

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School EMP Date 10/8/2014

Course No. or Level PRS 313 Title Philosophy of Mind

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites None

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Matt Turner

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2015

Date of School/Department approval 9-16-2014

Catalog description:

- Purpose:
1. For Whom (generally?) Undergraduate students
 2. What should the course do for the student? Please see attached syllabus

Teaching method planned: Lecture/discussion

Textbook and/or materials planned (including electronic/multimedia): Please see attached syllabus.

Course Content: Please see attached proposal.

When completed, forward to the Office of the Provost.

Philosophy of Mind
Philosophy 313
MWF 12.30 – 1.20

Course Information:

Instructor: Matthew Turner

Office: FH 234

Office Hours: 2.00 – 3.00 pm Monday; 2.30 – 3.30 pm Tuesday; and by appointment

Email: mwturner@fmarion.edu

Ph.: 661-4695

Course Description:

We are all quite familiar with our subjective experience of the world: we identify colors, discriminate between tastes, and generally enjoy the rich sensory and cognitive experiences we have. But how does a mass of billions of cells, communicating only by means of electrical signals, add up to produce this rich subjective experience? While we may know that the function for speech appears to occur in the frontal lobe of the brain, it is far from clear how what is happening that gives us the subjective experience of speaking. In this course, we will look at some of the traditional theories of consciousness, before focusing on contemporary theories. In particular, we will focus on what is known as the mind-body problem, and the possibility of artificial intelligence.

Textbooks:

(required)

Chalmers, David., ed. Philosophy of Mind: Classical and Contemporary Readings. Oxford University Press, 2002.

Evaluation:

2 Exams (25% Each)

4 Short Writing Assignments (12.5% each)

About grading:

My scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D, 59 and lower = F.

‘C’ represents work that is average. I give this grade to work that completes the course requirements. ‘A’s’ and ‘B’s’ are reserved for work that demonstrates more effort, depth,

and polish. I am happy to work with you to get the grade that you want. Keep in mind that your grade is a function of **your** work.

Academic Honesty:

I have a zero-tolerance policy to incidents of academic dishonesty. This includes cheating and plagiarism. Any instance of academic dishonesty will result in a zero for the assignment, with no possibility of making it up, as well as the appropriate administrative documentation. Multiple instances will result in failure for the course.

Please refer to the student handbook (pp. 134-136) for more specific information about Francis Marion’s policy regarding academic honesty.

Disability Services:

If you are affected by the impact of a disability, and require an accommodation, please feel free to come and talk to me in private to discuss your situation.

Exams:

Bring a blue book for exams.

Attendance Policy:

I expect you to come to class regularly. I have learned from experience that students who come to class infrequently perform less well on assignments and exams. Therefore, it is in your best interest to come to class.

Schedule of Classes:

Unit 1: Dualism and its discontents, from Descartes to the 20th century

Unit 2: 20th century theories of mind: behaviorism and the identity theory

Unit 3: Functionalism: Minds and Computers.

Unit 4: Consciousness, Qualia, and the Explanatory Gap

Unit 5: Miscellany: Determinism and Freedom, Personal Identity

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School SOCIOLOGY Date 9/26/14

Course No. or Level 306 Title Social Problems

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites SOCI 201 or permission of the department

Enrollment expectation 30-40

Indicate any course for which this course is a (an)

MODIFICATION SOCI 306 Change the course title by deleting the word “Modern”
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Eargle

Department Chairperson’s/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2015

Date of School/Department approval 9/26/14

Catalog description:

306 Social Problems (3) (Prerequisite: 201 or permission of the department) Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, gender relations, sexism, healthcare), violations of social norms (substance abuse, violence, and property crime), and social change (population growth, food, urbanization, environment).

Purpose: 1. For Whom (generally?)

Students who are pursuing a major, minor, or collateral in Sociology, or a minor or collateral in Gender Studies, and students who have an interest in social problems

2. What should the course do for the student?

Inform students of how society determines what is issues are social problems, what are the different social problems that exist in society today, how those problems have evolved over time, and what solutions society has proposed and implemented to deal with these problems. The course also examines the different methods used to study social problems and explanations provided by the different sociological perspectives and theories.

Teaching method planned:

Lecture, discussion, paper and presentation

Textbook and/or materials planned (including electronic/multimedia):

THINK Social Problems by Carl

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. The study of social problems
2. Inequality: poverty and wealth
3. Race and immigration
4. Gender
5. Aging
6. Media and technology
7. Economy and work
8. Politics
9. Problems in education
10. Physical and mental health
11. Drug and alcohol abuse
12. Sex and social problems related to sexuality
13. Crime
14. Criminal justice
15. Social problems of marriage and the family

16. Urbanization: social problems from the growth of cities
17. Globalization and inequality
18. Population problems
19. Environment
20. War and terrorism

SOCI 306 --- SOCIAL PROBLEMS

Fall 2015

Course time/location: TTh 11:20 FH 251B
Instructor: Dr. Lisa A. Eargle, Professor and Chair of Sociology
Office and Office Hours: FH 239; MWF 9:20 – 11:00; TTh 8:30 – 11:00;
Also by appointment
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

MATERIALS REQUIRED

Textbooks -- *THINK Social Problems* by Carl
Climatopolis by Kahn
Other readings and handouts will be provided by the instructor

Whether or not you buy the textbooks is your decision. However, you are responsible for any information on course examinations that they might contain, even if you do not own the textbooks. **This instructor will NOT loan any textbooks to students.**

Flash Drive -- For saving research information, course paper and power point presentation

COURSE PREREQUISITES

A passing grade in SOCI 201.

COURSE DESCRIPTION

Using a sociological perspective, this course examines how society defines what is a social problem and the problems that occur. In particular, this course will focus upon issues of inequality (poverty, political power, environment, and safety) and discrimination (by sex, race, age, sexual orientation, and disability). Explanations for these problems and their possible solutions will also be discussed.

COURSE OBJECTIVES

This course makes several contributions to the Sociology, Gender Studies, and Nonprofit Management programs. The goals of this course are to:

1. Examine how social problems are defined and created.
2. Survey the different kinds of social problems that exist.
3. Investigate the explanations for why these social problems exist.
4. Examine how social problems are dynamic phenomena and are related to other social processes.

5. Explore the different ways society can respond to social problems.
6. Demonstrate how to design a research study of a social problem.
7. Further develop and apply research skills that students have obtained from previous research courses.
8. Further develop students' written and oral communication skills.

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, coming and going at will, or throwing objects during class. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned off and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will not take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of zero for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 5 exams, a research paper, and oral presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 5 in-office exams. The exams are closed notebook and textbook. Each exam contains 8 essay and 10 short answer questions. Each essay is worth 10 points; each short answer item is worth 2 points. Exams 1 through 5 will be noncumulative. Partial credit is awarded for the essay questions.

In the class meeting prior to each exam, a check list will be handed out and any questions regarding the material on that sheet will be addressed. You are responsible for knowing ALL of those items. Some items may not be covered in the course lectures; therefore, you are expected to locate, read and learn them from your course reading materials.

You will NOT be allowed to choose which questions you will have to answer on the exam. There will be no substitution of questions with other questions on the exams. There will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Exam questions are changed every semester. A copy of an old exam is useless.

No make-up exams will be given. **Per University regulations, all students are REQUIRED to take the final exam. All final exams must be taken at the University scheduled time and date for the class. Those showing up late, after the class has finished the exam, will NOT be allowed to take the final exam.**

During examinations, **all electronic devices** (such as Blackberries, iPhones, iPods, laptops, etc..) **and books, notes, etc. must be stored away** in book bags, in purses, or under your desk. Otherwise, I will assume they are being used

to cheat on the examinations and you will be penalized. All paper used for the examinations will be provided by the instructor. Also, **leaving the classroom after beginning an examination**, without finishing the exam and turning it in to the instructor, **is prohibited**.

Exam grades will NOT be dropped or curved, NOR will extra credit work be offered/accepted. Each exam is **worth 100 points** towards your final grade, with all 5 exams counting together for 500 points towards your final grade.

PROFILE PAPER

You will select a social problem-related person (such as Al Sharpton), organization (such as MADD) or event (such as 9-11) to examine in your paper. If you select an individual to examine in your paper, you should describe the characteristics of that person, the type of position and responsibilities that person had in an organization, the kinds of social problem related activities he/she engaged in, reasons why he/she engaged in these activities (including any appropriate theories that might explain his/her behavior), and the consequences of his/her activities on organizations and society.

If you select an organization to examine in your paper, you should discuss how the organization is structured (positions, roles), the characteristics of people involved in this organization, the kinds of activities the organization participates in/sponsors, the impact this organization has on society, and how their activities have been supported or combated by the government and law enforcement. You should also apply the theories discussed in class to explaining why this organization exists and how it functions.

If you select a social problem related event to examine in your paper, you should discuss important aspects/characteristics of the event, who was involved in committing the event, explanations for why the event occurred, its impact on the organization and society, and ways of dealing with this type of event.

The profile paper must be 10 pages long and will be worth 100 points toward the final course grade. **The papers are due November 14. You must deliver the paper to Dr. Eargle IN PERSON** (NO emailing of papers). **NO LATE PAPERS WILL BE ACCEPTED.** Paper pages must be stapled together.

Students who do not submit papers will not be allowed to give a presentation, which will result in a grade of zero for 200 points towards their final course grade (100 points for the paper and 100 points for the presentation). This means those students will most likely fail the course.

All references used in the writing of this paper, including the textbook, should be cited using the American Sociological Association (ASA) format. Papers that do NOT contain both citations AND reference page will be assigned a grade of ZERO. The paper should be a minimum of 10 pages long (**NOT including reference and title/cover pages**). 10 points will be subtracted from the paper grade for every page it is short of the required 10 pages. Do not use weird spacing between paragraphs or internally within paragraphs to "hide" the short length of your paper, because I will determine how short your paper really is and deduct the appropriate amount of points.

You should also use 10 or 12 point font type, with 1 inch margins, lines double spaced, and printed with black ink onto white paper. Papers handwritten, typed in purple, printed on yellow paper, or otherwise having an unprofessional appearance will NOT be accepted. **Papers without cover pages (containing the title of the paper, student's name, and the course number) will NOT be accepted. Papers with pages that are not stapled, are poorly stapled, or are not somehow securely attached together will NOT be accepted.**

No double submissions of papers allowed.

PRESENTATION

Each person will also give a 6 minute Power Point presentation to the class on their project. **Those who did not submit a paper on November 14 will NOT be allowed to give a presentation.** Not producing a paper on time will result in a zero for a total of 200 points of your final grade – 100 for the paper and 100 for the presentation.

A sign-up sheet of presentation dates will be circulated in class in early November. **There will be NO make-ups for the class presentation. The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation. Turning in a copy of your Power Point show alone will **NOT** suffice; you must orally deliver the presentation in front of the class to receive any presentation points.

Criteria for Power Point Show	Points Worth
Title page	5
Font (right size and type for audience to easily see)	5
Slide background color (clear contrast with type)	5
Slides uncluttered	5
No audio clips (often fail to work, speech avoidance technique)	5
No cascading sentences/titles (they are a distraction)	5
Slides address major points from <u>each</u> part of paper	10
Right number of slides (8 slides minimum and 12 slides maximum)	5
Any photos or diagrams used are easy to see	5
<u>Criteria for Speaker Delivery</u>	
Ability to explain paper parts correctly	10
Covered all parts of the paper in the presentation	10
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (6 minutes)**	0
** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 6 minutes. I will also deduct points if your presentation exceeds 8 minutes. Practice the presentation at home until you get it the right length**	

Total Points = 100

ATTENDANCE

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into The Registrar's office by September 12 to automatically receive a W. After that date, students dropping the course will be assigned a grade of W only if they are completing a passing level of work for the course at that time. Students must complete and submit paperwork to drop this course; the instructor will not automatically do it for students who stop attending class.

COURSE GRADES

Final course grades will be based upon the summation of your exam, paper, and presentation grades. Final course letter grades will be assigned as follows:

A = 630 - 700 points; B+ = 602 - 629 points; B = 560 - 601 points; C+ = 532 - 559 points
C = 490 - 531 points; D+ = 462 - 489 points; D = 420 - 461 points; **F = 419 and fewer points**

Final course grades will not be curved. Grades of Incomplete will not be assigned. Extra credit work will not be accepted. **Grades are nonnegotiable** – you will receive what you have earned. Whining, begging, bribery, compliments, temper tantrums, etc. will NOT work. Don't even go there.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Sociology Date 9/22/14

Course No. or Level 403 Title Research Design and Analysis

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Current Catalog: 18 hours of sociology including 302, 303, and 339 or permission of the department.

Change to:

18 hours of sociology including 302, 303, 339 or permission of the department; Senior standing; for declared sociology majors only.

Enrollment expectation 20

Indicate any course for which this course is a (an)

Modification Modifying the Prerequisites for SOCI 403 Research Design and Analysis.

(proposed change in course title, course description, course content or method of instruction)

Substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jessica Burke

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2015

Date of School/Department approval 9/22/14

Catalog description (NEW): **403 Research Design and Analysis** (3) (Prerequisite: 18 hours of sociology including 302, 303, 339; senior standing; declared sociology major; or permission of the department) F, S. Selection of a research problem and formation of testable hypotheses with support drawn from

published studies, application of sampling and concept measurement, collection of data and file creation, data analysis using statistical software. Student research project is central focus. Survey research emphasized.

Only the prerequisites have been modified. The description of the course remains unchanged.

