**Online Course Structure:**

This is a totally online course in which ALL of the course requirements will be completed online. We will not meet face to face this term. Basic information and computer literacy is required in one of the computer formats (Windows, Macintosh, or GNU/Linux). Students must have a Toromail account and be able to use Blackboard. You are responsible for making sure you have the correct hardware and software (see below) to attend online sessions, view lectures, take exams, and otherwise complete all course work. Failure to do this in a timely manner is not an excuse for missing deadlines. Everything you need to complete this course is found on the blackboard site, and all of the information contained in this course syllabus can also be found on the course site by following the links in the ‘start here’ section of the course.

Each class session is a “module.” For each module, there will be a lecture uploaded for your convenience. These recorded lectures (audio and powerpoint) are designed to accompany your assigned readings. Some modules also include links to videos found elsewhere on the web. You will have assignments and discussion postings on each module. The lecture, videos, and activities will take approximately 2-3 hours to review, weekly. Completion of course readings, response posts, and assignments will take another 4-6 hours each week.

You are required to take two online exams on pre-arranged dates and times. **You must be available for the scheduled exams or you cannot take this course.**

**Required Equipment and Hardware:**

*Computer*. A computer that meets minimum specifications will suffice, as will computers in the campus computer lab. To use all of the blackboard resources you need the following system requirements:

* PC/Windows: Windows XP, Vista, 7, or 8 (32 bit or 64 bit)
* MAC: Supported versions of Mac OS include OS X 10.6 – 10.8(64 bit)
* 1 GB of free RAM
* 20 MB free disk space
* at least a 28.8 kbps Internet connection

Please note that the most current blackboard update works on most mobile devices with the exception of blackboard collaborate software, which must be installed on a desktop or laptop computer.

*Headset with microphone*. You need to have a headset with a noise-canceling microphone for live sessions. **If you don’t have this kind of headset, all the other participants in the live session will hear your background noise and it will be disruptive**. Headsets from Microsoft and Logitech (with noise-canceling mics) are available from Best Buy, Fry’s and other sources.

*Webcam (optional).* If you don’t have a webcam installed in your laptop (or other computer-like devices), then you can purchase one from Best Buy, Fry’s and other sources. For example, you can purchase a webcam from Best Buy for $19.99.

**Required Software**

For Mac users, you need the latest version of either Safari or Firefox. You can get firefox here: <http://www.mozilla.org/en-US/firefox/new/> . On Windows, Blackboard works best when accessed through the Google Chrome browser. You can get chrome here: <https://www.google.com/intl/en/chrome/browser/index.html#eula> . The online classroom software we use (blackboard collaborate) requires the most recent update of java. For each browser, follow the links to find the appropriate one for the device and operating system you are using. You must install this software or it will not work properly. You can find java at: <http://www.java.com/en/download/ie_manual.jsp?locale=en> . That free download gives you the option to also install the 'ask toolbar' - this is a browser add-on that is not required for this class, so please feel free to decline add-ons if you wish. You will also need the adobe acrobat reader, which can be found at: <http://get.adobe.com/reader/> . Finally, you will need word processing software. This choice I leave up to you, however, whatever you choose this software must be able to open and save files in a Microsoft word compatible format. All documents uploaded onto the site must be in format (this includes mac users). I cannot open “.pages” files or “.pages.doc” files.

Please note that where you access the course may make a difference, depending on your internet security settings. For example, if you try to attend online lectures from a public network such as an airport or coffee shop, your security setting might block java from running since these networks are less secure than home or work networks. You will have to either change your security settings when prompted, or go somewhere else to access the internet. It is best to access the course at home, and to do so when other family members are not eating up bandwidth with other online activities while you are attending class sessions.

*Blackboard***.** All students will be automatically assigned to the blackboard appropriate on-line platform. Instructions for how to use blackboard for lectures, assignments, discussion and exams are contained in this syllabus. Additional instructions may be sent via email, so please check your email regularly. It is your responsibility to seek me out for additional assistance accessing Blackboard when necessary. Please utilize my office hours for such assistance. Moreover, students are required to check Blackboard daily for important messages and grade updates. Students will be held responsible for all subject matter covered on Blackboard and in lectures.

