

**CIVIL WAR AMERICA – HIST 346**

Professor Jacqueline G. Campbell

**COURSE DESCRIPTION**

This course will examine the civil war era in its broader cultural context – as a human event that involved military strategy, economic upheaval, political intrigue, social disruption and, above all, the transformation of the lives of women and men; civilians and soldiers; blacks and whites; rich and poor.

**REQUIRED TEXTS** (You will need the first two immediately)

Catherine Clinton and Nina Silber, eds., Divided Houses: Gender and the Civil War **(DH)**

Joan Cashin, ed., The War Was You and Me **(WYM)**

Michael Shaara, Killer Angels

Lauren Cook Burgess, An Uncommon Soldier

Journal Article & Documents posted on Blackboard –

**check for these additional readings every week and bring a copy to class.**

*OPTIONAL TEXT* Reid Mitchell, The American Civil War

**GRADING POLICY:** In Class 25%; Written Assignments 30%; Exams 45%

**IN CLASS PERFORMANCE (250 points – 25%)**

**A. Participation** (150 points). This course is **highly** participatory and so attendance and careful/timely reading of all assignments is **crucial**. Your grade will be based on your regular and constructive contribution to class discussion and other class activities. Students who rarely speak, show a lack of familiarity with the material, or miss classes in excess of the limit set by FMU policy will receive a failing grade and will **not be permitted to earn extra credit!!**

**The more effort you put into this component, the better you will do on your exams and other written assignments**

**B. In Class Reaction Papers** (100 points) To encourage good reading habits, I will occasionally ask you to write a short paragraph or two reacting to that day's assignment. Your papers will be graded for clarity and thoughtfulness on a check-plus/check/check-minus basis

**Students who miss more than 4 classes will receive a failing participation grade and this will also severely compromise your ability to do well in the entire class.**

**WRITTEN ASSIGNMENTS (300 points -30%)**

Two 3-5pp. papers due March 7 and March 26. Detailed instructions on these papers will be given well in advance. But please note the following:-

- a page of typewritten text (double-spaced, with standard margins and 12 point font) has approximately 250 words
- late papers will be penalized **one** letter grade for each day including weekends and will not be accepted more than 5 days after the due date
- electronic submissions will not be accepted

**\*\*Extra Credit** - If you are up to date with all your assignments and have not exceeded 4 absences you may complete a third paper for up to 100 extra credit points due April 9\*\*

### **EXAMS (450 points - 45%)**

Quiz – Jan 29 (100 points); Midterm – Feb 26 (150 points - 15%); and a cumulative final (200 points - 20%). Study guidelines will be posted in advance.

Students will be permitted to use a “test aid” (one side of an 8 1/2 x 11 inch sheet of paper with whatever notes you think useful.) Make-up quizzes will only be permitted if you have a documented medical absence and will be completed in a format of my choosing **without** any test aids.

### **GROUND RULES**

- Please ensure that all cell-phones/pagers are turned off. I have a **zero tolerance policy for texting**
- Because of the participatory nature of the course, absences in excess of the limit set by FMU policy will result in a failing class participation grade and will seriously compromise your overall grade.
- Late arrivals are distracting and disruptive to both students and instructor, therefore, after attendance has been called, students will no longer be permitted to join the class and will be counted as absent. If you have a valid reason for leaving class early please advise me beforehand.
- Students are expected to participate regularly, actively, and constructively. You will receive credit for participation only if you express informed judgments, pose questions, and respond to other students’ comments. Students who rarely speak, or who show a lack of familiarity with the material, will not receive any credit.
- You are expected to behave in a way that shows courtesy to the instructor and fellow students.
- Plagiarism and cheating will not be tolerated. Plagiarism is the use of the ideas, organization, or words of another writer without giving proper credit. Students must produce their own, original work. Any student who violates this rule will receive a failing grade for the specific assignment/exam or for the entire course. Full details on FMU policy for Academic Integrity are available in the Student Handbook
- If you have a disability that qualifies you for academic accommodations, please contact the Office of Counselling and Testing

### **CLASS SCHEDULE**

This schedule is subject to amendment and it is up to each student to keep up to date with any changes announced in class and/or posted on Blackboard

**ENSURE YOU CHECK BLACKBOARD AT THE BEGINNING OF EACH WEEK FOR SUPPLEMENTARY DOCUMENTS. WE WILL BE WORKING WITH THESE IN CLASS AND SO YOU MUST HAVE YOUR OWN COPIES. PERSISTENT FAILURE TO COME PREPARED WILL SERIOUSLY COMPROMISE YOUR ENTIRE GRADE.**

Jan 8 Introduction – Images of War - Chronology:

Jan 10 *Optional – Mitchell, Chapter 1*

Jan 15 **DH**, Foreword and Fellman, “Women and Guerrilla Warfare.”  
*Optional – Mitchell, Chapter 2*