- Purpose:**
1. For Whom (generally?)
-This course is intended for students who are declared sociology majors and have senior standing.
 2. What should the course do for the student?
-Develop and hone research skills through designing an original research project, collecting original data, and conducting data analysis using SPSS.
-Develop and hone oral communication skills by engaging in class discussions and oral presentations using Power Point.

Teaching method planned: Lecture, discussion, student presentations, and an independent research paper completed by the student.

Textbook and/or materials planned (including electronic/multimedia):

Nardi, Peter M. Doing Survey Research. 2nd Edition.
Sweet, Stephen and Karen Grace-Martin. Data Analysis with SPSS. 4th Edition.
SPSS Data Analysis Software with user instructions

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. Research topics
2. Writing a literature review
3. Research ethics
4. Writing a consent
5. Measurement (of concepts & variables)
6. Developing hypotheses
7. The Institutional Review Board: Completing IRB proposals and Online Certification to conduct research on human subjects.
8. Designing a questionnaire
9. Sampling methods
10. ASA citation formatting & writing a research paper
11. Creating a data set and entering data
12. Analyzing data: descriptive, bivariate, comparison of means and regression analysis
13. Research paper: writing the results and discussion

**SOCI 403 Research Design & Analysis
Fall 2015**

Instructor: Dr. Jessica L. Burke, Assistant Professor of Sociology

Class Days & Time: TTH 12:45-2:00 PM

Class Location: 251A Founders Hall

Instructor's Office: 241 Founders Hall

E-mail: jburke@fmarion.edu

Office Phone: 661-1656

****E-mail or office hours are the best way to reach me****

Office Hours: Mondays & Wednesdays 9:15-10:15 AM; 2:30-3:30 PM

Tuesdays & Thursdays 9:30-11:30 AM

Fridays 9:15-10:15 AM

Course Prerequisite

18 hours of sociology including 302/202, 303, and 339 or permission of the department.

Senior standing; for declared sociology majors only

Course Description

The focus of this course is an individual research project that involves using survey research methodology. The survey method used in this course is a paper and pencil questionnaire. In this course, students select a research problem and develop testable hypotheses drawing from published studies. Students also learn sampling, measurement, data collection, creating a data file, and conducting data analysis using statistical software. Finally, students are engaged in the Institutional Review Board (IRB) process, and have the opportunity to present their findings to the class.

Required Textbooks

Nardi, Peter M. 2006. *Doing Survey Research: A Guide to Quantitative Methods*. 2nd Edition. Pearson/Allyn and Bacon.

Sweet, Stephen and Karen Grace-Martin. 2012. *Data Analysis with SPSS*. 4th Edition. Pearson/Allyn and Bacon.

Please note that **I DO NOT** post PowerPoint slides on Blackboard. It is the instructor's right to post or not post their slides.

Course Objectives

1. To develop and enhance research skills by designing a project from start to finish.
2. To develop and enhance critical thinking skills in order to critically assess published research.
3. To learn how to design a survey, collect data, analyze data and summarize results.
4. To enhance writing and oral communication skills.

Course Requirements

Your grade for this course is based on total number of points. You can earn up to 500 points in this course. The requirements for this course include:

1. **Exams** (Each exam is worth 75 points = 225 points total): You will have THREE exams consisting of multiple choice questions, short answer questions and 1 short essay question. Study guides will not be given in this class. However, you will complete several class assignments that will serve as your "study guide," and a review will be held in class prior to the exam.

I will NOT return graded exams in class. Exam scores will be posted on Blackboard. If you want to know what you missed on your exam or discuss your grade, you will have to see me either during office hours or by appointment.

2. **Class Assignments** (100 points total): You will complete a total of 7 class assignments designed to be completed in class.

-Research topics, research ethics and consent forms	10 points
-Levels of measurement	10 points
-Hypotheses	10 points
-Drafting a survey	20 points
-Focus groups	10 points
-Using SPSS – Descriptive & Bivariate Statistics	20 points
-Using SPSS – Means & Multiple Linear Regression	<u>20 points</u>
	100 points

3. **Homework Assignments** (75 points total): You will complete a total of 5 assignments outside of class. Specific instruction for each assignment will be given in class.

-Topic Statement	10 points
-Annotated Bibliography	25 points
-Hypothesis Statement	10 points
-IRB Form & NIH Training Certificate	15 points
-Completed Consent Form & Survey	<u>15 points</u>
	75 points

4. **Presentation of Research** (25 points total): You are required to give a 7 minute presentation of your research. Your presentation will include a PowerPoint. These presentations will be given at the end of the semester. Further instructions on how to complete your presentation will be distributed at a later date.
5. **Research Paper** (75 points total): The final requirement is a research paper that consists of an introduction, literature review, a methodology section, results and discussion/conclusion. The paper should be approximately 12 pages and must include a title and reference page. All papers must be typed with one inch margins. A 12 point font must be used. The font can either be Times New Roman or Arial. The paper must cite all references using ASA (American Sociological Association) format. Information on using ASA will be distributed in class.

Grade Scale

A=450-500 (90% to 100%)	C+=380-399 (76% to 79%)	D=300-329 (60% to 64%)
B+=430-449 (86% to 89%)	C=350-379 (70% to 75%)	F=299 and below (59% to 0%)
B=400-429 (80% to 85%)	D+=330-349 (65% to 69%)	

ALL GRADES ARE FINAL. THE GRADE YOU RECEIVE IS THE GRADE YOU EARNED. I WILL NOT ADD POINTS TO YOUR FINAL GRADE. PLEASE DO NOT ASK ME!

Attendance Policy

Attendance is taken in this class. A sign-up sheet will be distributed at the beginning of class. Arriving late and leaving class early will count as an absence.

If a student is absent more than twice the number of required classes per week during the semester, a grade of F or W will be assigned. Twice the number of required classes per week is 4. **Once you miss more than 4 classes, or the 5th absence, you will be assigned a grade of F or W.**

**Please see page 63 in your FMU student catalog on Class Attendance Policy.

You are allowed four absences in this course without penalty, meaning there is no reduction in your grade. I will not accept doctor's notes, funeral notices, or court appearances to excuse these four absences. Thus, these four absences will include both excused and unexcused absences. However, if there are certain circumstances that will cause you to miss more than these four absences, PLEASE SEE ME. It is up to the instructor to consider any absences as excused.

REMINDER: ATTENDANCE IS VITAL TO YOUR GRADE. You are RESPONSIBLE for ALL material covered in lectures, discussions, and the textbook. ALL Information presented in this class is subject to appear on your exams!

Make-Up Policy

I only allow **make-up exams** under the following three conditions:

- (1) You have a formal, written excuse from a doctor or other authoritative figure, such as a judge. Funerals also count, but you will have to supply proof of the funeral's date and time,
- (2) You must contact me no later than 24 hours after the missed exam, and finally
- (3) The missed exam must be made up within 5 calendar days of the missed exam. THERE ARE NO EXCEPTIONS.

Late homework assignments (referring to the assignments completed outside of class) will be docked FIVE points for each calendar day it is late INCLUDING WEEKENDS.

In-class assignments can only be made up if you bring me a documented excuse from a doctor, hospital or court. Also, you must contact me within 24 hours of the missed assignment in order to make it up.

Late research papers will NOT be accepted. Please remember the due date (Reading Day, December 2nd by 5:00 PM) and plan accordingly.

Presentation make-ups are not allowed. If there is an extreme circumstance as to why you cannot give your presentation, please see me.

IF YOU MISS CLASS, IT IS YOUR RESPONSIBILITY TO RECEIVE ANY MISSED NOTES. IT IS ALSO YOUR RESPONSIBILITY TO KNOW WHAT ANNOUNCEMENTS ARE MADE IN CLASS. THIS INSTRUCTOR DOES NOT GIVE OUT NOTES. THE NOTES ARE NOT POSTED ONLINE. YOU WILL NEED TO GET THE NOTES OFF OF A CLASSMATE.

Academic Dishonesty

Plagiarism and/or cheating will not be tolerated. Any student who cheats on an exam, plagiarizes someone else's work (e.g., claiming someone else's work as your own), or helping someone else to cheat or plagiarize will receive a zero for that assignment or exam. The department chair and the Provost's office will be notified of the offense.

According to the FMU Honor Code, "cheating includes, but is not limited to, wrongfully giving, taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade." "Plagiarism involves the use of the ideas or writings of another without acknowledgment of that use." See page 57 in your FMU student catalog.

Classroom Policies & Expectations

1. NO CELL PHONES. NO TEXTING. Please turn off your cell phone before coming to class. IF YOU ARE CAUGHT TEXTING IN CLASS YOU WILL BE COUNTED AS ABSENT FOR THE ENTIRE CLASS PERIOD.
2. NO IPODS or MP3 players. No headphones. Please do not listen to your iPod or MP3 player during lectures, movies and exams. IF YOU ARE CAUGHT LISTENING TO HEADPHONES WHILE YOU ARE IN CLASS YOU WILL BE COUNTED AS ABSENT FOR THE ENTIRE CLASS PERIOD.
3. You may use a laptop to take notes during lecture. You may use a tablet, such as a Microsoft Surface or iPad, to take notes in class. However, the tablet must have a keyboard in order for you to use it for note taking purposes. However, if you are caught on any social media websites, such as Facebook, Instagram, LinkedIn, Twitter, etc., or doing any activity not related to class, you will no longer be able to use your laptop during class. YOU WILL ALSO BE COUNTED AS ABSENT FOR THE ENTIRE CLASS PERIOD IF YOU ARE CAUGHT USING YOUR LAPTOP OR TABLET FOR ANY PURPOSE OTHER THAN TAKING NOTES.
4. ARRIVE TO CLASS ON TIME. Class will promptly begin at 12:45. ONCE THE DOOR TO THE CLASSROOM IS SHUT, YOU ARE CONSIDERED LATE. YOU MAY COME INTO CLASS, BUT YOU WILL BE COUNTED AS ABSENT FOR THE ENTIRE CLASS PERIOD.
5. LEAVING CLASS EARLY WILL ALSO COUNT AS AN ABSENCE.
6. I EXPECT ALL STUDENTS TO BE RESPECTFUL, CONSIDERATE, AND NONJUDGMENTAL OF EACH OTHER. I also expect you to be respectful and courteous to the instructor at all times. It is the responsibility of BOTH the instructor and the students in the class to provide a positive learning environment. Please do not talk during the lecture portion of the class and please try to not interrupt your peers during class discussions. If you are disrespectful to your classmates or the instructor, you will be asked to leave for the remainder of that class period. Disruptive or disrespectful behavior may also be reported to the department chair and the Provost's office. Such behavior may result in disciplinary action, including suspension, expulsion, or other sanctions.

**Please refer to the Francis Marion University Honor Code in your FMU student catalog (page 56).

7. IF YOU MISS CLASS, IT IS YOUR RESPONSIBILITY TO RECEIVE ANY MISSED NOTES FROM A CLASSMATE. IT IS ALSO YOUR RESPONSIBILITY TO KNOW WHAT ANNOUNCEMENTS ARE MADE IN CLASS. THIS INSTRUCTOR DOES NOT GIVE OUT LECTURE NOTES.
8. IT IS THE INSTRUCTOR'S DISCRETION WHETHER POWERPOINT SLIDES ARE MADE AVAILABLE ON BLACKBOARD. FOR THIS CLASS, POWERPOINT SLIDES ARE NOT POSTED ONLINE UNLESS THERE IS A CIRCUMSTANCE WHERE THE INSTRUCTOR DECIDES TO POST SLIDES ONLINE. It is your responsibility to come to class and take notes.
9. Grades will be posted to Blackboard. I do not return exams. This is to ensure that each student's exam grade remains private. If you want to see your exam, please see me either during office hours or make an appointment to see me.
10. You are RESPONSIBLE for ALL material covered in lectures, discussions, and the textbook. ALL information presented in this class is subject to appear on your exams!