Blackboard Collaborate is software that allows instructors to provide real-time online learning and collaboration. You can locate Blackboard Collaborate on your Blackboard course homepage in the Content Areas for live sessions, office hours, and recorded lectures. To make sure you have blackboard collaborate software correctly installed you must complete the system requirements check before our first day of class.

To go to blackboard directly, go to toro.csudh.edu and logon with your student credentials. You will see the link for our course on the left-hand window pane, and inside that course you will find a link for the "**system requirements lecture**" in that same left hand pane. **You MUST watch that lecture and follow the instructions outlined there BEFORE the first day of class**. If you already have the correct system and software requirements, this will take you only about five to ten minutes to complete. You have plenty of time to do it so all of you should be able to do this system check before the first day of the semester and there will be no exceptions to this policy. If you do not already have the blackboard collaborate software on your computer, it will automatically install when you watch the system requirements lecture.

To enter live or recorded sessions: click on sessions, then click on launch room. There is a link on the launch page for MAC users: use this link if the launcher fails to open. But be patient, because it takes the program a moment to open. When prompted, run the blackboard collaborate software.

**Grading:**

Participation 5%

Reading Responses 10%

Discussion Posts 15%

Presentation 5%

Quizzes 20%

Midterm Exam 25%

Final Essay 20%

Grading key: <60 (F), 60-62.9 (D-), 63-67.9 (D), 68-69.9 (D+), 70-72.9 (C-), 73-77.9 (C), 78-79.9 (C+), 80-82.9 (B-), 83-87.9 (B), 88-89.9 (B+), 90-92.9 (A-), 93-100 (A)

Blackboard does not properly report running totals and students often incorrectly calculate their midterm grades because of this. To minimize this confusion grades on individual items will be reported as the percent correct. Approximate course grades will be reported both at the midterm and a few weeks before the final. If you would like an approximate grade at any other time please visit office hours, or you can calculate your current course grade at any time using these weighted points. The above grading scale is a weighted scale, where each point equals 1% of your total grade. Unless otherwise stated, items in each category are worth an equal proportion of the total weighted points. For example, there are a total of 15 discussion posts, for a total of 15 weighted points. This means that each post is worth 1 weighted point, regardless of the number of questions in the discussion board prompt. If you received 80% on your discussion posts, and there have been five posts so far in the course, then you have receive 5\*.80 or 4 weighted points. Information about the total number of quizzes, responses, and other graded items is found in the description below. For each graded item, you must complete it by the due date to receive full credit. The due date for each module is specified in the course calendar below.

*Participation.* Timely review of lectures and other course materials is crucial for success in this course. Readings constitute an important part of this class and are essential in helping you grasp the theories and concepts we will be covering throughout the semester. You are responsible for completing assigned readings by the deadlines stated, engaging in class discussions, and participating in classroom exercises. Participation must be grounded in the readings and contribute positively to the intellectual environment of the course. Classroom behavior that jeopardizes a productive learning environment (see “Course Policies”) does not receive participation or extra credit points. Participation is 5% of your grade. Your participation grade will be based on timely review of course materials in each module. Once you have participated, you must click the box that says “reviewed” in order to receive credit for that item. Because engagement is so crucial to success, up to an additional 5% extra credit in overall course grade is given to extra posts (beyond the required minimum number) in discussion or reading response forums.

*Reading Responses.* Reading responses are worth 10% of your grade. There are 11 total reading responses. Your posted response must be informed by any readings assigned for that week. Each post must be at least two full paragraphs (7-10 sentences) to receive full credit. A great strategy for the reading response is to summarize the main point of the article, comment on some things you thought were interesting, comment on points you think you are likely to be tested on, and relate the reading to previous modules. This should meet both the length and content requirements. For more detailed information about these requirements see the rubric located in the ‘start here’ section of the course site.

*Discussions.* Discussion is worth 15% of your grade. There are a total of ten discussion forums. Posts are a forum for you to share your thoughts, critiques, and questions about the course material. Your posted response must address the question asked and be informed by any readings assigned for that module. Posts that jeopardize a productive learning environment (see “good citizenship” section) will result in a negative discussion grade. Each post must be at least one full paragraph (7-10 sentences) to receive full credit, and each reply must be 2-3 sentences. For more detailed grading information, see the discussion rubric posted in the ‘start here’ section of the course site. I read every discussion post, but because of time constraints I am unable to respond to all of them. In course announcements I will include reflections on postings of the class as a whole, and I encourage you to use my guidance in these posts to improve your discussion board performance in subsequent weeks. See discussion board guidelines later in this document.

