Worksheet | |
| demonstrate an understanding of social differentiation and social stratification as they relate to inequality between individuals and groups in society | * Exam 3 * Audio Assignment: Gender Inequalities * Social Stratification Worksheet * Race Worksheet * Sex and Gender Worksheet | |
| demonstrate an understanding of the variety and influence of social movements | * Exam 4 * Coca-Cola Video Worksheet | |
| demonstrate an understanding of the causes and nature of social change. | * Exam 4 * Coca-Cola Video Worksheet * Capitalism: A Love Story Worksheet | |

**Getting Started Assignments and Evaluations**

Students are required to complete several quizzes and review material the first week about online courses, the expectations of this course, plagiarism, and other important material. Students will also have the ability to introduce themselves to the class this week.

Students will complete three (3) evaluations over the course. Two (2) are self-evaluations where you will reflect on yourself including studying skills, your progress, and how to improve. The third is a class evaluation where you will answer questions regarding the class itself as a reflection.

**TESTS**

There are four (4) tests given in this course. Each is a one-hour test consist of 50 multiple-choice questions each. Review guides will be provided online to assist students in their preparation before each exam. You may use notes during exams. Scores for objective tests taken online will post immediately to the student when the exam is submitted by clicking the “finish” button. Remember to “save” each answer as you take the exam.

* **Online Testing:** I will assume that you will take your exams online unless you notify me that you prefer to take exams paper-and-pencil style at CDE.
  + Students who wish to use the paper-and-pencil testing option must request to do so by notifying me by Friday of the first week of classes either through campus e-mail or by phone.
  + You will not be allowed to opt for paper-and-pencil testing if you do not meet the notification deadline.
  + Once a student has made the choice to test online (“default” option) or by paper-and- pencil, s/he will be required to complete all exams in this format, so decide carefully which method you prefer.
* **Off Campus Proctoring of Tests:** If you are unable to come to campus for testing purposes due to extreme distances or time constraints and want to take the exam paper-and-pencil style, proctoring at a site closer to you may be arranged. Contact the Director of the Center for Distance Education for assistance, 419-995-8870
* **Test Content:** Exams will focus primarily on your understanding of sociological concepts. You will not be tested on specific dates and statistics, although you may be expected to be familiar with events during a certain time period, or to recognize the patterns that statistics demonstrate. You will not be asked to remember the names of most of the theorists who will be discussed in the text. For example, you will not be asked to match the name of a theorist with the theory s/he developed. Rather, you will be expected to understand the theory. Theorists whose names are associated with theories and terms that you will be tested on will be on the review guides that will be posted on the course website before each exam.
* **Note: Memorization and chapter notes do not guarantee success on tests. Students will be tested on their ability to apply ideas by giving and recognizing examples of concepts, theories, etc.**
* **Students must take tests as scheduled**. Test dates are listed on the syllabus schedule. Any changes will be announced. Plan to give yourself enough time to complete each exam. If you are taking exams at CDE, check the CDE testing schedule. If the exam is scheduled to take one hour, and you arrive at CDE 45 minutes before they are scheduled to close, you will not be allowed to begin the exam. If you are testing online, the test program will no longer accept answers after the time limit has expired.

**VIDEO WORKSHEETS**

Students will complete worksheets regularly in the class. These worksheets will require a student to watch a video(s) about the weekly topic and complete fill in the blank questions as they watch. The computer grading of answers are based on spelling exact, so the instructor will manually go in and grade them at the end of the week.

If issues with the videos rise, the first thing you should do is change browsers. Each video also has a second link as a back up.

**AUDIO ASSIGNMENTS**

Students will create audio responses which will require students to use the information they learned to create an oral presentation, commercial, or speech. Student should use Audacity (or a good sound recorder) to record them and export them as wav files (how to video is on CANVAS). These Audio Responses will be 3-3 ½ + minutes each. There will be (2) two of these assignments. You must submit these as wav or mp3 files. Any aud/aup files will receive an automatic zero for not following directions.