- Jan 17 **DH**, Rable, “Missing in Action,”
- Jan 22 **WYM** Rable, “Hearth, Homes, and Family, “and **DH** Mitchell, “Soldiering, Manhood, and Coming of Age.”  
*Optional – Mitchell, Chapter 3*
- Jan 24 **DH** Blight, “No Desperate Hero,” and Cullen, “I’s a Man Now.”
- Jan 29 **IN CLASS QUIZ** – Based on Readings for Jan 22 & 24
- Jan 31 **WYM** Silber, “A Compound Of Wonderful Potency.”
- Feb 5 **WYM** Blair, “We are Coming, Father Abraham – Eventually.”
- Feb 7 **WYM** Cashin, “Deserters, Civilians, and Draft Resistance in the North.”
- Feb 12 **DH**, Attie, “Warwork and the Crisis of Domesticity.”
- Feb 14 **DH** Faust, “Altars of Sacrifice.”  
*Optional – Mitchell, Chapter 4*
- Feb 19 **DH** Cashin, “Since the War Broke Out.”  
*Optional – Mitchell Chapter 5.*
- Feb 21 **Killer Angels** to p68
- Feb 26 **Mid Term**
- Feb 28 Continue **Killer Angels**
- Mar 5 Continue **Killer Angels**
- Mar 7 Finish **Killer Angels - DUE PAPER 1** – Based on **Killer Angels**
- Mar 12
- Mar 14 Burgess, **An Uncommon Soldier** (entire)
- Mar 19/21 NO CLASS - Spring Break
- Mar 26 **DUE – Paper 2\*\*** Based on Blackboard Documents - TBA
- Mar 28 **DH** Bardaglio “Children of Jubilee” & Docs on Blackboard  
*Optional – Mitchell, Chapter 6*
- Apr 2 **On Reserve**, Campbell, “*The Most Diabolical Act of all the Barbarous War*”
- Apr 4 **WYM** Glatthaar, “Duty Country, Race, and Party.”
- Apr 9 **WYM** Murrell, “Union Father, Rebel Son.” - **DUE** Extra Credit Paper

Apr 11 **DH** Silber, “Intemperate Men, Spiteful Women”  
*Optional – Mitchell, Chapter 7*

Apr 16 **WYM** Leonard, “Mary Surratt and the Plot to Assassinate Abraham Lincoln.”  
*Optional – Mitchell, Chapter 8*

Apr 18 **DH** Clinton, “Reconstructing Freedwomen  
In Class Project - Reconstruction Documents (Blackboard)  
Final Exam Review

### **FINAL EXAM TBA**

First Quiz – In Class Essay –

*The Civil War is often described as a watershed for “manhood.” What manhood meant in the 1860’s? Did this differ geographically? Did the Civil War redefine notions of manhood? If so how? Finally, how were these issues shaped by race?*

Sample Final Questions

1. How does the concept of honor figure into an analysis of the Civil War? How might this concept vary by region/race/class/gender? You should also consider if, and how, the concept of honor changed during the course of the war and the period of Reconstruction.
2. Noted military historian, John Keegan, has argued that “culture is a prime determinant of the nature of warfare,” and at the same time asserts that warfare is “an entirely masculine activity” from which, “with the most insignificant exceptions,” women have “always and everywhere stood apart.” Evaluate his argument in the context of the Civil War. You may agree or disagree with all or part of this analysis, but make sure you explain your reasoning.

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

Department/School IPHC Date May 7, 2014

Course No. or Level 213 Title Safe Dosage Calculation for Interprofessional  
Healthcare Providers

Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites None

Enrollment expectation 20+

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

Modification none  
(proposed change in course title, course description, course content or method of instruction)

Substitute none  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate none  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description M. Annie Muller, DNP, APRN- BC  
and Vicki Martin, MSN, RN

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2015

Date of School/Department approval 8-21-14

Catalog description:

- Purpose:
1. For Whom (generally?)
    - a. This course will be offered to any student with a focus on health care education and has a need to understand safe dosage calculations.
    - b. This course will also be offered for any student who does not pass the medication administration exam in the Fundamentals Nursing 309 class or any student in any of

the nursing/health care classes who may need remediation for safe dosage calculations.

- c. This course can also be offered to any student planning to be a healthcare provider who feels they need to have additional knowledge in dosage calculations.
2. What should the course do for the student?
    - a. This course will allow the student to learn several different methods for safely calculating medication dosages.
    - b. This course will also allow a student who is not proficient in math to be able to understand safe dosage calculations as an essential health care skill.
    - c. This course does not take the place of any other required math courses

**Teaching method planned:**

Online, voice-over PPT lectures; online quizzes, in class midterm and final exam.

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

Buchholz, S. (2012). Henke's med-math: dosage calculation, preparation & administration (7th ed.) Philadelphia, PA: J. B. Lippincott Company. ISBN: 13: 978-1-60831-799-8

Course Content: See course syllabus

**When completed, forward to the Office of the Provost.**

9/03



**Francis Marion University**

**Course Name:** Dosage Calculations for Interprofessional Healthcare Providers  
**Course Number:**  
**Credit Hours:** 3  
**Class Time:** This is an on-line course with an in-class Midterm and Final Exam  
**Prerequisites:** None  
**Co-requisites:** None

**Faculty:** M. Annie Muller  
**Office:** LNB 106  
**Office Phone:** 843-661-4659  
**E-Mail:** mmuller@fmarion.edu  
**Virtual Office Hours:** TBA

**Faculty:** Vicki A. Martin  
**Office:** LNB 127  
**Office Phone:** 843-661-1898  
**E-Mail:** vmartin@fmarion.edu  
**Virtual Office Hours:** TBA

**Course Description:**

This elective course is for those who plan a career in healthcare and may need a more specialized focus on safely calculating medication dosages. This course will focus on identifying methods of calculations used when determining a safe dose for administering medications through various routes such as injections, oral, and intravenous (IV). This course can also be taken by those who may need remediation in dosage calculation. This course does not take the place of any required math courses as established by the University or the Department of Nursing.