11. The course calendar is tentative and is subject to change at the instructor's discretion.

Tentative Course Schedule

<p>Week 1: Tues, Aug 19 Syllabus – Course Introduction</p>	<p>Thurs, Aug 21</p> <ul style="list-style-type: none"> Chapter 1 – Nardi Text: Why do Sociologists do Research? Homework Assignment 1 – Topic Statement Given
<p>Week 2: Tues, Aug 26</p> <ul style="list-style-type: none"> Chapter 2 – Nardi Text: Finding Ideas to Research & Research Ethics Read ASA Code of Ethics Document on Blackboard 	<p>Thurs, Aug 28</p> <ul style="list-style-type: none"> Ethics Continued Consent Forms Discuss Annotated Bibliography Assignment In-Class Assignment 1 Given
<p>Week 3: Tues, Sept 2</p> <ul style="list-style-type: none"> Chapter 3 – Nardi Text: Designing Research – Concepts, Hypotheses and Measurement Topic Statement Due 	<p>Thurs, Sept 4</p> <ul style="list-style-type: none"> Chapter 3 – Nardi Text Continued In-Class Assignment 2 Given
<p>Week 4: Tues, Sept 9</p> <ul style="list-style-type: none"> In-Class Assignment 3 Given Exam I Review 	<p>Thurs, Sept 11</p> <ul style="list-style-type: none"> Exam I (Covers Chapters 1, 2, & 3 in Nardi Text)
<p>Week 5: Tues, Sept 16</p> <ul style="list-style-type: none"> Chapter 4 – Nardi Text: Designing a Questionnaire Discuss Hypothesis Statement Assignment Annotated Bibliography Due 	<p>Thurs, Sept 18</p> <ul style="list-style-type: none"> Chapter 4 – Nardi Text Continued
<p>Week 6: Tues, Sept 23</p> <ul style="list-style-type: none"> Discuss completing the IRB form and On-line Certification Discuss completing the consent and survey assignment Begin Chapter 5 – Nardi Text: Sampling Hypothesis Statement Due 	<p>Thurs, Sept 25</p> <ul style="list-style-type: none"> Chapter 5 – Continued if Necessary In-Class Assignment 4 Given
<p>Week 7: Tues, Sept 30</p> <ul style="list-style-type: none"> Exam II Review 	<p>Thurs, Oct 2</p> <ul style="list-style-type: none"> Exam II (Covers Chapters 4 & 5 in Nardi Text)
<p>Week 8: Tues, Oct 7</p> <ul style="list-style-type: none"> In-Class Assignment 5: Focus Groups on Survey Development 	<p>Thurs, Oct 9</p> <ul style="list-style-type: none"> Writing a Research Paper: Introduction, Literature Review and Methods Sections. Introduce ASA Citation Formatting <p>DUE FRIDAY OCT 10TH BY 5:00 PM: COMPLETED IRB FORM, ONLINE TRAINING CERTIFICATE, COMPLETED CONSENT AND SURVEY.</p>
<p>Week 9: Tues, Oct 14 Chapter 2 – Sweet & Grace-Martin Text: Creating a Data Set and Entering Data</p>	<p>Thurs, Oct 16 Chapters 6 & 7 – Nardi Text: Analyzing Data – Descriptive & Bivariate Statistics</p>
<p>Week 10: Tues, Oct 21</p> <ul style="list-style-type: none"> Chapters 3 & 5 – Sweet & Grace-Martin Text: Using SPSS to do Descriptive & Bivariate Statistics Begin In-Class Assignment 6 if time permits: 	<p>Thurs, Oct 24</p> <ul style="list-style-type: none"> Finish In-Class Assignment 6

Using SPSS to do Descriptive & Bivariate Statistics	
Week 11: Tues, Oct 28 <ul style="list-style-type: none"> Chapters 8 & 9 – Nardi Text: Comparing Means & Multiple Linear Regression 	Thurs, Oct 30 <ul style="list-style-type: none"> Chapters 6 & 7 – Sweet & Grace-Martin Text: Using SPSS to Compare Means and to do Multiple Linear Regression
Week 12: Tues, Nov 4 FALL BREAK – NO CLASS	Thurs, Nov 6 <ul style="list-style-type: none"> In-Class Assignment 7
Week 13: Tues, Nov 11 <ul style="list-style-type: none"> Writing a Research Paper: Results & Conclusion Exam III Review 	Thurs, Nov 13 <ul style="list-style-type: none"> Exam III (Covers Chapters 6, 7, 8 & 9 in Nardi Text & Chapters 2, 3, 5, 6 & 7 in Sweet & Grace-Martin Text)
Week 14: Tues, Nov 18 <ul style="list-style-type: none"> In Class Opportunity to work on Research Paper and ask questions 	Thurs, Nov 20 <ul style="list-style-type: none"> Research Paper Presentations
Week 15: Tues, Nov 25 <ul style="list-style-type: none"> Research Paper Presentations 	Thurs, Nov 27 Thanksgiving Break – No Class
RESEARCH PAPERS DUE ON READING DAY, TUESDAY, DECEMBER 2ND BY 5:00 PM <u>FINAL EXAM – MONDAY, DECEMBER 9 FROM 8:30-10:30 AM IN 251A FOUNDERS HALL</u>	

When completed, forward to the Office of the Provost.

9/03

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Sociology Date 09/19/14

Course No. or Level 302 Title Methods of Sociology

Semester hours 3 Clock hours: Lecture x Laboratory _____

Prerequisites (Current): Principles of Sociology 201; Change to: 201 or permission of the department; for declared sociology majors only

Enrollment expectation 20-25 per semester _____

Indicate any course for which this course is a (an)

MODIFICATION Course prerequisites and description
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Rusty Ward

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2015

Date of School/Department approval 9/22/14

Catalog description (**NEW**):

302 Methods of Sociology (3) (Prerequisite: 201 and declared sociology major, or permission of the department) F, S. Introduction to the principles and techniques of organizing, conducting, and interpreting sociological research; the appropriateness of particular methodologies for different kinds of research problems; emphasis on writing a research proposal.

- Purpose:
1. For Whom (generally?)
Sociology majors
 2. What should the course do for the student?

This course has three goals: (a) to understand how social scientists answer important questions about the world, and why our limited perceptions of social processes can be wrong; (b) to teach the critical skills necessary to evaluate research; and, (c) to provide instruction on how to actually do research. The instructor will facilitate an interactive and “hands on” approach to learning that includes class discussions, and class exercises.

Teaching method planned: Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

Schutt, Russell K. (2012). *Investigating the social world* (7th ed.). Thousand Oaks, CA: Sage. The book has an accompanying study site, <http://www.sagepub.com/schuttisw7e/study/intro.htm>, that may be helpful in preparing for tests or clarifying/supplementing the readings.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

Introduction to the principles and techniques of organizing, conducting, and interpreting sociological research; the appropriateness of particular methodologies for different kinds of research problems; emphasis on writing a research proposal.

Course Title/Number: Methods of Sociology 302

Semester: Fall 2015

Section: 6023

Class Schedule: 8:30–9:20 MWF

Building/Room: FH 251A

Instructor: Russell (Rusty) E. Ward, Jr., Ph.D.

Office: Founders Hall 242

Phone: 661-4632

Email: rward@fmarion.edu

Office Hours: 9:30-12:00 MWF, 12:45-2:00 TTH, or by appointment

Course goals: This course has three goals: (a) to understand how research methods help us to answer important social questions, and why our limited perceptions of social processes can be wrong; (b) to give you the critical skills necessary to evaluate research; and, (c) to train you to actually do research. The instructor will facilitate an interactive and “hands on” approach to learning that includes class discussions, and small group exercises.

Required text: Schutt, Russell K. (2012). *Investigating the social world* (7th ed.). Thousand Oaks, CA: Sage. Note that this book has an accompanying study site (<http://www.sagepub.com/schuttisw7e/study/intro.htm>) that you may find helpful in preparing for tests or clarifying/supplementing your reading. Think of this site as your study guide.

Prerequisite: SOCI 201 or permission of the department; for declared sociology majors only

Course requirements: There are no *excused* or *unexcused* absences. All absences count, no matter the reason for the absence. Therefore, you should use your six allowable absences (i.e., 15% of the entire course) only for severe, unforeseeable medical-personal hardships. Students may be assigned a failing grade or be dropped from this course if they miss more than six classes, which is consistent with the university’s attendance policy. Late arrivals to class or early departures will be considered absences.

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Students who consistently disrupt class (e.g., cell phones, talking, etc.) will receive one warning to cease. Further disruptions will result in withdrawal from the course.

Students whose total points are “on the line” (i.e., 1% away from the cut-off point) are rewarded for a consistent pattern of offering comments in class that relate to the readings and generate discussion. This opportunity implies the need for perfect, or near perfect class attendance. There is no extra credit in this course.

Grades will be based on your performance in the following four areas: (a) four in-class exams of the multiple-choice type; (b) an assignment; (c) a written research proposal; and (d) a classroom presentation of your research proposal.

In-class tests: The four tests will focus on material presented in the book and in class. Each test is worth a maximum of 100 points, and consists of 50 multiple-choice questions. It will be assumed that students who leave the classroom after the test begins will have completed the test, and no student who arrives late may take the test after another student leaves. The tests will be administered during weeks four, eight, eleven, and sixteen.

NOTE: You are expected to show up for tests during the scheduled time. If for some reason (e.g., the outbreak of World War III, alien abduction, personally bearing triplets, etc.) you are unable to take a scheduled exam, please discuss this matter with me **BEFORE** (not the day) the exam is scheduled. The instructor does not guarantee that missed exams can be made up.

Assignment: Obtain **on-line** certification from the National Institutes of Health that you have been informed about research practices that are hazardous to participants. Go to <http://phrp.nihtraining.com/users/login.php> to complete the course and obtain your certificate. Plan to spend about three hours on the course. Print your certificate after taking the course, and give it to me at the **BEGINNING** of class on **Friday, September 5th**. An in-class multiple-choice and true/false quiz on protecting human subjects will be administered at that time. Completion of the both the course and quiz are required to earn credit for this assignment. This assignment is worth a maximum of 100 points.

Research proposal: Write a research proposal of approximately eight pages that addresses an important human need in the Pee Dee region. Emphasis should be placed on data collection procedures and other research design issues. Turn in the proposal to me in class on **Monday, November 10th**. The proposal is worth a maximum of 100 points. Details about your proposal appear in this syllabus.

In-class presentation of research proposal: Provide a six to eight minute presentation of your research proposal. The presentation is worth a maximum of 100 points. Details about your presentation appear in this syllabus.

Cheating or plagiarism: I do not tolerate academic dishonesty. Any student observed cheating, taking credit for someone else's work, allowing others to take credit for his or her work, or engaging in other acts of academic dishonesty as described in the FMU Student Handbook will receive a 'zero' grade on the test or the assignment. In addition, I will report the incident to university officials, whereby additional sanctions may be applied.

“He who cuts his own wood warms himself twice.”
Henry David Thoreau

Grading scale: Each component of the course carries the following weight:

In-class tests	400 points	630+	A
	90.00%+		
Assignment	100 points	595 – 629	B+
	85.00%-89.99%		

Research proposal	100 points	560 – 594	B	
80.00%-84.99%				
Presentation				100 points
<hr/>				
		525 – 559	C +	
				75.00%-79.99%
Total	700 points	490 – 524	C	
70.00%-74.99%				
		455 – 489	D+	
65.00%-69.99%				
		420 – 454	D	
60.00%-64.99%				
60.00%		Below 420	F	Below

Course calendar

*****I try my best to stick with this schedule, but reserve the right to make changes*****

	Week One 8/18, 8/20, 8/22	Week Two 8/25, 8/27, 8/29	Week Three 9/1, 9/3, 9/5	Week Four 9/8, 9/10, 9/12
<i>Monday</i>		Chapter 1 (con't)	Labor Day (No classes)	Chapter 3 (con't)
<i>Wednesday</i>	Course introduction	Read chapter 2 (The Process and Problems of Social Research)	Chapter 2 (con't)	Exam #1
<i>Friday</i>	Read chapter 1 (Science, Society, and Social Research)	Chapter 2 (con't)	Read chapter 3 (Research Ethics and Philosophies) and quiz on protecting human subjects	Read chapter 4 (Conceptualization and Measurement)
	Week Five 9/15, 9/17, 9/19	Week Six 9/22, 9/24, 9/26	Week Seven 9/29, 10/1, 10/3	Week Eight 10/6, 10/8, 10/10
<i>Monday</i>	Chapter 4 (con't)	Chapter 5 (con't)	Chapter 6 (con't)	Chapter 7 (con't)
<i>Wednesday</i>	Chapter 4 (con't)	Read chapter 6 (Research Design and Causation)	Chapter 6 (con't)	Exam #2
<i>Friday</i>	Read chapter 5 (Sampling)	Chapter 6 (con't)	Read chapter 7 (Experiments)	Read chapter 8 (Surveys)
	Week Nine 10/13, 10/15, 10/17	Week Ten 10/20, 10/22, 10/24	Week Eleven 10/27, 10/29, 10/31	Week Twelve 11/3, 11/5, 11/7
<i>Monday</i>	Chapter 8 (con't)	Chapter 9 (con't)	Read chapter 11 (Evaluation and Policy Research)	Fall Break (No classes)
<i>Wednesday</i>	Chapter 8 (con't)	Read chapter 10 (Qualitative Data	Exam #3	Read chapter 13 (Secondary Data

		Analysis)		Analysis and Content Analysis)
<i>Friday</i>	Read chapter 9 (Qualitative Methods)	Chapter 10 (con't)	Read chapter 12 (Historical and Comparative Research)	Read chapter 14 (Quantitative Data Analysis)
	Week Thirteen 11/10, 11/12, 11/14	Week Fourteen 11/17, 11/19, 11/21	Week Fifteen 11/24, 11/26, 11/28	Week Sixteen 12/1, 12/3
<i>Monday</i>	Chapter 14 (con't)	Student presentations (con't)	Student presentations (con't)	Student presentations (con't)
<i>Wednesday</i>	Read chapter 15 (Summarizing and Reporting Research)	Student presentations (con't)	Thanksgiving Break (No classes)	Final exam (8:30-10:30)
<i>Friday</i>	Student presentations begin	Student presentations (con't)	Thanksgiving (con't) (No classes)	

Preparing a Research Proposal

To generate ideas for research, target your investigation to the needs of people who live in the Pee Dee region of South Carolina. You may want to consult the I-95 Corridor Survey, which provides information on human needs in the Pee Dee area. You may get a copy of the survey at <http://images.acswebnetworks.com/2017/80/SCI95CorridorReportdec09.pdf> Your research proposal should start with a clear statement of your research question and why you find it worth researching. The next section will be a review of the principal findings in the literature that are relevant to your research question, highlighting any contradictions or unresolved or unexplored questions in the literature. Aim for at least five **peer-reviewed** articles in your review of relevant literature. Before writing this section, it may be helpful to collect several index cards, write the complete citation of the relevant article at the top of each index card, and write a brief paragraph on the card that describes the significance of the article for your proposal. Afterwards, order the index cards in a way that fits how you want information from the articles to flow in your proposal. In this section, you should make clear to the reader the ways in which the existing literature fails to answer or resolve your question, and justify why further research is needed. The next step in the paper is to propose one or more testable hypotheses (a proposed explanation to a question not answered or resolved in the literature). After stating your hypothesis, you need to present in detail a research design which would permit you to test your proposed explanation. **You are NOT to carry out the research**, but only to present what seems to you to be the most suitable research design for testing your explanation. Think of this proposal as a submission to a granting agency, asking for research funding to address human needs in the Pee Dee region. Your target audience is the board of reviewers, and you need to do your utmost to persuade them that your proposal is worth supporting.