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | 80-100% | 60-80% | Below 60% |
| Coverage  (40%) | All major issues (topics and/or arguments) were identified and discussed | Most major issues (topics and/or arguments) and were discussed | Few major issues (topics and/or arguments) were identified and discussed |
| Examples  (40%) | Provides specific examples to support their report by referring to specific events in videos or documents read through quotes for each major issue | Provides specific examples to support their report by referring to specific events in videos or documents read through quotes and paraphrasing, but not for each major issue | Few examples given to support, done so out of context, no quotes given only paraphrased examples |
| Presentation  (20%) | All of the following were present:  -Clear presentation/organized  -no stuttering/(i.e. um, pausing, etc.)  - shows competency of info  -no background noises | Two of the following were present:  -Clear presentation/organized  -no stuttering/(i.e. um, pausing, etc.)  - shows competency of info  -no background noises | One or none of the following were present:  -Clear presentation/organized  -no stuttering/(i.e. um, pausing, etc.)  - shows competency of info  -no background noises |

**CONCEPT MAP ASSIGNMENT**

Students will be required to complete an assignment designing a concept map around groups and statuses in their lives. This will have two components: the creation of the concept map and an explanation of that map. Students should not start this assignment until the video worksheet for that week has been completed in order to obtain the background needed.

**SURVEY CREATION ASSIGNMENT**

Students will use what they learned about data collection to create their own survey. It is very important for students to listen to the direction in the video instructions very carefully.

**RESEARCH PROJECT**

Students will prepare and analyze budgets for 3 different families. Students will be given a copy of the information to use to collect data and then will develop each budget and provide an explanation of each. This will be turned in with a separate analysis. The analysis will be typed, 700-900 words each, double spaced with a 1” margin. Your name, class and section should be typed at the top of each page. You will be provided further detail when the assignment is given.

**E-PORTFOLIO ASSIGNMENT**

The assignment will require that you use your **knowledge of the 3 major sociological perspectives: Structural Functionalism, Social Conflict and Symbolic Interactionism.**

As with any **formal writing assignment**, the paper should be written using complete sentences and paragraphs, have minimal spelling, grammar and punctuation errors, and use appropriate formal vocabulary. The paper is to be typed double-spaced with a 1” margin. Include your name and the course number at the top of each page. Allow yourself time to review and make corrections before submitting the assignment. Writing quality will be considered in the grade.

Students will submit the paper to the instructor using the dropbox provided for this purpose under the Lessons tab. The paper must also be submitted to the e-portfolio database in order for you to receive a grade for the course, unless you have taken the course previously and submitted a paper to the e-portfolio. Instructions for the writing assignment will be provided at the second class meeting with the instructor.

**EXTRA CREDIT**

There are three video analysis extra credits. Each will be worth up to 20 points.

**COURSE GRADE**

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Points Possible | 93-100% | A |
| Exams (4) | 200 | **90-92.9%** | **A-** |
| Meetings | 50 | **87-89.9%** | **B+** |
| * Family Budget Assignment | 40 | **83-86.9%** | **B** |
| * Budgets/Explanation of Budget | 60 | **80-82.9%** | **B-** |
| Analysis of Budgets | 100 | **77-79.9%** | **C+** |
| E-Portfolio Essay | 100 | **73-76.9%** | **C** |
| Concept Map Assignment | 30 | **70-72.9%** | **C-** |
| Survey Creation Assignment | 25 | **66-69.9%** | **D+** |
| Video Worksheets | 215 | **60-65.9%** | **D** |
| Audio Assignments (2) | 80 | **0-59.9%** | **E (non-passing)** |
| Getting Started Assignments/Self Reflections/Class Reflections | 50 |  |  |
| Total | 850 |  |  |
|  |  |  |  |