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

1. Calculate dosages of medications for each method of route of administration.
2. Navigate measurement systems; (metric and household systems).
3. Understand the concept of safety in the correct dosage calculations to reduce medication errors.
4. Reduce anxiety about miscalculation of medications.
5. Identify the correct drug abbreviations, labels, and packaging.
6. Accurately employ the rights of medication administration and safety checks
7. Convert a powdered medication to a liquid for administration.

8. Calculate IV drip rates and special IV drug calculations.
9. Understand medications calculated based on the weight of the patient.

**Course Access and Navigation:**

This course was developed using Blackboard. To access the course, go to <https://blackboard@fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the blackboard system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

**Teaching Methodology:**

This on-line class will be taught by closely following the textbook and utilizing discussions, PowerPoint, lectures, individual assignments, and clinical conferences on Blackboard (Bb). All assignments are posted on Bb. All assignments will be uploaded on Bb under Assignments.

Required Textbooks:

Required:

Buchholz, S. (2012). Henke's med-math: dosage calculation, preparation & administration (7th ed.)

Philadelphia, PA: J. B. Lippincott Company. ISBN: 13: 978-1-60831-799-8

Recommended: you should have a basic calculator to use that does nothing more than add, subtract, multiply, and divide. Using a computer or calculus type of calculator will not be allowed in the class and will confuse you when taking exams during any other nursing classes.

METHOD OF EVALUATION:

The learner must receive a "C" (2.0 on a 4.0 scale) or better in order to pass the nursing course. Not receiving a "C" or better in the course constitutes a course failure, and the course must be repeated and a "C" or better attained before the learner can be considered having completed the nursing program.

Course Evaluation:

<b>Assignment</b>	<b>Percent of Final Grade</b>
<b>Quiz- 13 @ 4% each</b>	<b>52%</b>
<b>*Midterm</b>	<b>24%</b>
<b>*Final</b>	<b>24%</b>
<b>Total</b>	<b>100%</b>

\* Midterm and Final will be proctored on campus. Dates to be set and posted on Bb in Announcements and Content section.

**Assignment Explanations:**

Detailed descriptions and explanations for all assignments are within the Content section of Blackboard.

**Online Participation:**

The purpose of any online discussion in this class is to encourage reflection and sharing of your different knowledge and experiences or concerns you may have in understanding the math used in dosage calculations. Learners are responsible for reading ALL postings within the discussion board and responding to learner questions directed to you individually.

This course does not have discussion postings required as part of the grade.

**Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B +	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

**Rounding:**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to a 80.

**Online Attendance Policy:**

Attendance for this on-line class goes for the entire semester, from Monday through Sunday. To be considered present, learners must log on at least one time and complete the assigned quiz for the week. A learner who does not sign in and/or does not complete the quiz or assignment will be considered absent and may be at risk for failing the course.

**Work Turned in Late:**

Any assignments that are due in an assigned week will be considered on time if submitted by midnight Sunday night of the last week. Permission from faculty must be obtained prior to the due date for submission of late work. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, ten percent will be deducted from the final grade. Failure to notify the faculty member of late work will result in an automatic ten percent reduction.

**Grievance Procedure:**

The Department of Nursing adheres to the University Guidelines for Learner Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Learner concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*. Refer also to the current edition of the *Department of Nursing Student Handbook*.

**ACADEMIC INFORMATION**

**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.

**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 Nursing Student Handbook*. 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.

**Academic Dishonesty**

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct*. 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. Please see the *Department of Nursing Student Handbook: Academic Integrity*.

**Code of Ethics**

The Department of Nursing subscribes to the "Code of Learner Conduct" as defined in

the "Learners' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Student Handbook: Academic Integrity* and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

### **South Carolina Nurse Practice Act**

Learners must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*). <http://www.scstatehouse.gov/code/t40c033.htm>

### **COURSE PROCEDURES**

**To be a successful online learner** takes great effort. You have to be self-motivated and self-disciplined to keep yourself on schedule with reading, assignments, projects, etc. You do have to devote time from your busy family and work schedule to work on the course so you won't fall behind.

**Communication is key.** Communication channel is always open between me, you, and among ourselves. It is very, very important that we keep connected and interact. If you do have questions, please feel free to email me, utilize the faculty forum in discussion board, or phone me.

**Working ahead.** All assignments and discussion questions for the semester are posted. You are permitted to post one block ahead on discussion questions. Know, however, that course content must be reviewed before posting is to be done in order to correctly interpret the questions. Learners are permitted to work ahead as able on individual assignments.

**Netiquette:** Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages, and threaded discussions. Respect is required. If your discussion post is a response, begin the post with the learner's name. Please write your name at the end of all discussion postings so we know who has contributed to the learning process.

**Feedback on your assignment submission.** Please check feedback on the graded assignments in your grade-book by clicking the hyperlinked score. If you have any difficulty finding comments, please read instructions under the **Tutorial** link.