Please type (and double-space) your proposal in Times New Roman 12-point font, and number your pages, which should not exceed eight, not counting the cover page, but counting the References page. The cover page should include a title relevant to your proposed study, your name, and date of submission. **It is always helpful to write a first draft to get your ideas down, and then edit and rewrite a second draft. You should take your second draft to the Writing Center on campus for assistance. When you have finished, try to look at your proposal with a fresh eye; ask yourself if each paragraph, each sentence, says just what you want to say.**

You should demonstrate that you know how to write clearly and effectively. Please refer to the Grading Criteria at the end of this syllabus for further information.

In your proposal, you need to address each of the following questions:

1. What is the problem you want to research? Give a short clear overview. **At this point, your statement of the problem should be in the form of a research question.**
2. Next present the most relevant findings from the literature; the ones which provide the background and prepare the stage for your project. If you have done your review of the literature carefully, this section will be easy. Organize your literature review by themes or topics rather than by first article, second article, etc.
3. What is your educated expectation? You need to state your expectation as a hypothesis in order to start to show how you would test it. Example: "*cohabitation before marriage does not cause higher divorce rates.*" In this example "cohabitation before marriage" is the independent variable, or cause, and "divorce rate" is the dependent variable, or effect. **You need to have at least one testable hypothesis**, but you may also propose some subsidiary hypotheses which, if they were supported by the research, would support your expected outcome.
4. In your proposal, explain why the variables you have chosen are good measures of the concepts you intend to examine. There are probably several ways to measure any concept; although no measurement operation is perfect, some are fairly good, and some are clearly inadequate. Think about the various ways of measuring each variable, and choose one which seems likely to be accurate as well as feasible. **Explain and justify your choices. One way to do this is to mention alternative possibilities which you have considered and discarded.**
5. **Control variables:** Are there any variables (other than your independent variable) that might influence your dependent variable. As you identify them, explain why they need to be included in your design.
6. What type of research design are you going to use? You aren't limited here to the pure types of design we have studied in class (e.g., experimental, survey, participant observation, etc.); in actual research, the research design should be chosen to fit the problem. Remember that the aim of any research design is to get an accurate data set so your hypothesis will receive a fair test. **Explain just what your design is going to be and say why the design is a good choice for dealing with your chosen problem.**
7. What will your research site be? Another way of asking this question is to say what population you are studying, and whether (and how) you will draw a sample to study this population. If you are proposing to study a sample of your population, **explain how and why you will choose your sample.** You should also be clear on whether you are studying people, or events, or something else (be aware of the level on which your analysis will be conducted).
8. What is the timetable for your research? Identify how long it will take to complete your project and what you plan to accomplish in the first month, second month, etc. If it is a very short project,

identify what you plan to do in the first week, second week, and so on. Think of January 1st as your start date.

9. What will be the cost of your research? Identify your expenditure categories and expenses.

10. Your proposal must conclude with a page titled, References. Use the APA style for referencing. See <https://owl.english.purdue.edu/owl/resource/560/07/> for assistance. Be certain to use APA style for referencing in the body of your text as well.

11. **After you have finished writing a draft of your proposal, re-read it and think about it.** If you were a member of a committee giving away grant funds to support research, would you find this proposal persuasive? Can you identify weak spots in the proposal? Are there any areas where reviewers are likely to request more information, or want to know more about your reasons for designing the research in this way? If you can identify such weaknesses, please address them (i.e., fix them) as you revise and improve your proposal. If they can't be fixed, show that you are aware of the problem by acknowledging them.

12. Remember that writing is important in this course. Edit and rewrite and polish your proposal to make it clear and effective. **Editing and rewriting takes work, but it makes a real difference in the quality of the final product.**

Research proposals are due in class on Monday, November 10th. One letter grade will be subtracted for each day your proposal is late, but I know you will submit it in time!

Presentation

You are assigned to do a six to eight minute in-class presentation of your proposal. General guidelines for the presentation are presented below:

- Please use the time allowed (anywhere between six to eight minutes is okay, but under six minutes or over eight minutes is NOT okay).
- The use of visual aids (e.g., technology) is okay, but as you probably know, there are good and bad ways to utilize technology. We will discuss specific strategies for giving effective presentations.
- Preparation and practice are the keys!!

You will be evaluated on your ability to explain the importance of your research and how you will conduct it. Specific suggestions are provided below. Please follow them.

- The bulk of your time should be dedicated to the importance of your research, and issues related to its design;
- Be organized – have a backup plan in the event of media malfunctions;
- Make eye contact with audience – practice holding your gaze with people for about five seconds, and move around if you want;

- Do NOT read from your paper – flashcards are okay;
- Wear formal attire – think about what you would wear to a job interview – (men and women should not wear ball caps or sneakers!);
- Beware of filler words, such as ah’s and uhm’s – it’s better to be silent than to use unnecessary words;
- If you use handouts, make sure everyone in the audience has one before you begin your presentation; and,
- Upon completion of your presentation, ask if there are any questions or comments, and if there are none, stimulate the audience’s imagination with a question that you pose to them.

GRADING CRITERIA

The A paper is one in which its purpose is clearly stated, easily identified and limited enough to be manageable within the constraints of the assignment. Such a paper also includes an informative and engaging introductory paragraph, substantial and persuasive arguments in a logically arranged and well-developed body, and concludes with an insightful summary. An excellent paper is very well written, virtually free of grammatical or typographical errors, and indicates careful editing. Its vocabulary is sophisticated, sentences are clear and understandable, the syntax (sentence structure) is varied and mature, and the transition between paragraphs and ideas is very smooth. There are no fragmented or run-on sentences, words are carefully selected, and the paper does not digress into irrelevant topics or subtopics. The subtleties of the topic are explored thoroughly, and any supporting documentation has been judiciously chosen and effectively incorporated into the paper. The A paper is excellent in *what* it says as well as *how* it says it.

The B paper is clearly above average and exceeds the requirements of the assignment. It is interesting, informative, and generally persuasive. Its purpose is clearly stated, easily identified and generally manageable within the constraints of the assignment. Such a paper also includes an introductory paragraph which is easily understood and straightforward, provides a competent analysis of the topic, and has a clear conclusion. It is generally easy to follow, its ideas are logically ordered and fairly well-developed, and any sources are well chosen and effectively used within the paper. It has minimal grammatical and/or typographical errors and the variety and maturity of syntax is acceptable. However, it falls short of the A paper in one of the following ways: the reflections may not be as interesting or insightful; there may be weaknesses in organizational strategy or development of ideas; the support may not be altogether convincing; and the style may not be as engaging or energetic or the diction as sophisticated. The B paper is, overall, a strong paper but, with additional effort, could likely be an A paper.

The C paper is average work which does meet the requirements of the assignment. It includes a purpose, an acceptable introduction and conclusion, competently provides a structured and logical

arrangement of arguments, uses clear style and diction, and provides adequate documentation. However, the paper may have difficulty with one of the following: the comments may be too general for purposes of the assignment; the evidence may be predictable or not entirely relevant to the purpose; the paragraphs may be uneven in development and transition. The C paper may be more a summary of information than a critical analysis of an important topic. It may have grammatical and typographical errors, but they are not so gross to be distracting or make the paper confusing. The student has done some editing, although it may be a superficial attempt.

The D paper is below average work which demonstrates an attempt to fulfill the assignment but does not meet the requirements. The paper may have several weaknesses: general or implied comments; the evidence may be general, missing, misinterpreted, or irrelevant to the purpose; sources may be incorrect or not credible; the organization and structure of the paper (including problems with the introduction and/or conclusion) make reading the paper difficult; and/or the style of the paper maybe compromised by serious grammatical errors, problems with syntax, and/or inappropriate diction. Weaknesses in the paper are distracting and/or make the paper confusing. The paper indicates minimal or no editing.

The F paper is substantially below average and suggests a shallow attempt to complete the assignment. Such a paper either lacks or inadequately provides the following: a purpose, introduction, persuasive arguments logically ordered within the body of the paper, proper document and/or handling of sources, and/or a conclusion. It may demonstrate little or no apparent organization, lacks development of ideas, and the evidence used, if any, may be inappropriate or irrelevant. The paper has serious syntax and grammatical problems, perhaps using short, simple sentences and ineffective diction. Such errors make reading the essay difficult or impossible. An F paper suggests very little effort or interest in the topic or completing the assignment.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Sociology **Date** September 22, 2014

Course No. or Level 303 **Title** Quantitative Methods in Social Research

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Current catalog: SOCI 201 or permission of department;

Change catalog to read: SOCI 201 or permission of department; for declared Sociology majors only; completion of General Education Mathematics requirements

Enrollment expectation 20-25

Indicate any course for which this course is a (an)

MODIFICATION SOCI 303

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jessica Doucet

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2015

Date of School/Department approval 9/22/14

Catalog description: **(NEW)**

303 Quantitative Methods in Social Research (3) (Prerequisite: 201 and Math 134, and declared sociology major, or permission of department) F, S. Introduction to basic statistical concepts; determining appropriate levels of measurement; calculating and interpreting descriptive statistics; calculating and interpreting inferential statistics including z-scores and confidence intervals; conducting hypothesis tests; determining associations between variables; regression and correlation analysis.

Purpose: 1. For Whom (generally?) Students pursuing a degree in Sociology
2. What should the course do for the student?
Teach students various techniques for handling and analyzing statistical data, including both descriptive and inferential statistics. Students will also learn how to construct and interpret statistical tables, including creating and analyzing data in SPSS.

Teaching method planned: Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):
Healey, Joseph F. 2012. *Statistics: A Tool for Social Research*. 9th ed. Wadsworth.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.
Include a syllabus for the course.)

1. Introduction to Statistics – Basic statistical definitions and levels of measurement

2. Descriptive Statistics and Frequency Distributions – Calculating and interpreting percentages, proportions, ratio, percent change, and rates
3. Measures of Central Tendency – Calculating and interpreting mean, median, and mode
4. Measures of Dispersion – Calculating and interpreting range, interquartile range, variance and standard deviation
5. The Normal Curve – Calculating and interpreting Z Scores
6. Estimation Procedures – Calculating and interpreting confidence intervals
7. Hypothesis Testing – Determining, calculating and interpreting the appropriate hypothesis test based on number of samples and sample size
8. Association between variables – Calculating and interpreting lambda, gamma, and correlation and regression coefficients

Sociology 303: Quantitative Methods in Social Research
MWF 10:30-11:20AM, FH 251B

Instructor: Jessica M. Doucet, Ph.D.

Office: 244 Founders Hall

Phone: (843) 661-1802

Email: jdoucet@fmarion.edu

Office Hours: 8:30-9:20 MWF; 1:30-3:00 MW; 11:20-12:30 T/TH or by appointment

COURSE DESCRIPTION & LEARNING OBJECTIVES

This course is a general introduction to the fundamentals of applied descriptive and inferential statistical procedures for data analysis in the social and behavioral sciences. Students completing this course are expected to master these fundamental procedures and be able to apply them in the analysis of data. The course will cover the following topics: descriptive statistics; inferential statistical methods including confidence interval estimation and hypothesis testing for one and two population means; and simple linear regression and correlation.

Upon completion of this course students should be able to:

1. Understand, calculate, and interpret basic descriptive statistics available to researchers.
2. Understand, calculate, and interpret z-scores and confidence intervals.
3. Understand, calculate, and interpret hypothesis tests for one and two sample cases as well as for samples with dependent means.
4. Understand, calculate, and interpret regression and correlation coefficients.
5. Understand how to construct and interpret statistical tables and draw conclusions based on those results.
6. Apply the statistical concepts learned in class to the analysis of data through the use of SPSS.

TEXTBOOK

Healey, Joseph F. 2012. *Statistics: A Tool for Social Research*. 9th ed. Wadsworth.

ISBN#: 978-1-111-18636-4

The textbook can be purchased or rented from the FMU bookstore. Additionally, an e-book can be rented directly from Cengage Learning for 180 days.

Other Materials:

A standard scientific calculator is **required**. You must have the calculator in class every day.

Graphing calculators are not permitted – NO exceptions.

COURSE PREREQUISITE

SOCI 201 or permission of the department; declared Sociology major; completion of General Education Mathematics requirement

COURSE WEBSITE

Blackboard will be used for posting supplemental material, assignments, grades, and announcements. Make sure to check the website regularly. Blackboard can be accessed at www.blackboard.fmarion.edu. Once you log in, you should see this course and all other courses in

which you are enrolled for the semester. Additionally, any course emails will be sent through Blackboard. These emails are set up to be sent to your **g.fmarion.edu** email

account so be sure you either check this account or have these emails forwarded to an account you check regularly.