*Presentations*: You will be responsible for preparing a presentation during this course. Each student will sign up to prepare a 15 minute presentation based on one of our course readings. The aim of this assignment is to present and effectively communicate what the specific reading is about and what issues/problems the author raises. Students are welcome to use power point, though it is not required. Each presentation will count for 5% of your total course grade. For more detailed information about the requirements see the Presentation rubric posted in the ‘start here’ section of the course. There will also be a posted lecture with helpful information about how to prepare.

*Quizzes.* Quizzes are worth 20% of your grade. Each module contains a quiz that tests your comprehension of the materials in that module. The quizzes will/may consist of multiple choice, true/false, matching, and short answer questions. Quizzes are created in blackboard using the ‘test’ tool. For more information about taking tests in blackboard, see the helpful syllabus and policies links in the ‘start here’ section of the course site.

*Exams*. Exams are worth 25% of your grade. There are two exams in this course. The exams will/may consist of short answer and essay questions. These questions seek to gauge not only your ability to memorize pertinent concepts but also your ability to draw inferences from facts and logical deductions from theories and your ability to connect theories learned in the course to real world issues. The exams will cover all course material including all lectures, response forums, and discussion forums. For more information about taking tests in blackboard, see the helpful syllabus and policies links in the ‘start here’ section of the course site.

**EXAM 1: October 18th from 3:30 p.m. to 9:30 p.m.**

**EXAM 2: Dec 6th from 3:30 p.m. to 9:30 p.m.**

For all the exams, you will be required to login to Blackboard and complete the test on the day and time listed above. These requirements are also listed in the course calendar, the course home page, introductory lectures, and various introductory course announcements. You must allow 1.5 hours to take each exam. Therefore, you should be available to log on no later than 8p.m. to take the exam on those dates. Unfortunately, if you are unable to take the exams at the times scheduled, you cannot remain enrolled in the course.

*Final Essay*. You will write a 5-7 page (double spaced, 12 pt font) essay on a topic of your choice. You may select a topic addressed in this course (e.g., drug abuse) or pick an example of deviant behavior outside of our class readings. This assignment asks that you apply *two course readings* and *two outside sources* to the topic you have chosen. You will be given more detailed instructions about the essay via lectures uploaded to the ‘paper’ link in the content area of the course website. You must turn in the paper via blackboard in this same content area, and a copy of your paper will be submitted to turnitin.com for plagiarism review. You must submit the essay topic to the instructor by September 25th. The final essay is due **December 4th.**

\*\*Syllabus is subject to change, so make sure you listen carefully in class.\*\*

**Course Outline:**

**Module 0: Introduction. Must be completed by 11:59 pm on 8/29 or you will be dropped from the course!**

Before starting the content modules, click through the links in the ‘start here’ section of the course. This includes:

* Read the welcome announcement
* Read this syllabus!
* Review the course introduction lectures and click REVIEWED to receive credit.
* Review System Requirements Lecture, then click REVIEWED. This confirms that you have met the technical software requirements by the first day of class, and that you know how to set up blackboard collaborate.
* Complete Online Student Responsibility Exercise

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| **Mod 1 Defining Deviance**  |  |  | **must be completed by 11:59 pm on 8/30** |

At the end of this module you will be able to:

* Identify the central issues in the sociological study of deviance
* Explain the relationship of deviance and social control
* Explain the relationship of deviance and stigma
* Define “defining deviance down”

Readings:

Pfohl, Images of Deviance

Moynihan, Defining Deviancy Down

Task List for this module:

* Post to the “Introduce Yourself” Discussion board
* Post to the Reading Response Forum
* Review Defining Deviance Lecture
* Post to the “Fun with Deviance” Discussion Forum
* Complete Module 1 assignment
* Take the module 1 quiz

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| **Mod 2 Theories of Deviance: The Positivist Perspective**  |  | **must be completed by 11:59 pm on 9/6** |

At the end of this module you will be able to:

* Articulate the basic premises of positivist theory
* Apply positivist theories to a specific situation
* Critically evaluate the strengths and weaknesses of positivist theory

Readings:

Merton, Strain Theory

Sutherland and Cressey, Differential Association Theory

Hirschi, Control Theory

Braithwaite, Shaming Theory

Task List for this module:

* Post Reading Response
* Post to the “Positive about Positivism” Discussion Forum
* Review Positivism Lecture
* Review Student Presentations
* Complete Module 2 assignment
* Take the Module 2 Quiz

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| **Mod 3 Theories of Deviance: The Constructionist Perspective**  |  | **must be completed by 11:59 pm on 9/13** |

At the end of this module you will be able to:

* Articulate the basic premises of constructionist theory
* Apply constructionist theories to a specific situation
* Critically evaluate the strengths and weaknesses of constructionist theories

Readings:

 Becker, Labeling Theory
 Katz, Phenomenological Theory

Quinney, Conflict Theory
 Daly, Feminist Theory

Task List for this module:

* Post Reading Response
* Review Theory Lecture
* Review Student Presentations
* Complete Module 3 assignment
* Take the Module 3 Quiz
* Post to the “Putting Theory to the Test” Forum

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| **Mod 4 Physical Violence**  | **must be completed by 11:59 pm on 9/20** |  |  |

At the end of this module you will be able to:

* Apply theories of deviance to examples of physical violence
* Understand physical violence in a social and historical context
* Explain the brutalization hypothesis
* Evaluate the relationship between physical violence and marginalized status

Readings:

Peraino, What Drives Libyan Suicide Bombers in Iraq?
Fox and Levin, Serial Murder: Popular Myths and Empirical Realities
Kimmel and Mahler, What Triggers School Shootings?
Vandiver, et al, “I Hope Someone Murders Your Mother!”: Extreme Support for the Death Penalty

Task List for this module:

* Post the Module 4 Reading Response
* Review the Lecture
* Post to the Physical Violence Forum
* Review Student Presentations
* Complete the Module 4 Assignment
* Take the Module 4 Quiz

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| **Mod 5 Intimate Violence**  | **must be completed by 11:59 pm on 9/27** |  |  |

At the end of this module you will be able to:

* Apply theories of deviance to examples of intimate violence
* Understand intimate violence in a social and historical context
* Synthesize sociological theories with explanations for the occurrence of intimate violence
* Evaluate the relationship between intimate violence and marginalized status

Readings:

Bates, Tenured and Battered
Dunn, Intimate Stalking: Characteristics and Consequences

Jackson, Child to Mother Violence
Lawson, How Child Molesters Explain Their Deviance

Task List for this module:

* Post your Reading Response
* Review the Intimate Violence Lecture
* Review the Module 5 Video
* Review Student Presentations
* Complete the Module 5 Assignment
* Post to the “Breaking the Code” Discussion Board
* Take the Module 5 Quiz
* Submit Final Essay topic

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| **Mod 6 Self-Destructive Deviance**  | **must be completed by 11:59 pm on 10/4** |  |  |

At the end of this module you will be able to:

* Explain the social structural reasons for self-destructive behavior
* Apply sociological theories of deviance to self-destructive behavior
* Evaluate the relationship between self-destructive deviance and marginalized status

Readings:

Joiner, The Desire for Death
Adler and Adler, Self-Injurers: “A Lonely Crowd”
Rosenhan, Being Sane in Insane Places
Conrad and Potter, The Emergence of Hyperactive Adults as Abnormal

Task List for this module:

* Post Reading Response
* Review the Self-Destructive Deviance Lecture
* Review the Video on Suicide
* Post to the “Aren’t we all crazy?” Discussion Forum
* Review Student Presentations
* Complete the Module 6 Assignment
* Take the Module 6 Quiz

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| **Mod 7 Victims of Stigma**  | **must be completed by 11:59 pm on 10/11** |  |  |

At the end of this module you will be able to:

* Evaluate the relationship between stigma and marginalized status
* Place explanations of status and stigma in a social, cultural and historical context
* Explain the avoidance of stigma as a mechanism of social control
* Define internalized homophobia

Readings:

Thorne and Anderson, Managing the Stigma of Personal Bankruptcy
Goode, The Stigma of Obesity

Cooper, What Is it Like to Be a Rural Lesbian?
Taylor, “You’re Not a Retard, You’re Just Wise”

Task List for this module:

* Post Reading Response
* Review Stigma Lecture
* Post to the “Stigma” Discussion Forum
* Review Student Presentations
* Complete the Module 7 assignment
* Take the Module 7 Quiz

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| **Mod 8 Midterm**  | **October 18th from 3:30 p.m. to 9:30 p.m.** |

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| **Mod 9 Heterosexual Deviance**  | **must be completed by 11:59 pm on 10/25** |  |  |

At the end of this module you will be able to:

* Describe the process by which sex tourism emerged in Havana and Amsterdam
* Apply feminist theories to sex tourism and prostitution
* Explain motivations for engaging in sex work in a social, cultural, and historical context
* Evaluate the relationship between heterosexual deviance and marginalized status

Readings:

Wonders and Michalowski, The Globalization of Sex Tourism
Weitzer, Flawed Theory and Method in Studies of Prostitution

Wesely, Exotic Dancers: “Where Am I Going to Stop?”
Dunn, “Everyone Knows Who the Sluts Are:” How Young Women Get Around the Stigma

Task List for this module:

* Post Reading Response
* Review the Heterosexual Deviance Lecture
* Review the Heterosexual Deviance Video
* Review Student Presentations
* Complete the Module 9 assignment
* Take the Module 9 Quiz

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| **Mod 10: Substance Use & Abuse** | **must be completed by 11:59 pm on 11/1** |  |  |

At the end of this module you will be able to:

* Apply social bond theory to binge drinking on campus
* Explain accounts of drinking as neutralization techniques
* Critically evaluation media coverage of drug ‘epidemics’
* Apply social bond theory to drug selling behavior
* Evaluate the relationship between substance use and marginalized status

Readings:

Durkin, et al., Binge Drinking on College Campuses
Peralta, “Hey Don’t Blame Me…Blame the Booze”
Inciardi and Goode, OxyContin: A Prescription for Disaster
Mohamed and Fritzvold, Damn, It Feels Good to be a Gangsta: Selling Drugs on Campus

Task List for this module:

* Post your Reading Response
* Watch the Binge Drinking Lecture
* Watch the Drug Dealing Lecture
* Review Student Presentations
* Complete the Module 10 Assignment
* Post to the “Drugs on Campus” Discussion Board
* Take the Module 10 Quiz

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| **Mod 11: UnderPrivileged Deviance**  | **must be completed by 11:59 pm on 11/8** |  |  |

At the end of this module you will be able to:

* Describe motivations for shoplifting using techniques of neutralization
* Describe motivations for burglary and carjacking in a social, cultural, and historical context
* Analyze workplace deviance as a mechanism for dealing with precarious situations

Readings:

Cromwell and Thurman, Shoplifters: “The Devil Made Me Do It”
Cromwell, Burglary: The Offender’s Perspective
Jacobs, et al, The Immediate Experiences of Carjacking
Hoffman, The Good Thing About Workplace Deviance

Task List for this module:

* Post Reading Response
* Review the Property Theft Lecture
* Review Student Presentations
* Post to the “Devil Made me Do it” Discussion Forum
* Complete the Module 11 Assignment
* Take the Module 11 Quiz

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| **Mod 12 Privileged Deviance**  | **must be completed by 11:59 pm on 11/15** |  |  |

At the end of this module you will be able to:

* Apply sociological theories of deviance to privileged deviance
* Critically evaluate accounts of privileged deviance
* Examine the social, cultural and historical context surrounding privileged deviance

Readings:

Shover, et al, Criminal Marketing: A Profession on the Line
Kalich, The Neutralization of Professional Deviance Among Veterinarians

Xin and Rudel, Societal Causes of Political Corruption
Ulspreger and Knottnerus, Enron: Organizational Rituals as Deviance

Task List for this module:

* Post Reading Response
* Review the Privileged Deviance Lecture
* Review Student Presentations
* Complete the Module 12 Assignment
* Take the Module 12 Quiz

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| **Mod 13 Internet Deviance** |  | **must be completed by 11:59 pm on 11/25** |  |

At the end of this module you will be able to:

* Define money slavery
* Critically evaluate accounts of internet deviance in social, cultural, and historical context
* Apply sociological theories of deviance to examples of internet deviance
* Explain the relationship between internet deviance and marginalized status

Readings:

Durkin, Show Me the Money: Online Mistresses and Slaves
Orr, Online Dating: “I’m Dysfunctional, You’re Dysfunctional”

Pruitt, Online Boys: Male-for-Male Internet Escorts
Hinduja and Patchin, Cyberbullying: Offenders and Victims

Task List for this module:

* Post Reading Response
* Review the Internet Deviance Lecture
* Review Student Presentations
* Post to the “Cyberbullying” Discussion Forum
* Complete the Module 13 Assignment
* Take the Module 13 Quiz

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| **Mod 14 Controlling Deviance** |  | **must be completed by 11:59 pm on 12/5** |  |

At the end of this module you will be able to:

* Explain the relationship between social control of deviance and marginalized status
* Critically evaluate societal responses to deviance in social, cultural, and historical context

Readings:

Tewksbury and Lees, What It’s Like to Be Known as a Sex Offender
Leck and Galperin, Responses to Workplace Bullying

Copelton, Eating for Two: How Pregnant Women Neutralize Deviance
Goode, A New Way of Fighting the War on Drugs

Task List for this module:

* Post Reading Response
* Review the Controlling Deviance Lecture
* Review the Course Wrap-up Lecture
* Review Student Presentations
* Complete the Module 14 Assignment
* Take the Module 14 Quiz

**Final Paper Due December 4th at 11:59 p.m.**

 **Final Exam December 6th from 3:30 p.m. – 9:30 p.m.**

**Additional Course Policies:**

This syllabus is a contract. Please read it carefully. All the below policies are also available separately on the course website under the ‘syllabus and policies’ link.

**How to get and A in this class**

1. Check the syllabus and website at least twice a week for important announcements and due dates.
2. Be prepared and on time. Do the reading ahead to time.
3. Take notes during class! Pause lectures to write stuff down.
4. Participate – I know this is hard for some of you, but your grade is based on asking questions and/or participating in class discussions. Make a point to respond to as many posts as possible. Come to see me during office hours to talk about how you can better participate.
5. Form a study group with your classmates.
6. Make yourself known to me – don’t be a faceless student in the crowd! Show an interest in the class, come to office hours, and talk to me. If I understand you, I can help you understand the material.
7. If your interim grade is lower than you want, come to office hours for specific advice about how to improve.

**Attendance and Missed Work.** You are expected to be prepared for class and to keep up with the posted schedule. You do not want to fall behind because it is very hard to catch up. Students think that online classes are easier but they are not, because it is very easy to fall behind in an online class: you can just say “I will watch the lecture tomorrow” and then tomorrow never comes! This is important enough to repeat: ***the majority of the work in this class is dependent on keeping up and being prepared.***

In addition, you are expected to complete your work in a timely manner that will allow you to deal with problems like work schedules, babysitting, and computing issues. This includes minor blackboard outages that, when they occur, usually last less than 2 hours. It is your responsibility to discuss all missed deadlines with me. If you miss an exam or forget to turn in an assignment I will not check with you about it before I assign a failing grade. This is especially important on exam days, as ***you cannot pass this class if you miss an exam*.**

Late assignments will not be accepted and no make-up exams will be given without appropriate documentation (i.e., Dr.’s notes, dated published obituaries, airline ticket receipt, court receipt, hospital visitation receipt, funeral program) and are subject to my approval. If you miss an assignment, quiz, exam, or paper, etc., without making prior confirmed arrangements with me, I will **only** allow you to make up work in the case of a documented **emergency**. Usually this will be something like a death in the family, documented serious illness, or documented serious illness of one of your dependents (children, grandparent, etc). It does not include an undocumented cold or flu, car problems, or moving, work schedules, or any other problems that may arise. If you are very sick the day of an exam, for example, please contact me and visit the doctor the same day to get a note. Without a note you cannot make it up, therefore you will need to take the exam even though you are sick. Documentation must be provided in a timely fashion for the excuse to be accepted. I need a *copy of the excuse* in order to take any follow-up action outside of class. Any arrangement made to make up an exam or assignment is contingent of documentation, and will not be graded until documentation is provided. Excuses that cannot be verified with documentation will not be accepted as valid, even if they fit the criteria for an excused absence above. Students without a valid excuse will *not* be permitted to take the exam. Make up exams will be in person, therefore you must come to campus.