**Check your grades.** I will post your grades for the discussion board, assignments, etc. as soon as I can. If you find any errors or missing scores in your grade-book, please feel free to email me. I will correct my mistakes. *No assignment will be graded without the attached Grading Grid.* The midterm exam will be scheduled by the course coordinator and the final exam will follow the University's final exam schedule. Both the midterm and the final will be given on campus while being proctored by a faculty member.

**Course Outline:**

Week/ date	Content: Sub topics	Resources: Reading	Evaluation All quizzes are due by the end of the week and before moving to the next chapter.
Week 1	Basic math	Chapter 1- text	Quiz
Week 2	Metric and Household Systems of Measurement	Chapter 2	Quiz
Week 3	Drug Abbreviations, Labels, and Packaging	Chapter 3	Quiz
Week 4	Calculations of Oral Medications- solids	Chapter 4	Quiz
Week 5	Calculations of Oral medications – liquids	Chapter 4	Quiz
Week 6	Liquids for Injections- all except Insulin	Chapter 5	Quiz
Week 7	Liquids for Injections- Insulin only	Chapter 5	Midterm- <b>PROCTORED</b> on campus; will cover all previous information presented
Week 8	Calculations of Basic IV Drip Rates	Chapter 6	Quiz
Week 9	Calculations of Basic IV Drips- adding intermittent medications	Chapter 6	Quiz
Week 10	Special Types of IV Calculations	Chapter 7	Quiz
Week 11	Special Types of IV Calculations- PCA, Heparin, and Insulin	Chapter 7	Quiz
Week 12	Dosage Problems for Infants and Children	Chapter 8	Quiz
Week 13	Information Basic to Administering Drugs	Chapter 9	Quiz
Week 14	Administration Procedures	Chapter 10	Quiz
Week 15	Final Exam- date and time TBA	Comprehensive	Exam- <b>PROCTORED</b> - on campus; Comprehensive

**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 or on the announcement page of Blackboard and/ or by email.

**ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES**

Bonita McFadden, Nursing Administrative Assistant	(843) 661-1690
Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111

**COMMUNICATION POLICY FOR BLACKBOARD  
FRANCIS MARION UNIVERSITY**

Online classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. Online discussions and participation are an integral part of this online class. The intent of on-line discussions (discussion boards) are to replace the sharing that would occur between learners in the classroom, to allow faculty to identify learner learning and correct misconceptions, and to share in the educational process as professional nurses. To help you become accustomed to working in an on-line classroom, the following guidelines are listed to help you become accustomed to working in an on-line classroom.

1. Learners are expected to check their e-mail daily and discussion board at least every two days for learner posts and faculty updates.
2. Professional respect requires learners to respond to discussion board questions directed to them specifically by their peers.
3. Do not dominate any discussion. Stay on topic. If you have something you want to address that is off-topic, email the person directly. General questions can be posted in the Faculty Forum section of the discussion board.
4. Use a positive and respectful tone.
5. Abusive comments will not be tolerated. You may lose points or this may be grounds for being asked to leave the course. If you are dealing with a sensitive or controversial topic, take time to reflect and write your responses in WORD first before posting so you don't regret a response later.
6. Typing in WORD before posting will help you eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
7. Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
8. Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be learner-directed.

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

Department/School Sociology Date 7/1/14

Course No. or Level 388 Title Disasters And Extreme Events

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites SOCI 201 Principles of Sociology

Enrollment expectation 30

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 Dr. Lisa A. Eargle

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2015

Date of School/Department approval August 19, 2014

Catalog description:

Types of disasters and extreme events; stages in the disaster process; theories and methods used to study disasters; how disaster vulnerability and resilience varies across social and demographic groups; how social institutions respond to disasters; disaster prevention and mitigation efforts.

Purpose: 1. For Whom (generally?)

This course is designed for students in sociology and other disciplines who are interested in understanding disasters, how disasters impact individuals' lives and the functioning of societies, and how we can better prepare for and respond to them.

2. What should the course do for the student?

It will provide students with theoretical and methodological tools for understanding how disasters are created, unfold, and affect societies, and how societies can mitigate disaster impacts. The course will also assist students in improving their research and oral communication skills via research projects and presentations.

Teaching method planned:

Lecture and discussion; research projects and presentations

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

Community Disaster Vulnerability: Theory, Research And Practice by Zakour and Gillespie  
The Sociology of Katrina, Second Edition by Brunnsma, Overfelt and Picou  
Black Beaches And Bayous: The BP Deepwater Horizon Disaster by Eargle and Esmail  
An assortment of journal articles and book chapters

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 a disaster? What is an extreme event?
2. Disasters and extreme event cases in history – from Pompeii to Super Storm Sandy and Global Warming
3. Types of disasters & extreme events – natural, biological, technological, terrorism, hybrid
4. A general disaster framework -- phases and components
5. Perspectives on and theories about disasters
6. Methods for studying disasters
7. Analyzing disaster data
8. Disaster vulnerability and resilience across social and demographic groups
9. Disaster impacts on and adaptive responses by social institutions
10. Prevention and mitigation efforts

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## **SOCI 388: DISASTERS AND EXTREME EVENTS Fall 2015**