COURSE REQUIREMENTS

To ensure you have all of the necessary information for exams, students should attend class regularly. If you miss a class, you are responsible for getting any information you may have missed from a fellow classmate. You are welcome to come to my office if any information provided in the lecture is unclear. However, I will not distribute my own lecture notes to students nor will I reiterate information provided in class via email. Success in this class is dependent on attendance. Poor attendance will be reflected by poor test scores.

Formal attendance will be taken in class. This class will follow the university's attendance policy, which states that if a student is absent more than twice the number of required class or lab sessions per week, the instructor has the option to assign a grade of F or W. Therefore, students will be failed or withdrawn from the class if they miss **more than six (6) classes, regardless of the reason for the absence** (there are no excused absences in this course).

Additionally, be sure to arrive to class on time. Class starts promptly at 10:30. At the start of class, the classroom door will be closed. **If you arrive after the door has been closed, you are late and will be marked absent, regardless of whether or not you are allowed to enter the classroom.** This means that a late arrival counts the same as not showing up at all. It is your responsibility to keep track of your absences/late arrivals throughout the semester. If you are marked absent more than the allowed number of days, you may or may not receive a warning before being removed from the course.

PARTICIPATION

Throughout the semester, students will be randomly called on in class to provide answers to questions regarding the material we are covering. The purpose of the participation grade is to make sure everyone is paying attention and attempting to work out the problems in class. You will not be penalized for incorrect answers. However, if you are not present when called on, you will get a 0 for participation for that day. Because tardiness is counted as an absence, if you are late to class, you will not be called on if your turn comes up and will be given a 0 for participation for that day. Finally, you will lose 10 percentage points from your final participation grade for each day you were not called on, but were absent or marked absent due to your classroom conduct. Participation will count for 5% of your overall course grade.

QUIZZES & ASSIGNMENTS

There will be several quizzes and assignments given throughout the semester. All quizzes and assignments combined will count for 15% of your overall grade.

Quizzes will be given after completing a topic and will cover any material regarding that topic. Students will be notified of the quiz the class period prior to the quiz. **Quizzes cannot be made up, regardless of the reason for the absence.**

Assignments for this course will require you to analyze data using SPSS. The instructions for each assignment will be posted to Blackboard. **Late assignments will not be accepted, no exceptions.** If you are late to class (arriving after the door is closed), your assignment will not be accepted. Additionally, any out-of-class assignments must be completed on your own. Evidence of sharing work will result in a **zero (0)** on the assignment for all parties involved.

EXAMS

There are four exams in this course, each counting for 20% of your final grade. Exams may include multiple choice, matching, true/false, short answer, SPSS output, and/or computational problems with interpretations.

Exams are *tentatively* scheduled for the following dates:

Exam 1: Monday, September 15, 2014

Exam 2: Friday, October 3, 2014

Exam 3: Wednesday, October 29, 2014

Exam 4: Wednesday, December 3, 2014*

The first three exams will be held at regular class time (10:30-11:20AM).

*The final exam (Exam 4) will be held from **3:00-5:00PM** as scheduled by the Registrar.

Come to class **ON TIME** and prepared on exam days. Tardiness is inexcusable. No new exams will be administered after the first student has completed his/her exam and has left the classroom.

During exams, desks should be clear of everything except your pencil(s) and calculator. All study material must be put away in a book bag or purse and on the floor. All cell phones must be **TURNED OFF** and put away. Your cell phone should not be on your desk or on your person in any way, shape or form. **If your cell phone is seen or heard during the exam you will receive an automatic 0.** This reminder is posted at the top of each exam and is **strictly enforced**. Additionally, any empty desks and chairs around you must be clear of material.

DO NOT MISS EXAMS. If you *must* miss an exam, notification of your absence is required prior to the scheduled exam *for consideration* to take a make-up exam. In addition to notification, written documentation of a valid and approved reason for your absence must be provided within 24 hours of exam day to take a make-up for full credit. If you cannot provide written documentation of a valid reason for your absence, you *may* be allowed to take the exam; however **20 points** will be deducted from your exam score immediately and for each 24-hour period that passes thereafter, *including* weekends. All make-up exams will be administered at my discretion and at a time and place of my choosing. Make-up exams will differ from exams given in class. **Missing a scheduled make-up exam will result in an automatic zero (0).** Please note that **FMU has no approved absences**, so what serves as a valid reason for missing the exam is at the discretion of the instructor. Examples include hospitalization,

death of a family member, or a pre-approved FMU event for which your attendance is mandatory. While you may be allowed to make up the exam, the absence will still count against you.

GRADING

There are four exams in this course, each worth 20% of your final grade, totaling 80%. Quizzes and assignments count for 15% of your grade with the remaining 5% coming from participation in class.

There will be no extra credit options for this course. Do not bother asking. The grade you earn is the grade you receive.

The grading scale for this course is as follows:

90.0 – 100	=	A
87.0 – 89.99	=	B+
80.0 – 86.99	=	B
77.0 – 79.99	=	C+
70.0 – 76.99	=	C
67.0 – 69.99	=	D+
60.0 – 66.99	=	D
0 – 59.99	=	F

CLASSROOM RULES & STUDENT CONDUCT

Students should conduct themselves appropriately while in class. It is important for you to respect me and

your fellow classmates by coming to lecture on time and prepared, remaining attentive for the duration of the lecture, and staying until the end of class. Do not hold conversations with fellow classmates as it is disrespectful and distracting to me and to those students who are trying to pay attention to lecture material.

While in class, nothing should be on your desk except your note-taking materials and a calculator. Make sure your cell phones are turned off and put away for the duration of the lecture. **DO NOT** text/tweet/facebook/etc. during class. The use of laptop computers, tablets, or any other electronic device **is NOT allowed in class**. Additionally, this is SOCI 303 (Quantitative Methods). During this class, I expect you to pay attention to the current lecture. You are not to use this time to copy missed notes or work on material for other classes.

If you are caught doing any of the above (talking, texting, surfing the internet, working on other classwork, leaving class early or without permission) or any other disruptive or disrespectful activity (such as sleeping),

you will be marked absent and given a 0 for participation for the day (with or without a warning or notification) and may be asked to leave. Additionally, **two percentage points** will be deducted from your **FINAL COURSE GRADE** for each offense committed over the course of the semester. If you are doing anything other than classwork, you are not fully present and will therefore not receive credit for being in class.

ACADEMIC HONESTY & INTEGRITY

As per the FMU Student Handbook (2013-2014: 75), all FMU students are “expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws.”

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, etc.) will be referred to the appropriate authorities. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on page 76 of the FMU Student Handbook (2013-2014).

IMPORTANT NOTES

You are encouraged to utilize my office hours (or make an appointment) if you have questions about the course material, your standing in the course, or other related matters. This time is set aside each week specifically for this purpose, so please do not hesitate to stop by. Together we can identify why you are

having problems and how you can better position yourself for success. **Waiting until the last week of class to voice problems or concerns is unacceptable and will be too late.** If you need to reach me outside of class or my office hours, email is the best form of communication as I check it regularly during the week and sporadically on the weekends. While my office phone is listed, I do not always receive voicemails in a timely manner and have no way of knowing when the message was recorded.

Keep in mind that this syllabus is a general guideline and is subject to change at my discretion. You are responsible for keeping up with any changes made to the syllabus, including changes to exam dates.

TENTATIVE COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Corresponding Chapter</u>
8/22, 8/25:	Intro to Statistics; Basic Concepts	Chapter 1
8/27, 8/29:	Descriptive Statistics and Frequency Distributions	Chapter 2
9/1:	No Class – Labor Day	
9/3, 9/5:	Measures of Central Tendency	Chapter 3
9/8, 9/10. 9/12:	Measures of Dispersion; Charts; Exam 1 Review	Chapter 4; 2
9/15:	EXAM 1 – Chapters 1 – 4	
9/17, 9/19:	The Normal Curve	Chapter 5
9/22, 9/24:	Sampling and Sampling Distribution	Chapter 6

9/26, 9/29, 10/1:	Estimation Procedures; Exam 2 Review	Chapter 7
10/3:	EXAM 2 – Chapters 5 – 7	
10/6, 10/8, 10/10:	Hypothesis Testing (One-Sample Case)	Chapter 8
10/13, 10/15, 10/17:	Hypothesis Testing (Two-Sample Case)	Chapter 9
10/20, 10/22, 10/24:	Hypothesis Testing (Dependent Means)	N/A
10/27:	Exam 3 Review	
10/29:	EXAM 3 – Chapters 8 and 9	
10/31:	Bivariate Tables	Chapter 11, 12
11/3:	No Class – Fall Break	
11/5, 11/7, 11/10:	Association between Nominal and Ordinal Variables	Chapter 12, 13
11/12, 11/14:	Regression	Chapter 14
11/17, 11/19:	Correlation	Chapter 14
11/19, 11/21, 11/24:	Chi-Square	Chapter 11
11/26, 11/28:	No Class – Thanksgiving Break	
12/1:	Exam 4 Review	
12/3:	FINAL EXAM – Chapters 11 – 14 (3:00-5:00PM)	
When completed, forward to the Office of the Provost.		9/03

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School SOCIOLOGY Date 9/19/14

Course No. or Level 407 Title URBAN SOCIOLOGY

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Current catalog: SOCI 201 or dept. permission; **Change to:** 9 hours of sociology, including 201, or dept. permission; Junior standing

Enrollment expectation 30

Indicate any course for which this course is a (an)

MODIFICATION SOCI 407 -- Want to change course prerequisites & description
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description _____ Lisa Eargle _____

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____ Fall 2015 _____

Date of School/Department approval _____ 9/22/14 _____

Catalog description (NEW):

407 Urban Sociology (3) (Prerequisite: Nine hours of sociology courses, including 201; junior standing; or permission of the department) F. Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, and

strategies of urban planning. The United States and other nations are examined. Explores how gender, racial/ethnic, class, gender, age, nationality, and other group relations affect urban processes and life. A student research project involving secondary data analysis and an oral presentation of the project are required.

Purpose: 1. For Whom (generally?)

Students who are pursuing a major, minor, or collateral in Sociology, or a minor or collateral in Gender Studies, and students who have an interest in city development and city life, and how these vary by place

2. What should the course do for the student?

Make the student aware of how cities have developed over time, in terms of their physical layout and social institutions, and how the relations between different social groups in the city have changed over time; also, students will learn about the contributions that different social groups have made to city development and city life ; and moreover, students will learn the different theories about urbanization and urbanism, and how to conduct research on urban areas

Teaching method planned:

Lecture and discussion; hands-on research project

Textbook and/or materials planned (including electronic/multimedia):

Gottdenier & Hutchinson's The New Urban Sociology, 4th edition
Nolan & Lenski's Human Societies, 11th edition
Sample research project & SPSS software directions handouts

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. Why study cities
2. Characteristics of Hunting & Gathering societies
3. Urban area emergence and development in Horticultural societies; life in horticultural urban centers
4. Features of horticultural societies and life
5. Features of agrarian societies, cities and life

6. Industrial revolution and urban life
7. US urbanization: colonial times to today
8. Theories of urbanization
9. Theories of urban life
10. Social group relations in cities
11. Urban problems
12. Industrial cities outside of the US
13. Urbanization and urban life in 3rd world cities
14. How to study urbanization and urban life

SOCI 407 --- URBAN SOCIOLOGY

Fall 2015

Course time/location: 8:30 – 9:20 MWF Founders Hall 251B
Instructor: Dr. Lisa A. Eargle, Professor of Sociology
Office and Office Hours: FH 239; 9:20 – 11:20 MWF; TTh 8:30 – 11:30; also by appointment
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

MATERIALS REQUIRED

Textbooks -- *The New Urban Sociology*, 4th edition, by Gottdenier and Hutchinson
Human Societies: An Introduction To MacroSociology, 11th edition, by Nolan and Lenski
Other readings and handouts will be provided by the instructor

Whether or not you buy the textbooks is your decision. However, you are responsible for any information on course examinations that they might contain, even if you do not own the textbooks.

This instructor will

NOT loan any textbooks to students.

Flash Drive -- For saving research information, research paper and power point presentation

COURSE PREREQUISITES

Nine hours of Sociology courses, including SOCI 201, and Junior standing.

COURSE DESCRIPTION

This course examines the emergence of, physical arrangement, and life within the city over time (from the first cities to the present). We will examine (1) American cities as well as cities within other developed and developing nations; (2) Different perspectives on urban development; (3) City inhabitants (race/ethnicity and nationality, gender, sexual orientation, and economic position) and their contributions to urban development and urban life; (4) Problems facing cities (fiscal, political, environmental, and social unrest/crime); and (5) Increasing globalization of cities/city life. The course format will be a combination of lecture and discussion, with several in-class written examinations, presentations, and a research paper.

COURSE OBJECTIVES

This course makes several contributions to the Sociology and the Gender Studies programs. The goals of this course are to:

1. Demonstrate the interrelatedness of urban social relations and urbanization processes.
2. Demonstrate the contributions of the three major perspectives in Sociology (Functionalist, Conflict, and Symbolic Interactionist) to studying and understanding urban phenomena
3. Highlight contributions of different gender, racial/ethnic, age, political, economic, and social groups to urban development and life that are often ignored by urban researchers and courses (such as women, gays and lesbians, elderly, and illegal immigrants)
4. Provide a balanced view of social groups often portrayed negatively (as either troublemakers or victims) by urban researchers and courses (e.g. urban poor and racial/ethnic minorities)
5. Demonstrate how urban areas and urban life are dynamic (changing) phenomena
6. Examine social problems and challenges present in urban areas
7. Illustrate commonalities and differences among urban areas in developed and developing nations

8. Demonstrate how to design a research study of an urban phenomenon
9. Further develop and apply research skills that students have obtained from previous research courses
10. Further develop students' understanding of the linkages between theory, hypotheses, data, data analyses, and results interpretation
11. Further develop students' written and oral communication (presentation) skills

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, coming and going at will, or throwing objects during class. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned **off** and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will **not** take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of zero for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 5 exams, a research paper, and oral presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 5 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be closed notes and closed textbook. All exams will be noncumulative. Each exam will consist of 10 short answer and 8 essay questions. The short answer questions are worth 2 points each; essay questions are worth 10 points each.