**POLICIES**

**LATE WORK POLICY**

* No late work is accepted in this class due to the fast paced schedule.
  + Assignments are laid out with adequate time to help you plan and prepare the assignments. This is a professional classroom; therefore everyone will be treated like responsible adults with the capability of meeting deadlines. Only under extreme circumstances (i.e. death in family, in-patient hospitalization) will assignments be accepted late without penalty. If granted, documentation must be provided showing this.
* **Make-up tests** at the CDE Testing Center or online will be allowed only if the student has a legitimate reason for needing to do so. In the event of an emergency which prevents the student from taking a test within the timeframe stated on the syllabus schedule, the student (or someone acting on the student’s behalf) must notify me as soon as possible.
  + Students who fail to take a make-up exam within one week after the testing date will not be authorized to do so unless documentation of a personal emergency is provided

**INCOMPLETES**

A course grade of Incomplete (I) will be given only if (1) the student has discussed missing

course work with me before the last week of the semester, (2) the reason for missing work is

legitimate, and (3) the student has completed a substantial portion of the course requirements.

**DISABILITY SERVICES OFFICE**

ADA Reasonable Accommodations: Accommodative Services supports all students with documented disabilities who are enrolled for credit.  Students who have documented disabilities and feel they would benefit from accommodations at Rhodes State should contact Accommodative Services in person in the Technical Education Laboratory building, Room 132 (TL 132), via email at[AccommodativeService@RhodesState.edu](https://mail.rhodesstate.edu/owa/redir.aspx?C=a1cb9d5d373c4152a3a8123ca41062e8&URL=mailto%3aAccommodativeService%40RhodesState.edu), or via telephone at 419-995-8498.  Students must meet with Accommodative Services, receive an Accommodations Letter, and present the letter to the instructor **by the end of the first week of the term.**

**TUTORIAL SERVICES**

**The Learning Center (TLC):** All enrolled students of the college are eligible for tutoring services. The Learning Center, Science Building 151, offers tutoring in Social Science course work. Call the office assistant for the schedule: 419 995-8039. Drop-in tutoring is available for writing (any assignment.) Please take a copy of the assignment with you when you go to the center.

**Math and Science Skills Center (MSSC):** The center offers tutoring services in Mathematics, Life Sciences, Physics and Auto CAD. The center is located in SCI 240.

**CODE OF STUDENT CONDUCT**

Codes of student conduct and rules for classroom behavior are in accordance with those described in the Rhodes State College Student Handbook, or Catalog, under the section on “Code of Student Conduct”: violations are handled in accordance with published policies and procedures found in the same handbook.

**Academic Honesty:** All class members are assumed to be honest. Attempting to deceive, defraud, or use dishonesty for one’s own gain cannot be tolerated in any form. Cheating during any class activity is unethical and compromises the integrity of the college and subverts the

**Submitting Substantially the Same Work:** Submitting substantially the same work to satisfy requirements of one course that has been previously or simultaneously submitted to satisfy the requirements for another course, without permission of the instructor for which the work is being submitted and without including the original work for comparison, is not permitted. See Section 10.5 of the Code of Student Conduct.

**Plagiarism: Plagiarism is the use of someone else’s writing and/or work without giving proper credit – or perhaps without giving any credit at all to the writer of the original material. Whether plagiarism is intentional or unintentional, it represents a serious academic offense that can be easily avoided by adhering closely to the following advice. A student must document his/her source of information whenever she/he:**

1. Uses a direct quotation.

2. Copies a table, chart, or diagram.

3. Constructs a table from data provided by others.

4. Paraphrases a passage in his/her own words

5. Presents specific examples, figures, or factual information taken from a specific source and used to explain or support his/her judgments (James M. McCrimmon, Writing With a Purpose, p. 499).

In addition to this definition, the Instructional Division of Rhodes State College considers plagiarism to include: (1) submitting the work of another student, (2) copying from another student, or (3) using unauthorized notes or crib sheets to complete assigned work. [Adopted from a statement used by the Human Services Program at Rhodes State College.] **Please be aware that plagiarism or the appearance of plagiarism can lead to charges of academic misconduct.**

**MISCONCEPTIONS**

* *Distance-learning courses are easy*.