Instructor: Dr. Lisa A. Eargle  
Class times and location: MWF 11:30 – 12:20 in FH 251B  
Office and Office Hours: FH 239; M – F 9:30 to 11:30  
Phone and email: (843) 661-1653 and [leargle@fmarion.edu](mailto:leargle@fmarion.edu)

### **TEXTBOOKS**

Community Disaster Vulnerability: Theory, Research And Practice by Zakour and Gillespie  
The Sociology of Katrina, Second Edition by Brunnsma, Overfelt and Picou  
Black Beaches And Bayous: The BP Deepwater Horizon Disaster by Eargle and Esmail  
An assortment of journal articles and book chapters available on-line

### **COURSE DESCRIPTION**

This course is an introduction to the study of disasters and extreme events in societies. We will examine (1) important concepts, such as hazard, risk, disaster, and extreme event; (2) different types of disasters; (3) major disaster events that have occurred in history and their important features; (4) the phases and components of disasters; (5) major theories explaining disasters as a social phenomenon; (6) the methods for studying disasters and analyzing disaster data; (7) disaster impacts for different socio-demographic groups and social institutions; and (8) disaster prevention and mitigation efforts. The format of the class will be lecture and discussion.

### **COURSE OBJECTIVES**

1. Provide a historical overview of the field of disaster studies
2. Examine major disaster cases that have occurred in history
3. Highlight important concepts that are useful for understanding and communicating about disasters (such as hazard, risk, vulnerability, resilience, warning, mitigation)
4. Examine the different types of disasters (natural, biological, technological, terrorism, Hybrid) and extreme events, their commonalities and their differences
5. Demonstrate how disasters and extreme events are a dynamic process that unfold over time, not just events
6. Examine different explanations (scientific and non-scientific; sociological and non-sociological) for why disasters occur
7. Discuss how hazards, risks, impacts, and recovery vary across different social, economic, and demographic groups within nations
8. Discuss how hazards, risks, impacts and recovery vary across nations
9. Investigate different approaches to disaster prevention and mitigation that can be taken by individuals, communities, social institutions, and society (such as education, zoning policies, construction designs, diplomacy, investment, immunization, surveillance)
10. Demonstrate how to design a research study
11. Further develop and apply research skills that students have acquired from other courses
12. Further develop students' written and oral communication skills

## 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. 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, study 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 Worth	Points
Introduction _____ /5	
Literature review: Theory _____ /10 _____ /20	10 Refs cited _____ /10
4 Correct Hypotheses _____ /5	
Data/Methods: Data source _____ /5 Variables/definitions _____ /5 _____ /20	Sample _____ /5 Analysis techniques _____ /5
Results: Mean/Std dev _____ /5 _____ /20	Correlations _____ /5 Regression _____ /5 GIS map _____ /5
Correct Interpretation of results _____ /20	Mean/Std dev _____ /5 Correlations _____ /5 Regression _____ /5 GIS map _____ /5
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 September 30.** 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 November 20 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**. **Data must be for counties, cities, or countries.** 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 Education, Poverty Rate, Percent Urban, Crime Rate, and Earthquakes). 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 disaster 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 disasters differ across geographic areas.

### **Other -- Additional Warnings!!!!**

1. DO NOT WAIT UNTIL LATE-OCTOBER 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 report you 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 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.
4. THE PAPER TOPIC AND RESEARCH APPROACH MUST BE APPROPRIATE FOR THIS COURSE (SOC 388). The topic and approach must be approved by the instructor in advance of submitting the completed paper.
5. 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 November 20 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.

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<u>Criteria for Power Point Show</u>	<u>Points</u>
<u>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 each 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

Criteria for Speaker Delivery

- Explained parts of paper 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\*\*

100

Total Points =

**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**.

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

Department/School Sociology Date 8/1/14

Course No. or Level 327 Title Sociology of Aging and Later Life  
Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites SOCI 201 Principles of Sociology

Enrollment expectation 30

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

modification SOCI 327 Social Gerontology  
(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 R. Corey Remle

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2015

Date of School/Department approval August 19, 2014

Catalog description:

An introduction to the study of aging as a social phenomenon with an emphasis on theories of aging, the composition of the elderly population, family relationships, living arrangements, work and retirement, the welfare state, end-of-life care and dying, aging and inequality

Purpose: 1. For Whom (generally?)

This course is designed for students in sociology and other disciplines who are

interested in understanding the dynamics of individuals lives as they age and the impacts of aging populations on social institutions such as families, health care systems, public policy and social norms and stereotypes.

2. What should the course do for the student?

It will provide students with theoretical tools and knowledge for understanding aging and later life. They will examine the social factors that affect individuals from adulthood to later life as well as how societies are responding to the global demographic transition to older communities which they will witness and be immersed in their own lives as they and their families and friends deal with issues related to adulthood and later life. The course will also assist students in improving their critical thinking and research skills via research projects and presentations.

Teaching method planned:

Lecture and discussion; written assignments; research projects and presentations

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

*Aging and the Life Course: An Introduction to Social Gerontology* by Quadagno  
An assortment of journal articles and book chapters

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.)