There will be a review sheet, check list, or study guide provided by the instructor. You will need to purchase/rent the textbooks required for this course and fully **READ** the book chapters to prepare for the exams. Old lecture notes, review

sheets, and exams from previous semesters are NOT reliable indicators of this semester's exam material. Good indicators will be the types of items that this instructor addresses in *this semester's* class lectures (such as concepts, theories, trends,

cases, models, processes, series of characteristics, etc.); however, you are still responsible for knowing other items in the readings that the instructor may not mention in class.

You will NOT be allowed to choose which questions you will have to answer on the exam. **There will be NO substitution of questions with other questions on the exams.** Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester. A copy of an old exam is useless.

Only students for whom the Office of Counseling and Testing has provided request for accommodations will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Do **NOT** wait until the night before the exam to begin studying. You are likely to fail the exam if this is the strategy that you adopt. There is far too much material to be consumed in such a short period. You must, instead, studying along in the days preceding the exam. This is the truth.

NO Make-up exams will be given in this course. Being tired, having the sniffles or multiple exams that day does not count as extreme circumstances that would warrant any exceptions. Per University regulations, **All** students are **REQUIRED** to take the final exam. All final exams must be taken at the University scheduled time and date for the class. Those showing up late, after the class has finished the exam, will NOT be allowed to take the final exam.

During examinations, **all electronic devices** (such as Blackberries, iPhones, iPods, laptops, programmable watches, etc.) **and books, notes, etc. must be stored away** in book bags, in purses, or under your desk. Otherwise, I will assume they are being used to cheat on the examinations and you will be penalized. All paper used for the examinations will be provided by the instructor. Also, **leaving the classroom after beginning an examination**, without finishing the exam and turning it in to the instructor, **is prohibited.**

Exam grades will NOT be dropped or curved, NOR will extra credit work be offered/accepted. Each exam is **worth 100 points** towards your final grade, with all 5 exams counting together for 500 points towards your final grade.

RESEARCH PAPER

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This information will then be used to write an 8 page paper and give 6 minute talk to the class about your research. The breakdown of paper points are as follows:

Criteria	Points Worth
Introduction	___/5
Literature review: Theory ___/10	___/20
4 Correct Hypotheses	___/5
10 Refs cited ___/10	

Data/Methods:	Data source ___/5	Sample ___/5			
	Variables/definitions ___/5	Analysis techniques ___/5			___/20
Results:	Mean/Std dev ___/5	Correlations ___/5	Regression ___/5	GIS map ___/5	___/20
Correct Interpretation of results	Mean/Std dev ___/5	Correlations ___/5	Regression ___/5	GIS map ___/5	___/20
Conclusion and paper appearance					___/10
				Total Score	___/100

Supporting Documents Received ___ if no, NO CREDIT FOR PAPER

You will be required to get approval from Dr. Eargle for a project topic. The sign-up for project topics will take place on **September 29** in class. **Those who do not sign-up for a topic will receive no credit for their papers and presentations.**

It is highly recommended that you work on this research paper throughout the semester, instead of rushing to complete it within a few days of its due date. The paper must be at least 8 pages (double spaced) long – 10 points will be deducted from the total paper grade for each page that it is short of 8 pages. The research paper will count for 100 points towards your final grade and **the paper is due on November 14 during class time. You must deliver the paper to Dr. Eargle IN PERSON (NO emailing of papers). LATE PAPERS WILL NOT BE ACCEPTED.** Paper pages must be stapled together.

Students who do not produce papers on time will NOT be allowed to give presentations, which will result in a grade of zero for 200 points towards their final course grade – 100 points for the paper and 100 points for the presentation.

Descriptions and Requirements of Paper Components

Title Page

Title of your paper, author's name, and course number

Introduction

What is the topic of your study? Why is it important to study it? This part should be ½ page long.

Literature Review

For the literature review, you should follow the format of the ASA or APA for citations and references. The review should be typed using margins of 1 inch, with a font size no larger than 12, and should be 3 pages long. You should use and cite at least 10 references. **Papers lacking citations and a reference page will automatically lose 20 points.** You can use information from the Internet for your research paper, but **do NOT use encyclopedias or dictionaries as your references.** This prohibition includes Wikipedia or similar sources.

You must **cite all 10 references in your literature review** or points will be lost for that portion of the paper. You must also **submit copies of the reference material cited** in the literature review, with the **specific passages in these materials** (that are used in the literature review) **highlighted or marked in some manner.** This material is to be submitted with your paper or you will receive **NO CREDIT** for the literature review portion of the paper.

You must present **at least one theory** in your paper, with the theory addressing your research topic. You should derive **at least 4 hypotheses** (each hypothesis addressing the relationship between an independent and the dependent variable) from the literature. These variables used in these hypotheses must be tested with data that you used in the analyses. Otherwise, **if there is no clear link between your literature, theory, hypotheses, and data analyzed, you will not receive credit for this portion of the paper.**

Data and Methods

The project's sample size should be at least **35 cases**. You are required to use **data for either counties, states, or countries** for this project. Data on individual persons will NOT be accepted. All data used for the project **must be secondary data** and must come from public access sources (such the US Census, CDC, FBI, or EPA websites). You are required to use **5 distinct variables** for the project (such as unemployment, race, sex ratio, migration, and education). Counting multiple categories of the same variable (such as white, black, Asian, and Indian categories of the variable Race) as multiple variables will NOT be accepted. **At least one of your variables must be an urban variable** (such as percent urban population, population density, or something similar). The variables you use should be the same variables that named in your hypotheses. The data you analyze must be data for these variables. Otherwise, you will lose major points for this portion of the paper.

Papers not clearly naming the data sources, sample, variables used, definitions for variables, and/or analysis performed

in the Data/Methods section will also lose major points. It is your responsibility to ensure all pertinent/required information is included and clearly labeled in your paper. I will not play “mental gymnastics” to figure out what you did for your paper, nor inquire why something is missing from the paper. I will just deduct the points if something is missing or unclear. **You are also required to submit a copy or copies of the data that you analyzed for the paper** (e.g. print out of data from Census website, FBI website, etc.). This part of the paper should be 1 page long.

Analyses/Findings

You are required to perform a **multivariate analysis** on the data (regression and correlations) **as well as descriptive statistics** (means and standard deviations) using SPSS. Directions for creating a file and analyzing it in SPSS will be covered in class.

You should also include 1 map of your dependent variable from the Internet, to display the spatial patterns of that variable.

This part of the paper should be 2 pages (1 page for SPSS output and 1 page for map).

I have allocated several class meetings to show how to do research, such as picking a topic, looking for data, how to do data analyses using SPSS, etc. It is your responsibility, however, to seek additional help from me if you have questions about what/how to do parts of the project.

Result Interpretations

You will be required to interpret your SPSS output results (5 means and standard deviations; 4 correlations; 4 regression coefficients) and map results. Failure to do this will result in the loss of 20 points. You should interpret the results both statistically and theoretically. How to interpret these results will be covered in class. It is your responsibility, however, to seek additional help from me if you do not understand how to do it. This part of the paper should be 1 page.

Limitations

What are the issues that might affect your results in ways that they may not reflect the patterns in the larger population from

which your sample was drawn? Are there other variables that might impact your topic that were not included in the analyses?

Did the years for which your data were available match across variables? These are examples of some of the things we

consider research limitations and should be discussed in your paper. All research has some limitations; don't be dissuaded

by them, but mention them. This part of the paper should be about ½ page to 1 page long.

Conclusion

Summarize your paper and its findings. Discuss direction for future research. This should be ½ page long.

Reference List

List of 10 references cited in the back of the paper Reference list and corresponding citations within paper are MANDATORY!

Additional Warnings About the Research Paper!!!!

1. DO NOT WAIT UNTIL NOVEMBER TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF “F.”
2. DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE’S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the paper and presentation. You will also be reported to the Provost’s office.
3. NO DOUBLE SUBMISSIONS ARE ALLOWED (you can’t use the same exact project for this and another class, whether in poster, paper, or presentation format.). Those “doubly submitting” work will receive a grade of ZERO for the paper and presentation.
4. THE RESEARCH TOPIC AND APPROACH MUST BE APPROPRIATE FOR THIS COURSE (SOCI 407). The topic and approach must be approved by the instructor in advance of submitting the completed paper.
5. REMINDER: NO CREDIT FOR THE PAPER ALSO MEANS NO CREDIT FOR THE PRESENTATION.
6. ALL SUPPORTING DOCUMENTS (Copies of literature cited, data used, etc.) MUST BE SUBMITTED WITH YOUR PAPER. OTHERWISE, YOU WILL RECEIVE A GRADE OF ZERO. It is your responsibility to remember this and do it; I will not keep asking you repeatedly for it.
7. DO NOT MAKE A NUISANCE OF YOUR SELF BY PESTERING OTHERS TO HELP YOU WITH THE RESEARCH PAPER. This is not a group assignment, nor is it something that other professors should help you to do.
8. DO NOT EXPECT ME TO BE AVAILABLE TO HELP YOU AT THE LAST SECOND. I have other classes, students, faculty, research partners, editors, etc. that I am obligated to work with and other tasks beyond SOCI 407 that I must attend to throughout the semester. I also have a personal life and will not stay late or on the weekend at FMU to help you.

PRESENTATION

Each person will also give a 6 minute Power Point presentation to the class on their project. **Those who did not submit a paper on November 14 will NOT be allowed to give a presentation.** Not producing a paper on time will result in a zero for a total of 200 points of your final grade – 100 for the paper and 100 for the presentation.

A sign-up sheet of presentation dates will be circulated in class in early November. **There will be NO make-ups for the class presentation. The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation. Turning in a copy of your Power Point show alone will **NOT** suffice; you must orally deliver the presentation in front of the class to receive **any** presentation points.

<u>Criteria for Power Point Show</u>	<u>Points Worth</u>
Title page	5
Font (right size and type for audience to easily see)	5
Slide background color (clear contrast with type)	5
Slides uncluttered	5
No audio clips (often fail to work, speech avoidance technique)	5
No cascading sentences/titles (they are a distraction)	5
Slides address major points from <u>each</u> part of paper	10
Right number of slides (8 slides minimum and 12 slides maximum)	5
Any photos or diagrams used are easy to see	5
<u>Criteria for Speaker Delivery</u>	
Ability to explain paper parts correctly	10
Covered all parts of the paper in the presentation	10
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (6 minutes)**	0

** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 6 minutes. I will also deduct points if your presentation exceeds 8 minutes. Practice the presentation at home until you get it the right length**

Total Points = 100

ATTENDANCE

Attendance will be taken during each class meeting. It is your responsibility to make sure that you have signed the attendance sheet before leaving class. Students missing more than 6 classes, regardless of reasons, will be automatically dropped from the course by the instructor. Moreover, any material that you miss due to absences is your problem to obtain, not mine.

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it Into the Registrar's office by September 12 to automatically receive a W. After that date, students dropping the course or being dropped from the course by me, will be assigned a grade of W only if they are completing a passing level of work for the course at that time.

COURSE GRADES

Final course grades will be based upon the summation of your exam, paper, and presentation grades. Course letter grades are assigned as follows:

A = 630 - 700 points; B+ = 602 - 629 points; B = 560 - 601 points; C+ = 532 - 559 points

C = 490 - 531 points; D+ = 462 - 489 points; D = 420 - 461 points; **F = 419 and fewer points**

Final course grades will not be curved. Grades of Incomplete will not be assigned. Extra credit work will not be accepted. **Grades are nonnegotiable** – you will receive what you have **earned**.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School SOCIOLOGY Date 9/22/14

Course No. or Level 419 Title Population And Society

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Current catalog: SOCI 201 or permission of dept.; **Change to:** 9 hours of Sociology, including 201, or permission of dept.; Junior standing

Enrollment expectation 30

Indicate any course for which this course is a (an)

MODIFICATION SOCI 419; Want to change prerequisites and description
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2015

Date of School/Department approval 9/22/14

Catalog description (**NEW**):

419 Population and Society (3) (Prerequisite: Nine hours of sociology courses, including 201; junior standing; or permission of the department) S. Scientific study of population size, composition and distribution; analysis of trends and differentials in birth rates, death rates, and migration by race/ethnicity, gender, class, age, and nationality; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and the social structure as it varies by race/ethnicity, class, gender, age, and nationality. A student research project involving secondary data analysis and an oral presentation of the project are required.

Purpose: 1. For Whom (generally?)

Students pursuing a major, minor or collateral in sociology, or a minor or collateral in Gender Studies, and students who have an interest in population features and change dynamics (fertility, mortality, and migration) and impacts on society (environment, healthcare, education, criminal justice system)

2. What should the course do for the student?

Students will learn about population characteristics (size, composition, and distribution) and the dynamics impacting populations (fertility, mortality, and migration) and social groups within populations, as well as how these impact other aspects of society (such as the environment, health care systems, politics, criminal justice, and education). They will also learn how sociologists explain these issues (theories) and conduct research on population issues through a hands-on research project and presentation.