**Good Citizenship.**

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. The materials in this course may be challenging, and some issues may generate passionate and/or sensitive responses. By nature the topic of Deviance touches on topics you may find disturbing or offensive. While I do not expect everyone to agree (what fun would that be?), it is of utmost importance to respect the diversity of the classroom and keep an open mind to the differing viewpoints expressed in class. Everyone in this class must work together to create a positive and safe environment for learning. This requires that all of us – instructor and students – put our best self forward and act with honesty, integrity, and civility towards one another.

Cell phones, pagers and all other ring-able/beep-able electronic devices are to be shut off for the duration of all live sessions. If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave the session or refrain from further participation in a particular forum. Serious verbal assaults, harassment, or defamation can lead to university disciplinary proceedings. CSUDH is a diverse academic environment and therefore, disrespecting anyone will not be tolerated.

**Netiquette.** When communicating online via email, chat, or discussions, remember that there is a person on the other end of your keyboard! Without contextual cues such as body language, what one might think as a joke another could easily take offense, so please think before you press ‘enter’. There is no grammar requirement to online communications, but in the classroom environment texting dialect is inappropriate. A useful guideline is to think about writing style at about the same level as classroom discussion – somewhat formal in that we stay on topic and respect each other as colleagues, but also relaxed and open to encourage discussion and exchange of ideas. For more specific netiquette rules, see the ‘netiquette’ links in the syllabus and policies section of the website. You are expected to be familiar with these rules.

**ONLINE BEHAVIORAL EXPECTATIONS**

* Be self-starters
* Use time wisely, be organized, self-directed, and willing to use new modes of communication and learning.
* Be willing to put in the needed time, read the text carefully and actively participate in online class activities.
* Check communication frequently, get all assignments in on time, and discuss any concerns and questions with the instructor.
* Have regular access to a computer that meets the minimum requirements.
* Have basic computer skills to navigate the internet.
* Purchase, rent, or download necessary course materials as listed in the course syllabus.
* Reach out to support offices for help as needed – tutoring, library, testing center, etc.
* Confirm you have your username/password and know how to access the online learning course.
* Be sure to check in for the first time within 1-2 days of the start of the term.
* Establish a regular routine for checking for course communication and participating in course activities – students need to check in at least 3 times a week to the online class.
* Read the course syllabus and check for any special instructions from the instructor – be aware of any assignment/activity deadlines.
* Tour the online class to become familiar with where to find assignments and activities – click on all the links and read the content.
* Follow the assignments and associated deadlines identified on the syllabus and/or special course instructions.
* If you have a question or concern, contact the instructor through established course communication.
* When posting online, you must do so in a respective communication style.
* If your behavior when posting online is not respectful, after this is brought to your attention by the professor, you may be removed from the course.

**How to Reach Me.** Visiting me during office hours is the best way to reach me, as it is the time that I have scheduled to regularly meet with students. Office hours include both in-person office hours on campus, and virtual office hours. Outside of office hours, I am reachable only by email. I am not available by phone, as I do not have access to any voicemail nor to the phone in my office outside of regular office hours. Please include your course number, section number, and full name in all email correspondence. If I cannot tell from your name and subject heading that you are one of my students (and not a spambot), I will not open it. I check my email once per day, so please allow until the close of the next business day for a response. To reply to as many e-mails as possible, I often write very succinct responses. Please do not view this as discourteous. I will respond to all students with the same brevity. For emails requiring a much longer response, I may not respond until my next scheduled office hour. I do not answer emails on Fridays (this is my day off).

I will gladly answer all emails requesting feedback, regarding course content, or any other course-related issues appropriate for the student-teacher relationship. I do not answer emails that are clearly answered in the syllabus or course announcement or Q&A board, or that lack identifying information.

**Accommodation for Special Needs.** Any student with a documented disability (physical, learning, psychological, or otherwise) needing academic accommodations should contact the Student DisAbility Resource Center as early in the semester as possible. To receive accommodation you must register with the SdRC, which is located at Welch Hall 180. For further information, access the university catalog under campus services or call the SdRC office at 310-243-3660. For more information please refer to the University Catalog at: <http://csudh.smartcatalogiq.com/en/2017-2018/Catalog/General-Information/Campus-Services/SdRC>.