11. Demographics of the population by age, gender, race;
12. Aging and life course perspective and theories of aging
13. Methods for studying sociological topics related to aging
14. Family relationships and social support systems
15. The welfare state for the elderly and their families
16. The retirement transition in a changing economy
17. Life expectancy, health and health care, long term care for the frail elderly
18. Dying death and bereavement
19. Inequality and poverty across the adult years
20. Successful aging concepts and research evidence

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## **Social Gerontology – Aging and Later Life SOCI 327**

Course time/location: 9:55 – 11:10 Founders Hall 251A  
Instructor: Dr. R. Corey Remle  
Assistant Professor of Sociology

Office and Office Hours: FH 240; Wed. 1:30 – 3:00; Thurs. 8:30 – 9:30;  
Will meet also by appointment

Phone and e-mail: (843) 661-1813      [rremle@fmarion.edu](mailto:rremle@fmarion.edu)

### **OVERVIEW**

This course will focus on the dynamics of individuals' lives as they age, and the impact of an aging population on social structures such as families, health care systems, public policies and the life course. You will be challenged to look beyond the stereotypes commonly associated with the elderly and to understand theories and other sociological concepts related to aging. You will examine the psychological and social factors that jointly affect individuals from adulthood to later life. You will explore how societies are responding to the global demographic transition to an older population. You will become familiar with ways that social institutions use age to characterize individuals and position older adults in society through age discrimination and public policies. My goal is that you will connect with the material, expand your worldview, and generate new ideas about how to respond optimistically to the personal and social aspects of the aging process.

### **READINGS**

***Readings listed on the schedule are required, unless noted as optional. You are responsible for thoroughly reading required material by the date of the class they are listed under – not during or after that class.***

Many of the readings and activities for this course were selected from the required book:

- *Aging and the Life Course: An Introduction to Social Gerontology* by Jill Quadagno

The book is available for purchase at the campus bookstore, but you can also buy copies online.

Additional readings are assigned and they will be available as physical-copy reserves in Rogers Library, and as pdf files posted on the course Blackboard site. Readings posted on Blackboard or in the library reserves will be posted or available at least one week before they are due to be read. You will find the electronic documents in the Readings area on Blackboard. *The best way to read pdf files on the computer without having to print is this process:*

1. Open the document in Blackboard.

2. Once you see the pdf document, download it to your computer.
  - a. I suggest a “SOCI327” class folder on your computer.
3. Open the document in Adobe Reader.
4. If the document is sideways, you can then pull down the “View” menu and use the “Rotate View” command to see it in normal view.
5. Then you can “zoom” to the right size to read it easily

**VERY IMPORTANT!!** The best way to prepare when reading assigned materials before the class session is to take notes and answer the following questions while reading:

- What are the main ideas presented in this reading?
- How are the main ideas relevant to what has been or is being discussed regarding the social studies of aging and later life?
  - *In other words, why is Dr. Remle making us read this?*
- List three facts used as evidence to provide support for the authors’ main statements.
- Is there existing evidence or alternate theories that go against the main ideas?
- How does this info relate to previous class topics and the real world?

### **LECTURES AND CLASS ACTIVITIES**

I will ask questions during lectures related to the readings as part of your expected participation. I may also ask questions in relation to the subject matter and recent social events. **Lectures and readings often cover separate or overlapping material;** they are not substitutes for one another. I will post lecture slides to the course Blackboard Content area for each lecture after the lecture has been given. **The lecture slides provide limited information about what was discussed during the class** (e.g., bullet points, graphs). It is your responsibility to collect notes from another student if you are unable to attend a class session.

### **BLACKBOARD**

This course requires you to use Blackboard on a regular basis. In particular, we will use the Announcements, Readings/Content and Discussions areas. The Syllabus area contains this course overview and the reading schedule. You will also be able to track your progress in the course via the Grade Center. To login to Blackboard, here is the website address for the login page:

<https://blackboard.fmarion.edu/>

You should be automatically on the roster for the Course website. If not, call the IT Helpline at 843-661-1111.

### **GRADES**

It is VERY IMPORTANT to recognize an “A” is awarded for excellent work that goes beyond completing just what the assignments require. Completing only the assignment’s requirements without additional effort demonstrated will merit a “B” grade or lower. Your final grade will be weighted based on the following:

• Attendance	5%
• Participation in Class Discussions	10%
<b>Participation via Discussion Boards counts!</b>	
• Assignment #1	12%
• Assignment #2	15%
• Group Project	18%
• Midterm Exam	20%
• Final Exam	20%
	100%

**Any late assignments will receive a full letter grade deduction for every 24-hour period that passes after the deadline!**

The grade distribution for the course is as follows:

	B+ = 89 to 90.9	C+ = 78 to 80.9	D+ = 68 to 70.9	F
<60				
A = 91 to 100	B = 81 to 88.9	C = 71 to 77.9	D = 60 to 67.9	

### **ATTENDANCE – 5% of final grade**

There will be an attendance sign-in sheet for each class. Anyone who does not sign in will be counted as absent for that class meeting. Attendance is expected for all class meetings. Points will be deducted from your attendance grade after one absence. Absence from class does not excuse late assignments. The grade penalty will be applied to all late assignments. You are responsible for following up on any material or assignments that you miss when you are absent.