Teaching method planned:

Lecture and discussion; Hands-on research project

Textbook and/or materials planned (including electronic/multimedia):

Demography: The Science of Population by Weinstein and Pillai
Black Beaches and Bayous by Eargle and Esmail
Sample research project & SPSS software directions handouts

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. What is demography
2. How are populations structured (size, growth rates, and racial/ethnic, gender, age and other compositions; how populations and subpopulations distributed across geographical space)
3. How do demographers conduct research
4. Fertility concepts, measures, theories, trends and group differences, and social policies
5. Mortality and morbidity concepts, measurements, theories, trends and group differences, and social policies
6. Migration concepts, measures, theories, trends and group differences, and social policies
7. Population impacts on the environment and social institutions (education, healthcare system, criminal justice system, politics, etc.)

**SOCI 419: POPULATION AND SOCIETY
Spring 2015**

Course time/location: MWF 8:30 – 9:20 in FH 251B
Instructor: Dr. Lisa A. Eargle, Professor and Chair of Sociology
Office Location: FH 239
Office Hours: Monday – Friday 9:30 – 11:30; Or by appointment
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

MATERIALS REQUIRED

Textbooks -- *Demography: The Science of Population* by Weinstein and Pillai
Black Beaches and Bayous by Eargle and Esmail

Flash Drive – For saving research paper and power point presentation

You **MUST** purchase/rent and read the above books for this course; otherwise, you are likely to fail the course.

You must come to class, listen and take notes, and read the assigned chapter *before* class time. You should also bring your textbooks to class, to follow the discussion. Lecture notes, review sheets, and exams from previous semesters are NOT 100% exact indicators of this semester's exam material.

WARNING: If you are seeking a class where everyone passes the course without much effort, then this course is ***definitely not it.*** This is an extensive, in-depth course that moves at a fast pace. It is your responsibility to see that you give the effort that is required to succeed in this course.

COURSE PREREQUISITES

Nine hours of sociology courses, including 201, or permission of the department; Junior standing

COURSE DESCRIPTION

This course is an introduction to the study of population and population related issues. Some of the topics we will address are: (1) factors influencing the number of children people have; (2) life expectancy and disease rate patterns and trends; (3) who is likely to change residence and why; (4) how fertility, mortality, and migration vary across racial/ethnic, class, gender, sexual orientation, age, educational, and nationality groups; and (5) how population dynamics (fertility, mortality, and migration) impact the environment, the family, health care, the economy, politics, crime rates, and educational institutions. The course format will be a combination of lecture and discussion, with in-class written examinations and a research paper.

COURSE OBJECTIVES

This course makes several contributions to the Sociology and the Gender Studies programs. The goals of this course are to:

12. Demonstrate the connections between of population features/processes and other social phenomena
13. Demonstrate how population and population characteristics are dynamic (changing) phenomena
14. Highlight how population processes differentially impact racial/ethnic, class, gender, sexual orientation, age, and nationality groups
15. Demonstrate how to design a research study of population phenomenon
16. Further develop and apply research skills that students have obtained from previous research courses

17. Further develop and apply written and oral communication skills

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, or coming and going at will. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means:

- (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter;
- (2) While in the professor office, you will have your cell phone turned **off** and will not carry on conversations with friends, family, etc.;
- (3) When in the professor's office, you will **not** take pens, paper, books, sodas, etc. without the professor's permission.

Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of zero for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 5 exams, a SPSS research paper, and a power point presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 5 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be Closed notes and closed textbook. All exams will be noncumulative. Each exam will consist of 10 short answer and 8 essay questions. The short answer questions are worth 2 points each; essay questions are worth 10 points each.

There will be a review sheet, check list, or study guide provided by the instructor. You will need to purchase/rent the textbooks required for this course and fully **READ** the book chapters to prepare for the exams. Old lecture notes, review sheets, and exams from previous semesters are NOT reliable indicators of this semester's exam material. Good indicators will be the types of items that this instructor addresses in *this semester's* class lectures (such as concepts, theories, trends, cases, models, processes, series of characteristics, etc.); however, you are still responsible

for knowing other items in the readings that the instructor may not mention in class.

You will NOT be allowed to choose which questions you will have to answer on the exam. **There will be NO Substitution of questions with other questions on the exams.** Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester To semester. A copy of an old exam is useless.

Only students for whom the Office of Counseling and Testing has provided request for accommodations will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Do NOT wait until the night before the exam to begin studying. You are likely to fail the exam if this is the strategy that you adopt. There is far too much material to be consumed in such a short period. You must, instead, studying along in the days preceding the exam.

NO Make-up exams will be given in this course, except in extreme circumstances (i.e. hospitalization, court or jail, or University activity). Being tired, having the sniffles or multiple exams that day does not count as extreme circumstances. Per University regulations, **All** students are **REQUIRED** to take the final exam. All final exams must be taken at the University scheduled time and date for the class. Those showing up late, after the class has finished the exam, will NOT be allowed to take the final exam.

Exam grades will NOT be dropped or curved. Each exam is worth 100 out of 700 points of your final grade.

RESEARCH PAPER

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This project has 8 components to it, which are listed below. This information will then be used to write a 10 page paper. The breakdown of project points are as follows:

Criteria	Points Worth
Introduction	___/5
Literature review: Theory ___/10 10 Refs cited ___/10	___/20
4 Correct Hypotheses	___/5
Data/Methods: Data source ___/5 Sample ___/5	
Variables/definitions ___/5 Analysis techniques ___/5	___/20
Results: Mean/Std dev ___/5 Correlations ___/5 Regression ___/5 GIS map ___/5	___/20
Correct Interpretation of results	
Mean/Std dev ___/5 Correlations ___/5 Regression ___/5 GIS map ___/5	___/20
Conclusion and paper appearance	___/10
Total Score	___/100

Supporting Documents Received ___ if no, NO CREDIT FOR PAPER

Project topics/hypotheses must be submitted to me for approval by January 31. If I have not approved your project topic, you will NOT receive any credit for your project. A list of acceptable of topics is provided below. The paper will count for 100 out of 700 points of your final grade and **the paper is due on March 31 at the beginning of the class period.** Papers must be submitted to me, **in person**, as a printed out hardcopy. **LATE PAPERS WILL NOT BE ACCEPTED.**

Description of Research Paper Components

Introduction – names topic, provides justification for study

Literature Review – contains major theories used to explain topic and major findings of previous research; 4 hypotheses derived from the Literature, relating each of your independent variables to your dependent variable; Literature used in the

review must be cited within the body of the literature review, as well as listed in the back of the paper in a Reference list.

Data and Methods – names the data source, sample, variables used (including designation of dependent and independent variables), variable measurement, and statistical technique to be used

Findings – contain all pertinent statistical results from analyses, as well as at least 1 map

Interpretation of Findings – provide explanation of what the results show, both statistically and in terms of hypotheses support/lack of support

Conclusion – overall summary and limitations of study and directions for future research

Reference List -- Place list of references (at least 10) in the back of the paper

Requirements for Each Component

Literature Review

For the literature review, you should follow the format of the American Sociological Association for citations and references.

The review should be typed using margins of 1 inch, with a font size no larger than 12, and should be 1 to 3 pages long. You

must use *and cite* at least 10 references. **Papers lacking citations and a reference page will automatically lose 20 points.**

You can use information from the Internet for your paper, but **do NOT use encyclopedias or dictionaries as your references.** This prohibition includes Wikipedia or similar sources.

You must **cite all 10 references in your literature review** or points will be lost for that portion of the paper. You must also **submit copies of the reference material cited** in the literature review, with the **specific passages in these materials** (that are used in the literature review) **highlighted or marked in some manner.** This material is to be submitted with your project or

you will receive **NO CREDIT** for the literature review portion of the project.

You must present **at least one theory** in your paper, with the theory addressing your research topic. You should derive at

least 4 hypotheses (each hypothesis addressing the relationship between an independent and the dependent variable) from the literature. These variables used in these hypotheses must be tested with data that you used in the analyses.

Otherwise, **if there is**

no clear link between your literature, theory, hypotheses, and data analyzed, you will not receive credit for this portion

of the paper. (Just presenting some theory on Topic A, with some hypotheses made-up about Topic B, with data on Topic C is NOT acceptable.)

Data and Methods

The paper's sample size should be at least **35 cases**. You are required to use **data for different NATIONS** for this project. **Projects using US state or US county-level data will NOT be accepted.** Data on individual persons will NOT be accepted.

All data used for the paper **must be secondary data** and must come from public access sources (such the United Nations, CIA Factbook, etc.). You are required to use **5 distinct variables** for the project (such as Birth Rates, GNP, Percent Urban, Democratic Government, and Corruption). Counting multiple categories of the same variable (such as % Muslim, % Christian, and % Indigenous Beliefs as categories of the variable Religion) as multiple variables will NOT be accepted **At least one of your variables must be a demographic variable.**

Papers not clearly naming the data source, sample, variables used, and/or analysis performed in the Data/Methods

section will also lose major points. It is your responsibility to ensure all pertinent/required information is included and clearly labeled on your paper. I will not play "mental gymnastics" to figure out what you did for your paper, nor inquire why something is missing from the paper. I will just deduct the points if something is missing or unclear. **You are also required to submit a copy or copies of the data that you analyzed for the paper** (e.g. print out of data from websites that you used).

Analyses/Findings

You are required to perform a **multivariate analysis** on the data (such as regression) **as well as descriptive statistics** (mean, standard deviation). Appropriate statistical/data analysis techniques must be used for the type of data /level of measurement that you have for the paper. Just doing any kind of analysis on some data is NOT acceptable. **Papers failing to meet these data and**

method requirements will automatically lose 40 points. Results for all analyses performed and their interpretations should be included on the paper.

You will also be required to use/display at least 1 map. This map will graphically display a spatial pattern in your results, such as how poverty, crime, or some other variable differs across geographic areas.

Other -- Additional Warnings!!!!

9. DO NOT WAIT UNTIL LATE-MARCH TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF "F."
10. DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE'S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the paper and report you to the Provost's office.
11. NO DOUBLE SUBMISSIONS ARE ALLOWED (you can't use the same exact project for this and another class, whether in poster, paper, or electronic format.). Those "doubly submitting" work will receive a grade of ZERO for the paper. Do not use a project or paper from a previous semester either.
12. THE PAPER TOPIC AND RESEARCH APPROACH MUST BE APPROPRIATE FOR THIS COURSE (SOC 419). The topic and approach must be approved by the instructor in advance of submitting the completed paper.

13. THE COMPONENTS OF THE PAPER MUST BE IN THE CORRECT ORDER (as I have them listed on page 3 in the chart). I will deduct **10 points** for each part of the paper that is not in the correct order.

PRESENTATION

Each person will also give a 6 minute Power Point presentation to the class on their project. **Those who did not submit a paper on March 31 will NOT be allowed to give a presentation.** Not producing a paper on time will result in a zero for a total of 200 points of your final grade – 100 for the paper and 100 for the presentation. This means a loss of 3 letter grades and a grade of D or F in the course.

A sign-up sheet of presentation dates will be circulated in class in early November. **There will be NO make-ups for the class presentation. The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation. Turning in a copy of your Power Point show alone will **NOT** suffice; you must orally deliver the presentation in front of the class to receive **any** presentation points.

<u>Criteria for Power Point Show</u>	<u>Points Worth</u>
Title page	5
Font (right size and type for audience to easily see)	5
Slide background color (clear contrast with type)	5
Slides uncluttered	5
No audio clips (often fail to work, speech avoidance technique)	5
No cascading sentences/titles (they are a distraction)	5
Slides address major points from <u>each</u> part of paper	10
Right number of slides (8 slides minimum and 12 slides maximum)	5
Any photos or diagrams used are easy to see	5
 <u>Criteria for Speaker Delivery</u>	
Ability to explain paper parts correctly	10
Covered all parts of the paper in the presentation	10
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (6 minutes)**	0
** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 6 minutes. I will also deduct points if your presentation exceeds 8 minutes. Practice the presentation at home until you get it the right length**	

Total Points = 100

ATTENDANCE

Attendance will be taken during each class meeting. It is your responsibility to make sure that you have signed the attendance sheet before leaving class. **Students missing more than 6 classes, regardless of reasons, will be automatically dropped from the course by the instructor.**

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it

Into the Registrar's office by the appropriate date to automatically receive a W. After that date, students dropping the course or being dropped by the instructor for poor attendance in the course will be assigned a grade of W only if they are completing a passing level of work for the course at that time.

COURSE GRADES

Final course grades will be based upon the summation of your exam, paper, and presentation grades. Final course letter grades will be assigned as follows:

A = 630 to 700 points B+ = 602 to 629 points B = 560 to 601 points C+ = 532 to 559 points
C = 490 to 531 points D+ = 462 to 489 points D = 420 to 461 points **F = 419 and fewer points**

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates). Extra credit work will not be accepted. **Grades are nonnegotiable** – you will receive what you have **earned**. Whining, rage fits, and other bullying tactics will NOT change your grade, so don't even go there.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Sociology Date 9/22/14

Course No. or Level 498 Title Sociology Internship

Semester hours 3 Clock hours: Lecture 1 Laboratory 6

Prerequisites (OLD) Prerequisite: 18 hours of sociology, including 201, 202, and 303, and permission of the department; (NEW) Prerequisite: 18 hours of sociology, including 201, 302, and 303, and permission of the department; Senior standing; for declared sociology majors only

Enrollment expectation 1-8 per semester

Indicate any course for which this course is a (an)

MODIFICATION SOCI 498 course prerequisites and description
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2015

Date of School/Department approval 10/2/14

Catalog description (**NEW**):

498 Sociology Internship (3:1-6) (Prerequisite: 18 hours of sociology, including 201, 302, and 303; senior standing; declared sociology major; and permission of department)
Provides students with a structured experience working in a community service agency. Each student is expected to work 6 to 10 hours each week on site, as arranged with the cooperating agency. Readings and discussions will cover such topics as the organizational structure of service agencies, relationships with clients, and relationships with other agencies. See your advisor and the course instructor no less than one semester in advance of enrolling in SOCI 498.