Distance-learning courses are different from traditional courses, but not easier. Distance-learning courses “will have the same quality and academic integrity as traditional on-campus courses conducted in the classroom.” In fact, distance-learning courses require a special discipline and persistence and perhaps greater self-reliance than traditional classroom courses. The work load is no less, and may be more, since you have to make up for the three hours you will not spend in direct instruction in a classroom. The time required varies depending on the type of assignments you have in a given week and—this is important!—varies with your reading speed and comprehension and your writing and typing skills. Start with a schedule that allows nine hours a week for this course. You can adjust up or down as you gain familiarity with the requirements of the course. (**The typical class, both online and traditional requires 2 hours outside of the classroom to do homework/study per credit. For 8 week classes, that is doubled As a three credit accelerated 8 week class, that means 6 hours of class time and 12 hours of homework/study time for a total of 18 hours a week)** You shouldn’t need that much time for this class, but you want to plan as if you do just in case.

* *In distance-learning courses the work is self-paced.*

Although you will not meet in a classroom twice a week, this course is no more self-paced than a traditional class. You have assignments to read and write; there are quizzes and exams to take: this work has to be completed within a specific time. You will participate in discussions with your classmates via a discussion board, and you will do so by specific deadlines. Many assignments will be posted for several weeks rather than just one. Procrastination is not a good idea.

* *The distance-learning course, the Internet, and e-mail are available twenty-four hours a day; my instructor must be available, too.*

Your instructor is here to help you, **but not twenty-four hours a day**, every day. Your instructor has other responsibilities and has a life. See the section on communication for information about getting in touch with your instructor. Plan your work so that there is adequate time for communication when you need help. There is no distance-learning EMS. Students need to respect that the world does not revolve around them and that if they wait till the day an assignment is due and have issues, the professor may not respond to the email. ***The response time of an online class is 24-48 hours***. Your instructor will try to answer emails as soon as possible, however sending an email the day an assignment is due and expecting them to drop everything for you is unrealistic.

* *Since there are videos and PowerPoints that are included on Canvas for each chapter, I do not need to read the book from cover to cover.*

The PowerPoints and worksheets that you complete over each chapter are only meant to **supplement** what you are reading. Reading and carefully taking notes over each chapter and completing the assignments is the only way to ensure that you are getting all the information you need to understand the course and prepare for the exams. Not reading the book will result in low test scores.

**IMPORTANT PRACTICES**

Make this part of your routine.

* Check your Rhodes e-mail account frequently for communications about this course. Once a day, Monday through Friday, is not too often.
* Check the Announcement Board frequently to check for updates to the course.
* Time management is crucial. Establish a regular schedule with sufficient time allocated to the study of sociology and adhere to it. There are several assignments due each week. Start early in the week to make sure you complete everything.
* “Once over” is inadequate for mastering the content and skills of sociology. Review frequently.

**NETIQUETTE**

In all course communication disrespect toward students or the instructor will not be tolerated. Any dangerous or disrespectful behavior is grounds for permanent expulsion from the class. In our virtual classroom, you will communicate with your classmates and instructor using e-mail and discussion board. Your online conduct is referred to as “netiquette.

* Be courteous and respectful of your colleagues. You do not have to agree with everything they post: as a critical thinker, you will consider claims carefully and will be prepared to challenge, correct, argue with those that you think are incorrect, incomplete, or inadequately supported. But disagree without being disagreeable. Always base your positions on evidence and logic and avoid personal attacks.
* **Rude, abusive, or profane language will disqualify your submissions for that assignment and can have consequences for your continuing in the course**.
* Respect the fact that the forum is a closed discussion; do not forward mail or forum posts to people outside the group without the author’s permission.
* Think before you write. Unlike a traditional class where we can see and speak to each other, an online course does not allow us to use nonverbal cues (facial expressions, tone of voice, gestures). Remarks that might be humorous when spoken can easily be misconstrued when written. Choose your words with care to lessen the chance that you will be misunderstood or misinterpreted.
* Keep your questions and comments relevant to the topic of the discussion forum.  Communication that does not address the topic of the forum and or that intended for an individual or small group of individuals should be e-mailed to those people directly.
* Do not write messages in all capital letters. This is considered SHOUTING.
* All discussions should be written in full sentences.