### **PARTICIPATION – 10% of final grade**

Regular participation in class discussions is an important part of your final grade. I will periodically ask questions about the material or class topics. I do not like to put students “on the spot” but will call on someone if no one raises their hand. Questions are intended to spur critical and creative thinking about the subject matter. If you are a person who tends not to speak during classes, I suggest writing down 1) any questions or thoughts that come up as you read the material or 2) any ideas that come up after lectures.

Good discussion participation is reflected through three key qualities: demonstrating that you have read the material beforehand as preparation, positive & thoughtful participation through comments or questions related to the material, and regular contributions. Participation in discussions is very important to understanding and analyzing the material and each other’s ideas. I look for clear evidence of these qualities as I compile your participation points during the term. *IMPORTANT:* In addition to class discussions, you may also participate by posting a comment or question to the **Blackboard Discussions Forums** about the readings or lectures. These discussion boards are a great opportunity for everyone to gain participation credit.

**TWO WRITTEN ASSIGNMENTS – collectively 27% of final grade**

There will be two independent critical thinking assignments during the semester. These are short papers that may require introspection, some outside reading and research, or report and analysis of an activity or event. The assignments will require you to apply what you have experienced and learned to class topics. Each assignment will be graded on a 100-point scale. More details will be provided during the semester.

**MIDTERM AND FINAL EXAMS – Each exam is worth 20% toward final grade**

The exams will include definitions and short answer questions taken from readings, lectures, and/or will require the application of key ideas to a particular aging-related issue raised in the news. Each will be graded on a 100-point scale.

**GROUP PROJECT – 18% toward final grade**

Groups will be assigned by the instructor with 3 or 4 persons per group. The group project requires a written paper and an oral presentation. The project will require outside academic research. The paper will be expected to be 1800-2000 words in length. The presentation will be 10-15 minutes in length. Longer presentations will receive reduced grades. Group members will divide work tasks based on individuals' strengths. Each group member will provide the instructor with an anonymous evaluation of everyone's contributions after the project is completed.

**WITHDRAWING FROM THE COURSE**

**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.

**CLASSROOM AND DIGITAL ETIQUETTE**

Students are expected to act respectfully towards the professor and fellow students in the classroom. This means students should not speak loudly, inappropriately or rudely to one another or in off-topic conversations that disrupt classes. Students also should not sleep, use their cell phones or work on other assignments during classes.

This should go without saying, but let's say it anyway: **you should turn off your cell phone and/or other devices (iPods, headphones, etc.) before you enter the classroom.**

**Phones may not be used** for taking notes or any other purpose during class. Using your phone for texting, browsing the Internet or taking pictures will be considered a violation of digital etiquette and may result in being counted as absent from the class that day.

Laptops may be used in class for note-taking or in-class assignments directed by the professor. If you plan to take notes using a laptop, you should be considerate of other students seated behind or around you who may be distracted. In-class laptops present

temptations that many students find irresistible. Please note that tablets or iPads are not helpful for in-class work because the temptation is not to take any notes at all.

You must resist the urge to send texts, tweets or email during class. Do not check Facebook, read news, or otherwise engage online via computer or phone during class. If I discover use of a laptop for Web surfing, IM, e-mail, or completing work for another class during class sessions, you will be asked publicly to relinquish your computer to me for the remainder of that day. I also reserve the right to suspend or revoke the privilege of using laptops in the classroom for everyone if there is repeated and inappropriate overuse. Failure to observe these classroom and digital standards more than once during the semester 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.

### **WRITING EXPECTATIONS FOR ASSIGNMENTS**

When preparing and writing your papers, **follow the assignment directions carefully.**

There are several valuable resources on the Rogers Library Website to help develop the appropriate writing style. I recommend these to start with:

#### **General Sociology Research Guide**

- <http://libguides.fmarion.edu/sociology?hs=a>
- Use the tabs at the top for more details on databases and journals

#### **APA citation and reference list style guide**

- <http://libguides.fmarion.edu/apa>  
[Chicago and MLA are **not** acceptable formats for social science papers]

DEFINITELY consult me, a research librarian or the Writing Center for help when you get stuck. **IF YOU HAVE A QUESTION ABOUT PARAPHRASING OR QUOTING A SOURCE, ASK!!** Tammy Ivins is the liaison for the Sociology department. She can be reached at [tivins@fmarion.edu](mailto:tivins@fmarion.edu) to make an appointment. If the library is open, any of the reference librarians at the central desk can help. *The librarian on duty may also be available from your home via chat through the Rogers Library website.* The writing center can also be a helpful resource when completing your assignments for this course. I do not consider it cheating to use these resources or to consult a librarian for help.

**DO NOT USE** these sources for written assignments:

- Wikipedia, ask.com, ehow.com, or similar questionably-authored websites
- A webpage that does not have an identifiable author
- A webpage that summarizes a book or a sociologist's theory into one page
  - for example:
    - <http://www.d.umn.edu/~bmork/2306/Theories/BAMlabeling.htm> or
    - <http://www.studymode.com/subjects/howard-becker-and-labeling-theory-page1.html>
  - This is evidence that didn't write your own paper which is cheating

These sources are not considered valid references for written assignments. At a minimum, significant point deductions will result from using these sources for assignments. **Warning:** Direct quotes from any of these sources (*with or without citation*) will be considered cheating/plagiarism and may result in a grade of zero on the assignment and referral of your case to the University Honor Council, at the discretion of the instructor.