Purpose: 1. For Whom (generally?)

Sociology majors who are nearing graduation and who are seeking a field work experience in sociology by spending several hours a week serving as an intern for a social service government agency or organization.

2. What should the course do for the student?

Provide students with a sociology-related employment experience, an opportunity to relate what they have learned in their other sociology courses to a real-life experience, and to do field research.

Teaching method planned:

A total of 120 hours of intern work at a supervising agency or organization; a research paper; journal entries of internship experiences; and regular meetings with the internship coordinator

Textbook and/or materials planned (including electronic/multimedia):

Carol A. B. Warren and Tracy Xavia Karner. 2014. *Discovering Qualitative Methods: Ethnography, Interviews, Documents, and Images*. Oxford University Press.

Also, most agencies have a handbook of obligations, duties, and procedures. Students are required to read additional materials to complete the research paper assignment.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. Meet the criteria to register for course, including arrangement of cooperating agency, completed paperwork, and agency requested background checks
2. Work 6 to 10 hours per week at the agency for a total of 120 hours for the semester
3. Read textbook as a guide on conducting field research
4. Keep a daily field journal, noting what tasks were done, what observations were made, and relating theories and material from other sociology courses that they have taken to the observations
5. Write an 8 page case study/field research paper about the internship agency, its people, activities, etc.
6. Meet regularly with course instructor to discuss internship
7. Be evaluated by supervisor at cooperating agency

SOCI 498: SOCIOLOGY INTERNSHIP
FALL 2015

Course time/location: To be arranged; FH 239
Instructor: Dr. Lisa A. Eargle, Professor and Chair of Sociology
Office and Office Hours: FH 239; MWF 9:20 – 11:20; TTh 8:30 – 11:30; also by appointment
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

TEXTBOOK (Required)

Carol A. B. Warren and Tracy Xavia Karner. 2014. *Discovering Qualitative Methods: Ethnography, Interviews, Documents, and Images*. Oxford University Press.

COURSE PREREQUISITES

Completed 18 hours in sociology, including 201, 302 and 303, and have the permission of the department to enroll; Senior standing; for declared Sociology majors only.

COURSE DESCRIPTION

The purpose of this course is to provide an organized experience working within a community service organization or agency. Students are expected to watch and interact with organization/agency clients, organization/agency planning and evaluation meetings, and contacts with other organizations/agencies. Each student enrolled in the course is expected to work 6 to 10 hours per week at the organization's/agency's site, for a total of 120 hours over the course of the semester, as arranged with the cooperating organization/agency. Interns are expected to dress and behave professionally. Issues such as organizational structure, interactions with clients, and networks with other organizations will be examined.

IMPORTANT, REQUIRED ITEMS BEFORE ALLOWING ENROLLMENT IN THE COURSE

As soon as possible, I will need the following information. This is to ensure that you will have Workers Compensation coverage at the internship site, and that I can arrange our meetings and site supervisor evaluation. Failure to submit this information will prevent enrollment in the course.

- Organization where you are interning (if a unit within the organization, please specify)
- Name and title of on-site coordinator
- Phone number and email address of on-site coordinator
- One paragraph description of your internship activities, as you understand it now
- Your class schedule
- Scheduled internship hours (days and times)
- Scheduled regular commitments for work or other responsibilities (daytime, M-F)
- Phone number and email address where you can be easily contacted

COURSE ASSIGNMENTS

Your final course grade will be determined by your performance on an internship journal, research paper, evaluation by organization/agency supervisor, and regularly scheduled meetings with Dr. Eargle. A description of each assignment is presented below.

Internship Journal

You will keep a bound journal that will contain entries for every day that you work at the organization/agency site. These entries will contain the date and time of work, as well as the hours spent at internship site. These date/time/hours portion of the journal entries must be signed/endorsed by your internship on-site supervisor.

You will also record what you do and observe at the site. Reflections upon what you experienced and observed, including positive and negative issues, and other relevant thoughts – such as how what you observe on site relates to the content of other sociology courses that you have taken (theories, findings of studies, trends, etc.) – should be recorded. This journal is due December 1 at 4pm and will be worth 25% of your final grade. NO LATE JOURNALS WILL BE ACCEPTED. JOURNALS MUST BE SUBMITTED TO DR. EARGLE IN PERSON, IN PAPER FORMAT. No electronic submissions will be accepted. The journal cover must include your name and the course number on it.

Research Paper – Case Study

You will write a 8 paged, single spaced, 10 or 12 point font, 1 inch margined, case study paper. The first part of the paper should address the organization's/agency's purpose, organizational structure, leadership and communication dynamics, and organization/agency strengths and weaknesses. You should describe the characteristics of those employed by the organization, the kinds of activities the organization engages in, and the impact that this type of organization has on society. Important theories, findings, etc. from case studies of similar organizations should be included.

The second part of the paper should be research based upon your observations (journal) at the site. These observations should be used to test an additional theories about workplace dynamics, using the inductive research process (data first, then theory).

All materials used in the paper should be properly cited and referenced, following the APA format. The 8 page length does not include the cover page or reference page. This paper is due December 1 at 4pm. NO LATE PAPERS ACCEPTED. PAPERS MUST BE SUBMITTED TO DR. EARGLE IN PERSON, IN A PAPER FORMAT.

No electronic copies will be accepted. Pages of the paper must be stapled together, with your name and course number included on the cover page. The paper is worth 25% of your final grade.

Supervisor Evaluation

I will contact your site supervisor near the end of the semester, to receive an overall evaluation of your performance at the worksite. Issues I will ask about include did you appear for the assigned hours; did you perform the tasks you were assigned; what was your attitude on-site; did you interact well with others; did you dress professionally; and did you act professionally at the site. This evaluation is worth 25% of your final grade.

Meetings with Dr. Eargle

You are to schedule a meeting with me, approximately on every 1st and 15th day of the month. In this meeting, you will provide me with a verbal update of what is occurring on your internship work site and what types of activities you are engaged in. If you are encountering any distressing situations or problems at the internship

worksite, please let me know. If the situation is threatening or dangerous, please let me know immediately – do not wait until a scheduled meeting to tell me.

These update meetings are worth 25% of your final grade. Do not blow these meetings off; failure to appear will result in a declining final grade.

FINAL COURSE GRADES

Final course grades will be determined by the average of your scores on the journal, research paper, supervisor evaluation, and meeting with Dr. Eargle. Final grades will be assigned as follows:

A = 90 to 100	B+ = 86 to 89.99	B = 80 to 85.99	C+ = 76 to 79.99
C = 70 to 75.99	D+ = 66 to 69.99	D = 60 to 65.99	F = 59.99 and below

Grades will not be curved or dropped. Extra credit work will not be accepted. Grades of Incomplete will not be assigned. You will receive the grade that you have **earned**.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Education Date 10-8-14

Course No. or level 648 Title Educational Research

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites _____

Enrollment expectation _____

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute 623 + 748
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description [Signature]

Department Chairperson's/Dean's Signature [Signature] 10/8/14

Provost's Signature [Signature]

Date of Implementation Spring 2015

Date of School/Department approval 8/14/14

Catalog description:

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03



EDUC 648
Educational Research
 School of Education
 Francis Marion University

COURSE SYLLABUS

Instructor:	Dr. Daljit Kaur	Term:	Summer I (2015) June 3 rd –July 4 th
Office:	CEMC 221	Class Meeting Days:	Online
Phone:	843-661-1478	Class Meeting Hours:	Online
E-Mail:	dkaur@fmarion.edu	Class Location:	Online Blackboard
		Office Hours:	By email or appointment

Course Description

This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

Topics to be covered include:

1. Quantitative and qualitative research methods
2. Literature review
3. Ethical Issues
4. Validity and Reliability
5. Sampling
6. Data collection and data analysis
7. Interpreting and drawing conclusions

Course Objectives

Upon the completion of this course the students will be able to:

Apply quantitative and qualitative research methods	NAEYC 2002- ADV.2.6
Access online research databases	NAEYC 2002-ADV.2.5 & NETS-S 3.b
Understand methods to collect and analyze data	NAEYC 2002- ADV.2.6 & 2.4, CF 1.B.2
Use APA guidelines	NAEYC 2002-ADV.2.3 &2.5
Understand ethical issues in conducting research	NAEYC 2002-ADV.2.2
Review, interpret, and critique research studies	NAEYC 2002-ADV.2.3 & 2.5
Prepare literature reviews	NAEYC 2002-ADV.2.3 & 2.6
Apply current research to interpret the culture of poverty as it relates to educational environments.	TCOP Standard 1, Element 1.1

Required Course Materials

- All course material will be available in blackboard.
- Supplemental readings will be provided by your instructor.
- Students will search for scholarly journal articles online.
- Live Text.

Course Policies

- No late assignments are accepted. All assignments are due by 11:59 pm on the day they are due.
- You are responsible for checking the “Announcements” section in bb and your email for any updates or changes.

Course Schedule (Tentative)

Class Dates	Topics/Due
Week 1	<ul style="list-style-type: none"> • Introduction to Research • Introduction to Quantitative & Qualitative Research Methods Project 1 and Discussion Posting 1
Week 2	<ul style="list-style-type: none"> • Review of Literature • Methods • Sampling Project 2 and Discussion Posting 2
Week 3	<ul style="list-style-type: none"> • Data Collection • Data Analysis • Interpreting & Drawing Conclusions Project 3 and Discussion Posting 3
Week 4	<ul style="list-style-type: none"> • Validity and Reliability • Ethics Project 4, Discussion Posting 4 & Final Exam

Course Assignments

Assignments	Points
Project 1	20
Project 2	10
Project 3	10
Project 4	20
Discussion Posting 1	5
Discussion Posting 2	5
Discussion Posting 3	5
Discussion Posting 4	5

Final Exam	20
TOTAL	100

- Assignments submitted for this class are expected to comply with Academic Honesty policy outlined on in the FMU handbook, which can be found at this link: <http://images.acswebnetworks.com/2017/83/StudentHandbook20132014.pdf>. Examples of Academic Dishonesty include plagiarism and cheating.
- All assignments should follow APA formatting guidelines wherever applicable.

Course Evaluation

Letter Grade	Grade Percentages	Quality Points per Semester Hour
A	90 or above	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
F	Below 70	0.0 (no credit)

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Education Date 10-8-14

Course No. or level 796 Title Capstone

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites _____

Enrollment expectation _____

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute 794 + 795
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dauphinais

Department Chairperson's/Dean's Signature Shirley Ann Bausnick 10/8/14

Provost's Signature Richard N. Chap

Date of Implementation Spring 2015

Date of School/Department approval 8/14/14

Catalog description:

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03



**Department of Education
Online Graduate Course**

Course Number: EDUC 796
Course Title: Capstone
Credit Hours: 3
Semester and Year:

Course Coordinator:

Course Description:

The capstone experience provides students the opportunity to demonstrate a culmination of the acquired knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students.

Learning Outcomes: At the completion of this course, the learner will be able to:

1. Candidates will develop knowledge of the students with which they work to include contextual factors (community, school, classroom, student characteristics, student approaches to learning, student skills and prior learning).
2. Candidates will recognize the implications contextual factors have on planning and assessment.
3. Candidates will explain the interrelationships between graduate courses in the IA program.
4. Candidates will administer tests of divergence and analyze the results.
5. Candidates will analyze themselves teaching a lesson.
6. Candidates will conduct a literature review on strategies of best practice.
7. Candidates will share information regarding students with a person that works closely with the student.
8. Candidates will present to colleagues knowledge acquired in the program.

Teaching Strategies: This is a Blackboard Learning System enhanced class and will consist of lecture, guest lecturers, group presentations, audio-visual aids, class discussions, class presentations, on-line activities, seminars, written assignments, handouts, role-play, computer-assisted instructions, and case studies.

Required Textbooks: none

METHODS OF EVALUATION:

Assignment	Percent of total
Capstone Project	75
Collaboration with Professor	25

Classroom Grading Scale:

Alphabetic	Score
A	93-100%
B+	89-92%
B	85-88%
C+	82-84%
C	77-81%
F	Below 77%

Conceptual Framework

**Francis Marion University School of Education
Conceptual Framework**

School of Education Conceptual Framework:**The School of Education prepares competent and caring teachers.**

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology

- II. Caring teachers possess

Professional Dispositions

- A. Exhibits professional attributes
- B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
- C. Upholds Ethical and Professional Standards
- D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
- E. Shows respect for colleagues, P -12 students, faculty and staff

Dispositions statement

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course.

Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned.

Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION

Affirmation Form

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. ***Please fill out, sign, and return this form to the course professor by drop/add or you will be dropped from this course.***

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks> Appendix 1

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

LiveText

If you are a degree seeking education student, you must purchase LiveText. Non-degree or students from programs other than education are not required to make this purchase.

News and Announcements:

It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social

networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.