Please note that close captioning or text transcription is available for all videos and all documents uploaded to blackboard are designed to be compatible with text readers. Please contact me as early as possible in the semester if these services are required so that I can assist you.

All discussions will remain confidential. Please note that I CANNOT provide accommodation for an exam if you wait until the day of the exam or the week before the exam to inform me that you need different arrangements. You need to tell me about special needs at the beginning of the semester, and Disabled Student Services has an established process in place for the most common forms of accommodation.

**Academic Honesty.** Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work or material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records, turning in someone else’s work as your own. For example, cut and pasting (or paraphrasing) others’ work without giving them credit is a serious academic integrity violation, and this includes copying the work of your classmates on discussion forums. Using class notes from any student NOT currently enrolled in this course is an academic integrity violation, and likewise providing course materials to anyone not currently enrolled in the course is an academic integrity violation.

Students suspected of academic dishonesty are subject to disciplinary proceedings. Penalties for plagiarism include failure of the assignment, possible failure in the course, and disciplinary action by the University. See the University Catalog’s statements on Academic Integrity and Plagiarism, as well as the University’s policies and procedures at: <http://csudh.smartcatalogiq.com/en/2017-2018/Catalog/General-Information/Academic-Integrity>.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy agreement posted on the Turnitin.com site.

**SAMPLE**

**Discussion Board Instructor Participation Guidelines & Student Expectations**

**Sample Instructor Participation Guidelines:**

For each module, I will be commenting on various student postings depending upon the discussion, but I will not be replying to every student’s post. After the end of each module discussion, I will post a “Week in Review” to summarize the class contributions and my thoughts about that module’s discussion.

**Sample Student Expectations: Total possible points = 20 each (for pre and post viewing discussion threads).**

Discussion questions for students will be posted for each module. Students will answer the discussion question and respond to other student’s postings. For full credit, initial responses to a discussion question should be posted by the deadlines. Responses to classmates’ postings can occur anytime and are due the deadline provided on the course schedule. Postings will be given points according to the rubric below. .

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard/Points** | **0 Points** | **2 Points** | **4 Points**  |
| **Initial Discussion Posting** | Does not post any response or the post is not relevant to the questions assigned. | Responds to the discussion with superficial through and preparation; doesn’t address all aspects of the task or post lack a development of the concepts. | Postings reflect the readings and outside information. They are well developed according to the assignment that fully addresses and develops all aspects of the task. |
| **Quality of Reply to Classmates’ posting** | Posts no follow-up responses to others or their response is not relevant to the original posting. | Posts are shallow contribution to the discussion (I agree or disagree, I like your comment). | Elaborates on an existing post with further comment or observation. Response is relevant to post and supports position with factual information, demonstrating analysis of others’ posts. |
| **Timeliness** | Postings are after discussion deadline dates | The initial or response postings are after the required time frame or all postings are on the last day. | Post initial discussion contribution and responses to classmates’ postings are within instructor timeframes contributing to the online community classroom. |
| **Understanding of References & Source Material** | Does not include any references, experience, or mention materials from the readings. | Uses personal experience, or makes references to the readings. | Uses references to readings, or personal experience and outside source material to support comments. Demonstrates understanding of material and properly cites information. |
| **Grammar & Citations** | Posts unorganized or rude content. There are multiple grammatical errors or other content that may be inappropriate. | Communicates in friendly courteous and helpful manner with some errors in clarity or mechanics. | Contributes valuable information to discussion with minor clarity or mechanics errors. Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical andspelling errors. |

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Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. In addition, you may provide your handwritten notes or lecture handouts to a student that is currently enrolled in this course, in order to help them make up work due to an absence, but they must be **currently** enrolled. After the class is over, you are not permitted to share your notes with anyone regardless of whether or not they are enrolled in the class. This is both a copyright violation, and a violation of academic honesty (see above).

Video and audio recording of lectures and review sessions without my consent is **strictly prohibited**. You are not authorized to record my lectures, to provide your notes (including any presentations, handouts, guides, outlines made available to you in this class) to anyone else or to make any commercial use of them without express prior written permission from me. You are not permitted to sell your handwritten notes. Recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, nor posted in any online website or database. Electronic devices other than laptops (e.g., cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor. Students shall not sell notes (or receive remuneration for taking notes) during this course to or by any person or commercial entity without the express written permission of the professor teaching this course.