**DO** use primary resources like peer-reviewed journal articles or books! If you use an online news source, it will be treated as a *secondary or supporting* resource which means you didn't dig deep enough and points will be taken off when the assignment is graded. Unless necessary, your resources should have been published in the past 15 years. I prefer more recent material. Class readings may be used sparingly as supporting materials.

**DO NOT** use quotations if they can be avoided. Quotations should be used sparingly. Paraphrasing authors' ideas provides evidence that you read and understood the material you have cited. When in-text citations and/or a reference list are not included, the highest grade you can possibly receive will be a B-. For all written assignments, you will generate a reference list and submit it at the bottom of your wiki post. If a student plagiarizes an article, Website or other resource by **copying word-for-word material without quotation marks and an in-text citation, that will be considered plagiarism/cheating** and the penalty will be a zero on the assignment. If it happens a second time, the student will fail the course and be referred to the Dean's Office for disciplinary action.

DEFINITELY use in-text citations and reference lists of resources used for the wikis with the APA citation style. They are REQUIRED when other authors' ideas are used *for all sources*. **All word-for-word quotes from other sources (including websites!) must be placed in quotation marks and explicitly cited in your assignment with the page number included.** Ideas that are paraphrased from outside resources such as articles, books or online documents must also follow the rules of in-text citations. Definitely make sure that the reference lists follow the APA Style formats. For sample reference lists, use the APA citation style guide link above.

### **ASSIGNMENT DEADLINES**

Assignment deadlines are included in the syllabus, and the assignments must be turned in before class begins on the day they are due. They cannot be turned in via email. **ALSO BE SURE TO ELECTRONICALLY SAVE** draft versions of all assignments on a flash drive until after you have received your final grade for the course. **Late assignments will receive a 10-point deduction for every 24-hour period that passes after the deadline, starting immediately after the exact deadline time on the due date.**

### **GRADE DESCRIPTION IN DETAIL**

A = very insightful and distinguished work that is polished, intellectually sophisticated, and demonstrates a thorough understanding of relevant ideas, concepts and theoretical paradigms as well as the ability to think critically.

B = work that is of a very good quality. Thought that went into the essay lacks polish and intellectual sophistication of an “A” paper but clearly reflects above average effort and ability. Writer cites and discusses relevant ideas and concepts from the readings in ways that suggest very good comprehension.

C = reflects satisfactory work but lacks comprehension and reads like a working draft that has not been sufficiently edited. Writer had difficulty demonstrating a sound understanding of key concepts and ideas. Writer offered a summary rather than an interpretation of readings. Writing is relatively clear but difficulties with writing (e.g., basic punctuation, spelling, grammar, sentence structure) are evident.

D = Passing but not satisfactory. Essay reflects minimal effort was put forth as suggested by numerous writing errors, and the overall length of the essay. Writer made little effort to relate key concepts and ideas to the question posed. Content of essay suggests that the writer did not understand the material or perhaps the purpose of the essay. There may have been a tendency for the writer to repeat the same thoughts over or to replace clear and meaningful content with “filler.”

F = Failure; reflects very little if any effort went into the assignment. Writing errors serious enough to impede comprehensibility. No reference made to key concepts or ideas in sociology. (Hayes, 2011)

*You are strongly encouraged to contact the professor (call, schedule an appointment, email) at any time to discuss your progress in the course!*

#### **HONOR CODE AND ACADEMIC INTEGRITY**

You will be expected to act in accordance with the FMU Academic Honor Pledge. Cheating involves (but is not limited to) plagiarism, working on an assignment with others when it should be completed individually and paying others to do your work. Therefore, everything you do for this course is to be your own work. You may not collaborate with other students in any way on individual assignments. As noted above, in-text citations, proper citations for quotes and reference lists, and plagiarism are taken very seriously. Anyone found in violation of the Honor Pledge will be sanctioned accordingly. The first penalty will be a ZERO on the assignment. If there is additional evidence of plagiarism or cheating, this will result in failure of the course and the student will be referred to the Provost’s Office for disciplinary action. If you have any questions on this, please consult the Student Handbook.

#### **OFFICE HOURS**

I encourage students to meet with me in order to discuss questions regarding the course or assignments, progress in the course, or general issues. My office hours are listed above. If you are unable to see me during office hours, contact me by email to set up an appointment.

#### **OTHER ISSUES**

Francis Marion provides accommodations to students who have documentation of a disability and work through the Learning Assistance and Testing Center. Please contact the Center (661-1840) if you have a disability to arrange any necessary accommodations for taking this course. Extra time on exams or other services must be arranged with the Testing Center at least two to three days in advance. It is your responsibility to provide me with

confirmation of the Assistance Services to be provided to you from the Learning Assistance and Testing Center early in the semester.

**FMU student athletes must provide me with a travel and game/match schedule** for the whole semester by the second week of classes. This is very important to know beforehand if the sports commitment will conflict with any assignment deadlines or exams. Ask your coach or assistant coach to type a schedule, sign it, make copies and give you one to hand in to me for my records.

**REFERENCE**

Hayes, Terrell A. (2011). "The Individual in Society." Unpublished manuscript.